

Grades 6–8 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple written texts 	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral communication and simple written texts • retell a few key details 	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none"> • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text 	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text 	use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
6-8.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh-questions 	with prompting and supports, <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions 	with guidance and supports, <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed 	<ul style="list-style-type: none"> • participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed

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6-8.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, <ul style="list-style-type: none"> communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details about familiar texts, topics, experiences, or events	with guidance and supports, <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, <ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, <ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary about a variety of texts, topics, and events
6-8.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> construct a claim about a familiar topic or event give a reason to support the claim use academic and domain specific vocabulary 	with guidance and supports, <ul style="list-style-type: none"> construct a claim about familiar topics, texts, or events introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a claim about a variety of topics, texts, or events introduce the topic provide sufficient evidence, reasons, or facts to support the claim acknowledge opposing ideas provide a concluding statement or section use academic and domain specific vocabulary 	<ul style="list-style-type: none"> construct a claim about a variety of topics, texts, or events introduce the topic provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim establish a formal style address the counterargument provide a concluding section use academic and domain specific vocabulary

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6-8.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, <ul style="list-style-type: none">• conduct short individual or shared research projects to answer a question• gather information from a few provided sources• label collected information	with prompting and supports, <ul style="list-style-type: none">• conduct short individual or shared research projects to answer a question• gather information from provided sources• record some data and information	with guidance and supports, <ul style="list-style-type: none">• conduct short research projects to answer a question• gather information from a variety of provided print and digital sources• summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate• present findings to a small or large group in an oral or written text• cite sources	<ul style="list-style-type: none">• conduct short research projects to answer a question• gather information from multiple print and digital sources• use search terms effectively• quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate• present findings in an organized oral or written text• cite sources• use a standard format for citations	<ul style="list-style-type: none">• conduct short research projects to answer a question• gather information from multiple print and digital sources• use search terms effectively• (at Grade 8) evaluate the credibility of each source• quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate• integrate information into an organized oral or written report• cite sources• use a standard format for citations
6.8.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, <ul style="list-style-type: none">• identify a point an author or a speaker makes	with prompting and supports, <ul style="list-style-type: none">• identify the main argument an author or a speaker makesidentify one reason an author or a speaker gives to support the argument	with guidance and supports, <ul style="list-style-type: none">• explain the argument an author or a speaker makesdistinguish between claims that are supported by reasons and evidence from those that are not	<ul style="list-style-type: none">• analyze the argument and specific claims made in texts or speech• determine whether the evidence is sufficient to support the claims• cite textual evidence to support the analysis	<ul style="list-style-type: none">• analyze and evaluate the argument and specific claims made in texts or speech/ presentations• determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims• cite textual evidence to support the analysis

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6-8.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, <ul style="list-style-type: none"> • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> • adapt language choices according to task and audience • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions 	with guidance and supports, <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text 	<ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience, • use a wide variety of complex general academic and content-specific academic words to precisely express ideas • maintain an appropriate and consistent style and tone throughout an oral or written text
6-8.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on context, visual aids, and knowledge of morphology in the native language, <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events

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6-8.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> introduce an informational topic explain a brief sequence of events, process, description, or compare and contrast present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement 	with guidance and supports, <ul style="list-style-type: none"> introduce and develop an informational topic with a few facts and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a concluding statement or section 	<ul style="list-style-type: none"> introduce and develop an informational topic with facts and details explain a detailed sequence of events, process, description, comparison and contrast, or analysis use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section 	<ul style="list-style-type: none"> introduce and effectively develop an informational topic with facts and details explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section
6-8.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions 	with prompting and supports, <ul style="list-style-type: none"> use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences 	with guidance and supports, <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases recognize phrases and clauses within a sentence produce and expand simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices recognize and explain the function on phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) produce and expand simple, compound, and complex sentences