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| **ESL Class Level** | **For Students Who** | **By the End of This Class, Students Will Be Able To** |
| **Low Beginner**  | * Have limited or no previous education in English and/or their schooling has been interrupted
* Cannot speak, read, understand, or write English or have minimal skills in one or more aspects
* May or may not know basic words and phrases such as ‘hello’, ‘thank you’, and ‘My name is…’
* May or may not know the English alphabet or sounds of each letter
* Use gestures to communicate instead of attempting to use English
* Are not required to use or try to use English in their everyday lives, such as in the workplace or home, where their native language is spoken or limited or no English is required
 | * Use a very **limited** set of strategies to identify a few key words and phrases in oral communications and simple conversation and written texts
* Recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in conversation and written texts about familiar topics, experiences, or events by relying heavily on context, questioning, and knowledge of word structures in their native language(s)
* Actively listen to others
* Participate in short conversations and written exchanges about familiar topics and in familiar contexts
* Present simple information and understand and respond to simple questions, including yes/no and wh- (what, where, when, why) questions, with support
* Communicate information, feelings, and opinions about familiar texts, topics, and experiences, with support
* Show emerging awareness of differences between informal and formal language use
* Recall information, with support
* Recognize the meaning of some words learned through conversations, reading, and from being read to
* Use a narrow range of vocabulary and syntactically simple sentences, with support
* Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions, with support
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| **ESL Class Level** | **For Students Who** | **By the End of This Class, Students Will Be Able To** |
| **High Beginner** | * Completed the *Low* *Beginner* class or equivalent
* Have limited previous education in English and/or their schooling has been interrupted.
* Can communicate in basic English (greetings, commands, requests, or relay personal information or immediate needs), but the meaning is unclear and/or they make multiple errors
* Understand and use familiar words and vocabulary related to their environment or immediate needs
* Provide simple, one-word answers or phrases
* Possess minimal or no control over grammar
* Can read common sight words and simple sentences in English but need assistance with pronunciation
* Struggle with reading comprehension
* Can spell words and write simple sentences in English but with errors
 | * Use an **emerging** set of strategies to identify the main topic and retell a few key details in oral presentations and simple conversations and written texts
* Participate in short conversations and written exchanges about familiar topics and texts
* Present information and ideas orally, with support
* Respond to simple questions and wh- (who, what, when, where, why) questions
* Compose simple written narratives or informational texts about familiar texts, topics, experiences, or events, with support
* Record and summarize information in simple notes, with support
* Show increasing awareness of differences between informal and formal language use
* Adapt language choices to task and audience with emerging control in various social and academic contexts
* Determine the meaning of frequently occurring words, phrases, and expressions in conversations and written texts about familiar topics, experiences, or events by using context, questioning, and knowledge of word structures in their native language(s)
* Recount a short sequence of events in order, with support
* Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, conjunctions, and common linking words to connect events and ideas, with support
* Produce simple and compound sentences
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| **ESL Class Level** | **For Students Who** | **By the End of This Class, Students Will Be Able To** |
| **Low Intermediate** | * Completed the *High Beginner* class or equivalent
* Can write basic sentences and organize them into paragraphs
* Employ a wider range of words and phrases beyond greetings in their conversations and writings, but may have errors
* Can identify and read common sight words and simple sentences in English but need assistance with pronunciation
* Possess a basic understanding of how to conjugate verbs in the simple present, past, and future tense
* May feel comfortable speaking in English, but use incorrect words and/or make other errors
* Are familiar with basic sentence structure
 | * Use a **developing** set of strategies to determine a central idea or theme in oral presentations, conversations, and written texts
* Retell or summarize part of a story and answer questions about key details
* Participate in conversations, discussions, and written exchanges about familiar topics, texts, or events
	+ Build on the ideas of others
	+ Express his or her own ideas
	+ Ask and answer relevant questions or questions to gain information or clarify understanding
* Deliver short oral presentations, with support
* Introduce and develop an informational topic with facts and details
* Compose written informational texts with a few details about familiar texts, topics, experiences, or events, with support
* Adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts
* Show developing control of style/tone in spoken and written texts
* Determine the meaning of frequently-occurring words, phrases and expressions in conversations and written texts about familiar topics, experiences, or events using context, questioning, and a developing knowledge of English and their native language(s)’ word structures
* Recount a sequence of events, with a beginning, middle, and end, with support
* Use common transitional words and phrases to connect events, ideas, and opinions, with support
* Use simple phrases and simple clauses, with support
* Produce and expand simple, compound, and a few complex sentences, with support
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| **ESL Class Level** | **For Students Who** | **By the End of This Class, Students Will Be Able To** |
| **High Intermediate** | * Completed the *Low Intermediate* class or equivalent
* Can summarize key points from a text or a conversation, with minimal errors
* Can elaborate (give details, facts, etc.) on their ideas in writing or conversation, with minimal errors
* Can conjugate verbs in the simple present, past, and future tense
* May possess a basic understanding of conjugating verbs in the continuous and perfect tenses
* Can create compound and a few complex sentences
* Converse using the correct words and grammar, with minimal errors
* May be familiar with metaphors, similes, idioms, and American slang
 | * Use an **increasing** range of strategies to determine a central idea or theme in oral presentations, conversations, and written texts
* Cite specific details about a topic, event, or experience
* Summarize a text or key points of a discussion
* Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues
* Express his or her own ideas and ask and answer questions for clarification

 * Deliver oral presentations
* Compose written informational texts with some relevant details, facts, concepts, and examples of the topic
* Adapt language choices and style according to purpose, task, and audience in various social and academic contexts
* Use a wider range of complex words, phrases, and clauses
* Adopt and maintain a formal and informal style and tone in conversation and written texts
* Determine the meaning of words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in conversations and written texts about a variety of topics, experiences, or events using context, questioning, and an increasing knowledge of English word structures
* Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure
* Use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas
* Use increasingly complex phrases and clauses
* Produce and expand simple, compound, and complex sentences
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| **ESL Class Level** | **For Students Who** | **By the End of This Class, Students Will Be Able To** |
| **Advanced** | * Completed the *High Intermediate* class or equivalent
* Understand and use English grammar without errors
* Can converse or write about a wide range of topics
* Can use the simple, perfect, and continuous tenses without errors
* Use different sentence structures to give their conversation or written texts more variety
* Use idioms and other figurative language in their writings and conversations, with minimal errors
* Change language choice and style according to the situation
 | * Use a **wide** range of strategies to:
	+ Determine central ideas or themes in oral presentations and conversations and written texts
	+ Cite specific details to support the main idea/theme
	+ Compose fully developed written informational texts with relevant details, concepts, examples, and information
	+ Organize written and spoken texts clearly
* Participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues by
	+ Building on the ideas of others
	+ Expressing his or her own ideas clearly and persuasively
	+ Providing details and evidence to support his or her ideas
	+ Asking and answering questions that probe reasoning and claims
	+ Summarizing the key points and evidence
* Deliver oral presentations
* Adapt language choices and style according to purpose, task, and audience with ease in various social & academic contexts
* Use a wide variety of complex words, phrases, and clauses
* Employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
* Determine the meaning of words and phrases, figurative and connotative language, and idiomatic expressions in conversations and written texts about a variety of topics, experiences, or events using context, questioning, and consistent knowledge of English word structures
* Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order
* Introduce and effectively develop an informational topic with facts, details, and evidence

 * Use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas
* Produce and expand simple, compound, and complex sentences
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