

English as a Second Language: Levels by Domain – **DRAFT 9/25/19**

Notes:

- The CB21 rubric reflects exit competencies, applies to both noncredit and credit, and the columns are not meant to be matched to levels.
- The rubric is not a list of course topics, nor is it a list of all things covered.
- Just because something is not included in the rubric, this does not mean faculty should not include it in their CORs.
- The rubric provides typical and general overarching outcomes to describe the competences of a course, not all of the course content.
- An ESL course equivalent to transfer-level composition (TLC) is not included in this rubric. That course should be coded CB21 = Y.

|  | CB21 = F   | CB21 = E   | CB21 = D   | CB21 = C   | CB21 = B   | CB21 = A  |
|--|--|--|--|--|--|---|
| <b>INTERPRETIVE</b>                    | Beginning ESL Literacy   | Low Beginning ESL  | High Beginning ESL   | Low Intermediate ESL   | High Intermediate ESL  | Advanced ESL  |
|  | <b>In listening and/or in reading, ELLs ready to exit this level can...</b>  |  |  |  |  |   |
| <b>Complexity and Type of Passages</b> | With prompting and strongly supported by visual and contextual clues:<br><br>Identify high frequency sight words, phrases, and simple sentences about familiar topics in simplified materials with minimal written text and oral communication spoken slowly with rephrasing and repetition, using a very limited set of strategies. | Strongly supported by visual and contextual clues:<br><br>Identify high frequency words and phrases in simplified written materials with limited written text, sentences, multi-sentence paragraphs, and simple exchanges on familiar topics spoken slowly with rephrasing and repetition using a limited set of strategies. | Supported by visual and contextual clues:<br><br>Identify the main topic and supporting ideas in simple one-page adapted or authentic written texts and/or short informational listening passages on familiar topics spoken slowly with rephrasing and repetitions and retell a few key details using an emerging set of strategies. | Determine a central idea or theme in a two-page authentic or adapted text and/or in short informational and narrative listening passages on general career and academic topics.<br><br>Understand passages that consist of mostly simple syntax supported by visuals and spoken at a natural pace. | Determine a central idea or theme in a variety of sections of a multi-page academic fiction or nonfiction written text, and/or oral presentation such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax.<br><br>Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters. | Determine central ideas or themes from different disciplines in multi-page academic fiction and nonfiction chapters and texts and/or extended oral discourse, such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax.<br><br>Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters. |

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| INTERPRETIVE  | CB21 = F  | CB21 = E   | CB21 = D  | CB21 = C  | CB21 = B  | CB21 = A   |
|---|---|--|---|---|---|--|
| <b>In listening and/or in reading, ELLs ready to exit this level can...</b> |   |  |   |   |   |  |
| <b>Main Idea or Topic</b>   | <p>With prompting and strongly supported by visual clues:</p> <p>Identify the general topic or sequence of events.</p>                    | <p>Strongly supported by visual and contextual clues, and with prompting and support:</p> <p>Identify the general topic or sequence of events in a short conversation or brief written text supported by images in a familiar context by responding to simple yes/no and wh-questions.</p> | <p>Supported by visual and contextual clues:</p> <p>Identify the main topic or idea of an author or speaker.</p> <p>Using an emerging set of strategies, locate specific information and definitions in paragraphs and identify details and examples.</p> | <p>Answer questions about key details.</p> <p>Retell key details.</p> <p>Explain how the theme is developed by specific details in texts.</p> <p>Summarize part of a text using a developing set of strategies such as locating specific information and definitions.</p> | <p>Using an increasing range of strategies, analyze the development of themes/ideas</p> <p>Identify specific details and evidence from texts to support the analysis</p> <p>Locate specific information, definitions, or restatements of concepts.</p> <p>Summarize a text using a range of strategies.</p> | <p>Analyze the development of themes/ideas and rhetorical structure</p> <p>Identify specific details and evidence from linguistically and conceptually complex texts to support analysis and critique.</p> <p>Summarize a text using a wide range of strategies.</p> |
| INTERPRETIVE  | CB21 = F  | CB21 = E   | CB21 = D  | CB21 = C  | CB21 = B  | CB21 = A   |
| <b>In listening and/or reading, ELLS ready to exit this level can...</b>    |   |  |   |   |   |  |
| <b>Purpose and Audience</b>   | <p>Identify the purpose and basic features of simplified documents with visual context and minimal text, including titles and images.</p> | <p>Identify the purpose, audience, and basic features of simplified documents supported by visual context, including titles, sentences, simple charts, and images.</p>   | <p>Identify purpose, audience, and text type by reading titles, paragraphs, simple charts, and graphics.</p>  | <p>Identify purpose, audience, and text type by using a developing set of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics.</p>   | <p>Identify purpose, audience, and text type by using a range of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics.</p>  | <p>Identify text type, audience, and purpose by effectively using a wide range of strategies to interpret titles, multi-paragraph text, subtitles, introductions, charts, and graphics.</p>  |

