

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

View Two

View Two of the ELP Standards for AE displays each CCR English Language Arts and Literacy Standard for AE that corresponds to one or more ELP Standards for AE. The corresponding ELP Standard(s) offer guidance on the language knowledge and skills students will need to access the CCR Standard for AE.

Reading Standards

CCR Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Reading 1 Level E

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)
- Application: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
- Application: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	By the end of English language proficiency level 1, an ELL can... 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 spoken and written texts.	By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none">• identify the main topic in oral presentations and simple spoken and written texts• retell a few key details.	By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none">• determine a central idea or theme in oral presentations and spoken and written texts• retell key details• answer questions about key details• explain how the theme is developed by specific details in texts• summarize part of a text.	By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none">• determine a central idea or theme in oral presentations and spoken and written texts• analyze the development of the themes/ideas• cite specific details and evidence from texts to support the analysis• summarize a text.	By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to: <ul style="list-style-type: none">• determine central ideas or themes in oral presentations and spoken and written texts• analyze the development of the themes/ ideas• cite specific details and evidence from texts to support the analysis• summarize a text.

Writing Standards

CCR Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR Writing 1 Level E

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)

ELP Standard 4	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.	By the end of English language proficiency level 1, an ELL can... <ul style="list-style-type: none"> • express an opinion about a familiar topic, experience or event. • give a reason for the opinion. 	By the end of English language proficiency level 2, an ELL can... <ul style="list-style-type: none"> • construct a claim about familiar topics, experiences, or events • introduce the topic, experience, or event • give a reason to support the claim • provide a concluding statement. 	By the end of English language proficiency level 3, an ELL can... <ul style="list-style-type: none"> • construct a claim about familiar topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement. 	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> • construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • provide a concluding statement. 	By the end of English language proficiency level 5, an ELL can... <ul style="list-style-type: none"> • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented.

CCR Speaking and Listening Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR Speaking and Listening 1 Level E

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)

ELP Standard 2	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.</p>	<p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> • actively listen to others • participate in short conversations and written exchanges about familiar topics and in familiar contexts • present simple information • respond to simple yes/no questions and some wh-questions. 	<p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> • participate in short conversations and written exchanges about familiar topics and texts • present information and ideas • appropriately take turns in interactions with others • respond to simple questions and wh- questions. 	<p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed • follow rules for discussion • ask questions to gain information or clarify understanding. 	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas • clearly support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed. 	<p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.