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|--|--|--|--|---|---|--|
| <b>In listening and/or reading, ELLS ready to exit this level can...</b> |  |  |  |   |   |  |
| <p><b>Claim and Support</b></p>  | <p>Strongly supported by visual and contextual clues:</p> <p>Locate specific information in lists and identify details and examples in simplified materials.</p> <p>Compare items such as products or details.</p> | <p>Supported by visual and contextual clues:</p> <p>Locate specific information in lists and sentences and identify details and examples in short texts.</p> <p>Compare items using information.</p> | <p>With support:</p> <p>Locate specific information or definitions in a short paragraph.</p> <p>Compare and evaluate the quality of information using sources such as graphs and charts.</p> | <p>Distinguish main ideas from supporting details within a two-page adapted or authentic text.</p> <p>Explain the reasons an author or a speaker gives to support the author or speaker’s claim.</p> <p>Identify details and examples in a text to explain explicit and implied meaning.</p> <p>Identify an author’s point of view.</p> <p>Identify and evaluate statements of fact and opinion and recognize simple discourse markers of opinion and hypothetical constructions.</p> <p>Refer to details and examples in a text to explain explicit and implied meaning.</p> | <p>Analyze the reasoning in persuasive written or spoken texts and determine whether the evidence is sufficient to support the claim.</p> <p>Evaluate an author’s point of view, audience, and purpose and analyze the use of rhetoric and word choice to advance that point of view or purpose.</p> <p>Identify textual evidence to support the analysis of explicit and implied meaning, including the author’s purpose, point of view, audience, and tone.</p> | <p>Analyze and evaluate reasoning by delineating and evaluating the claims in persuasive multi-page academic written or spoken authentic texts across disciplines.</p> <p>Determine whether the evidence is relevant and sufficient to support the claim.</p> <p>Recognize irrelevant evidence or bias versus strong and thorough textual evidence to support analysis of the explicit or implied claim.</p> <p>Evaluate an author’s point of view and analyze the use of rhetoric, tone, and word choice to advance that point of view.</p> |

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|---|---|--|---|--|---|--|
| <b>In listening and/or in reading, ELLs ready to exit this level can...</b> |   |  |   |  |   |  |
| <b>Vocabulary</b>   | <p>Relying heavily on strong visual clues and context and with prompting and support:</p> <p>Demonstrate emerging sound-symbol correspondence.</p> <p>Recognize the meaning of a limited number of high frequency sight words and phrases in simple written or oral texts about familiar topics, experiences, and events related to life, work, and the classroom.</p> <p>Use high frequency prefixes to infer the meaning of a word or phrase strongly supported by visual clues, recognize essential idioms in signs and warnings.</p> <p>Recognize the meaning of some</p> | <p>Relying heavily on strong visual clues and context and with prompting and support:</p> <p>Apply sound-letter correspondence.</p> <p>Recognize the meaning of high frequency words and phrases in simple written or oral texts about familiar topics, experiences, or events related to life, work, and the classroom learned through short conversations, listening passages, and readings.</p> <p>Use high frequency prefixes and suffixes to infer the meaning of a word or phrase supported by visual clues, and recognize basic common idioms in context.</p> | <p>Relying on visual and contextual clues:</p> <p>Determine the meaning of frequently occurring words, phrases, and expressions in short written and spoken texts about familiar, general academic, and career-related topics.</p> <p>Use affixes and roots to infer the meaning of a word or phrase.</p> <p>Recognize common idiomatic language supported by contextual clues.</p> | <p>Using context, questioning, and a developing knowledge of word structures:</p> <p>Determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in written or spoken texts about familiar topics, experiences, or events.</p> <p>Determine the meaning of common intermediate idiomatic language.</p> | <p>Using context, questioning, and an increasing knowledge of word structure:</p> <p>Analyze syntactic and semantic text features and their impact on the meaning of sentences, paragraphs, or texts.</p> <p>Infer and determine the overall meaning of general academic and content-specific words and phrases, figurative and connotative language, and an increasing number of idiomatic expressions in written or spoken texts about a variety of topics, experiences, or events.</p> | <p>Using context, questioning, and consistent knowledge of word structure:</p> <p>Determine the overall and nuanced meaning of general academic and content-specific words and phrases within and across a multi-page text, figurative and connotative language, and idiomatic expressions in written or spoken texts about a variety of professional and academic topics, experiences, or events.</p> <p>Use context and word structures (affixes and roots) to infer the meaning of a word or phrase within and across a text.</p> |

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|   |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
|   | words learned through short conversations and simplified readings.                          |  |   |  |  |  |
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| <b>In listening and/or in reading, ELLs ready to exit this level can...</b> |   |  |   |  |  |  |
| <b>Cohesive Devices to Interpret Meaning (Relationship of Ideas)</b>        | Apply knowledge of basic pronouns to interpret the meaning of phrases and simple sentences. | Apply knowledge of basic conjunction, demonstratives, and possessives to interpret the meaning of sentences. | Apply knowledge of common cohesive devices such as conjunctions, adverbs of time, and pronoun references. | Apply developing knowledge of cohesive devices to interpret meaning, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, simple conditionals, articles, and use of verb tenses, adverbs, and adverbials to establish time of occurrence and sequence. | Apply increasing knowledge of a range of cohesive devices to interpret meaning and structure, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, and adverbials to establish time of occurrence or sequence. | Analyze and interpret syntactic and semantic text features and their impact on the meaning of sentences, paragraphs, or texts.<br><br>Apply knowledge of a variety of cohesive devices and strategies to evaluate the meaning and structure of texts, including conjunctions and conjunctive adverbs in complex sentences and across paragraphs, pronoun reference, relationships of time and agency, passive voice, determiners, and use of verb tenses, conditionals, adverbs, and adverbials to establish time of occurrence or sequence. |

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|---|--|--|---|---|---|--|
| <b>PRODUCTIVE</b>   | Beginning ESL Literacy   | Low Beginning ESL  | High Beginning ESL  | Low Intermediate ESL  | High Intermediate ESL   | Advanced ESL   |
| <b>In speaking and/or writing, ELLs ready to exit this level can...</b> |  |  |   |   |   |  |
| <b>Complexity and Type of Text/ Organization</b>                        | <p>With prompting and strongly supported by visual and contextual clues:</p> <p>Communicate simple information or feelings about familiar topics, events, or experiences including basic personal information and immediate needs.</p> <p>Write or copy words, phrases, or syntactically simple sentences based on visual prompts.</p> | <p>Strongly supported by visual and contextual clues:</p> <p>Communicate in writing and speaking basic information and feelings about familiar texts, topics, and experiences.</p> <p>Write simple sentences on one topic based on previously learned vocabulary and structures.</p> | <p>With support:</p> <p>Compose loosely organized written narrative or informational paragraphs and deliver short, simple oral presentations about familiar texts, topics, experiences, or events, based on a visual or written prompt.</p> | <p>With support:</p> <p>Compose written informational texts and deliver short oral presentations about familiar texts, topics, or events.</p> <p>Write well-developed paragraphs and multi-paragraph texts with a topic sentence or thesis statement, supporting details, and a conclusion, referring to the ideas of others.</p> | <p>Compose written informational texts and deliver oral presentations on academic and career-related topics.</p> <p>Write expository essays and other multi-paragraph texts with a clear introduction, thesis statement, supporting details, and a conclusion, using a variety of rhetorical techniques and coherent organization.</p> <p>Develop the topic with some relevant details, concepts, and examples.</p> <p>Integrate graphics or multimedia when appropriate.</p> | <p>Compose written informational texts and deliver oral presentations on a variety of academic and career-related topics and texts.</p> <p>Write expository essays and other multi-page texts with a clear introduction, thesis statement, supporting details, and a conclusion which demonstrate coherent organization and focus. This may include research projects incorporating various sources.</p> <p>Develop the topic with depth, complexity, and logical reasoning, using relevant facts, examples, supporting details, and references to multiple outside sources.</p> <p>Integrate graphics or multimedia when appropriate.</p> |

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| PRODUCTIVE  | CB21 = F                                     | CB21 = E  | CB21 = D  | CB21 = C  | CB21 = B  | CB21 = A  |
|---|--|---|---|---|---|---|
| <b>In speaking and/or writing, ELLs ready to exit this level can...</b> |  |   |   |   |   |   |
| <b>Claim and Support</b>  | Express a preference about a familiar topic. | Express a preference or opinion about a familiar topic, experience, or event and give a reason for that preference. | Express a main idea (claim) about familiar topics, experiences, or events.<br><br>Introduce a familiar topic, experience, or event with a topic sentence, give a reason or explanation to support the main idea and provide a concluding statement. | Construct a claim about familiar topics.<br><br>Introduce the topic through a topic sentence or basic thesis statement.<br><br>Provide sufficient reasons or facts to support the claim and provide a concluding statement, referring to the ideas of others. | Construct a claim about a variety of topics and introduce the claim.<br><br>Provide logically ordered reasons or facts that effectively support the claim and provide a concluding statement.<br><br>Integrate the ideas of others to support the writer’s thesis through the appropriate use of paraphrase, summary, and quotation with in-text citations. | Construct a substantive claim about a variety of topics and introduce the claim, distinguishing it from a counterclaim.<br><br>Provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim and provide a conclusion that summarizes the argument presented.<br><br>Integrate the ideas of others through paraphrase, summary, quotation and a works cited or references page, including multiple sources, to support the writer’s thesis. |

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|---|--|--|---|--|--|--|
| <b>In speaking and/or writing, ELLs ready to exit this level can...</b> |  |  |   |  |  |  |
| <p><b>Texts Across Rhetorical Modes</b></p>                             | <p>The EFLs and CAI do not address this skill at this level.</p> | <p>The EFLs and CAI do not address this skill at this level.</p> | <p>With support:</p> <p>Recount a short sequence of events in order.</p> <p>Introduce an informational topic and provide one or two facts about the topic.</p> <p>Use common linking words to connect events and ideas.</p> | <p>With support:</p> <p>Recount a sequence of events, with a beginning, middle, and end.</p> <p>Introduce and develop an informational topic with facts and details and provide a conclusion.</p> <p>Use common transitional words and phrases to connect events, ideas, and opinions.</p> | <p>Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.</p> <p>Introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.</p> <p>Introduce the concept of persuasion as part of introducing and arguing a claim.</p> <p>Use a variety of complex transitions to link ideas to clarify relationships among events and ideas.</p> | <p>Recount a complex and detailed sequence of events or steps in a process with an effective sequential or chronological order.</p> <p>Introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.</p> <p>Utilize persuasion as part of introducing and arguing a claim.</p> <p>Use a variety of complex transitions to link ideas to clarify relationships among events and ideas, resulting in coherent organizational focus.</p> |



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|---|---|--|---|---|--|--|
| <b>In speaking and/or writing, ELLs ready to exit this level can...</b> |   |  |   |   |  |  |
| <p><b>Language Choice and Style</b></p>                                 | <p>Show limited awareness of differences between informal and formal language use</p> <p>Use familiar everyday language to express immediate needs.</p> | <p>Show emerging awareness of differences between informal and formal language use.</p> <p>Express in simple terms aspects of personal background and immediate environment and needs.</p> | <p>Show increasing awareness of differences between informal and formal language use.</p> <p>Begin to adapt language choices to task and audience with emerging control in various social and academic contexts.</p> <p>In oral communication: produce simple connected text on familiar topics with some errors that may interfere with understanding.</p> | <p>Adapt language choices and style according to purpose, task, and audience adequately in various social and academic contexts</p> <p>Show developing control of style and tone in written or spoken texts.</p> <p>In oral communication: produce simple connected text on familiar topics in a comprehensible manner, exhibiting control over stress and intonation patterns.</p> | <p>Adapt language choices and style according to purpose, task, and audience appropriately in various social and academic contexts.</p> <p>Show expanding control of formal and informal style and tone in written or spoken texts.</p> <p>In oral communication: interact with a degree of fluency and spontaneity using stress and intonation appropriately.</p> | <p>Adapt language choices and style according to purpose, task, and audience effectively in various social and academic contexts.</p> <p>Use formal and informal styles and tones appropriately.</p> <p>In oral communication: express ideas fluently and spontaneously using stress and intonation effectively.</p> |

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|---|---|--|--|--|--|--|
| <b>In speaking and/or writing, ELLs ready to exit this level can...</b> |   |  |  |  |  |  |
| <b>Vocabulary</b>   | <p>With support including context and visual aids:</p> <p>Recognize and use common words and phrases related to life, work and the classroom.</p> <p>Use a small number of frequently occurring nouns and verbs.</p> <p>Understand and respond to simple questions.</p> | <p>With support:</p> <p>Use a narrow range of previously learned high frequency vocabulary related to life, work, and the classroom.</p> <p>Use a small number of frequently occurring nouns, noun phrases, and verbs.</p> | <p>Begin to use a range of frequently occurring words and phrases related to general academic and career topics.</p> | <p>Use an increasing number of general academic and content-specific words and expressions adequately.</p> | <p>Use a wider range of complex general academic and content-specific words and phrases effectively, selecting appropriate synonyms to avoid overuse of words.</p> | <p>Use a wide range of college-level academic words and phrases effectively, selecting appropriate synonyms to avoid overuse of words.</p> |

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|---|---|--|---|--|--|--|
| <b>In speaking and/or writing, ELLs ready to exit this level can...</b> |   |  |   |  |  |  |
| <b>Grammar and Sentence Structure</b>                                   | The EFLs and CAI do not address this skill at this level. | With support:<br>Use a narrow range of previously learned syntactically simple sentences related to life, work, and the classroom.<br><br>Use a small number of frequently occurring nouns, noun phrases, verbs, basic conjunctions, and prepositions. Understand and respond to simple questions. | With support:<br>Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions.<br><br>Produce simple, compound, and some complex sentences using adverbial clauses. | With support:<br>Use simple phrases and clauses.<br><br>Produce and expand simple, compound, and a few complex sentences.<br><br>Vary sentence patterns using adverbial and adjectival clauses, with general control over sentence boundaries. | Use increasingly complex phrases and clauses.<br><br>Produce and expand simple, compound, and complex sentences by adding modifying words and phrases, as well as adverbial, adjectival, and noun clauses.<br><br>Use a variety of more complex transitions to link ideas to clarify relationships among events and ideas. | Use appropriate and varied sentence patterns with transitions, coordination, and subordination, including reduced clauses to create cohesion and clarify relationships among ideas and concepts.<br><br>Produce and expand simple, compound, and complex sentences.<br><br>Use complex and varied transitions to link ideas to clarify relationships among events and ideas. |
| PRODUCTIVE  | CB21 = F  | CB21 = E   | CB21 = D  | CB21 = C   | CB21 = B   | CB21 = A   |
| <b>In speaking and/or writing, ELLs ready to exit this level can...</b> |   |  |   |  |  |  |
| <b>Editing</b>  | The EFLs and CAI do not address this skill at this level. | Edit for capitalization, basic grammatical form, and spelling.   | Edit for capitalization, sentence punctuation, basic grammatical form, and spelling.  | Edit for content, organization, capitalization, punctuation of varied sentence types, sentence boundaries, grammatical form, and spelling.   | Edit for content, organization, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling.  | Edit for content, sentence variety, organization, word choice, mechanics, capitalization, punctuation of varied sentence types, grammatical form, and spelling.  |

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|---|--|---|---|--|--|---|---|
| <b>INTERACTIVE</b>                        | Beginning ESL Literacy   | Low Beginning ESL   | High Beginning ESL  | Low Intermediate ESL   | High Intermediate ESL  | Advanced ESL  |   |
|   | <b>In listening, speaking, reading, and/or writing, ELLs ready to exit this level can...</b>   |   |   |  |  |   |   |
| <b>Type and Complexity of Interaction</b> | <p>With limited involvement, participate in short, written, and oral exchanges and short conversations about familiar topics and in familiar contexts.</p> <p>Respond to some simple yes/no and wh- questions.</p> <p>Communicate lack of understanding of a word or phrase.</p> | <p>Actively listen to others and can express lack of understanding.</p> <p>Participate in short written exchanges and conversations about familiar topics and in familiar contexts.</p> <p>Present personal information and information about basic needs and everyday activities.</p> <p>Respond to simple yes/no and wh- questions, and ask for and respond to requests for simple clarification.</p> | <p>Participate in written exchanges and conversations about familiar topics and texts.</p> <p>Present information and ideas.</p> <p>Distinguish and respond to yes/no and wh- questions,</p> <p>Appropriately take turns in interactions with others.</p> <p>Ask for and respond to requests for clarification.</p> | <p>Participate in written exchanges, discussions, and conversations about general career and academic topics, texts, and issues.</p> <p>Express their own ideas and build on the ideas of others.</p> <p>Answer questions and add relevant information and evidence.</p> <p>Ask questions to gain information or clarify meaning such as rephrasing when misunderstanding occurs.</p> <p>Restate some key ideas expressed.</p> <p>Follow rules for discussion.</p> | <p>Participate in written exchanges, discussions, and conversations about general career and academic topics, texts, and issues.</p> <p>Express their own ideas and build on the ideas of others.</p> <p>Answer questions and add relevant information and evidence.</p> <p>Ask questions to gain information or clarify meaning such as rephrasing when misunderstanding occurs.</p> <p>Restate some key ideas expressed.</p> <p>Follow rules for discussion.</p> | <p>Interact with a degree of fluency and spontaneity.</p> <p>Participate in written exchanges, conversations, and discussions about a range of topics and issues.</p> <p>Express their own ideas and build on the ideas of others.</p> <p>Clearly support points with specific and relevant evidence.</p> <p>Ask and answer questions to clarify ideas and conclusions.</p> <p>Summarize the key points expressed.</p> <p>Clarify meaning through communicative strategies such as paraphrasing when misunderstanding occurs.</p> | <p>Use language effectively for social, academic, and professional purposes.</p> <p>Participate in written exchanges, conversations, and extended discussions about a range of substantive topics, texts, and issues.</p> <p>Express their own ideas clearly and persuasively and build on the ideas of others.</p> <p>Refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims.</p> <p>Summarize the key points and evidence discussed.</p> <p>Utilize communicative strategies such as pause fillers and circumlocution.</p> |

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|---|--|---|--|--|---|---|
| In listening, speaking, reading, and/or writing, ELLs ready to exit this level can... |  |   |  |  |   |   |
| <b>Synthesis of Ideas</b>   | <p>With prompting and support in an instructor-led class setting:</p> <p>Research a simple question.</p> <p>Participate in group project.</p> <p>Gather information from one or two provided resources.</p> <p>Label some key information.</p> | <p>With support in an instructor-led class setting:</p> <p>Carry out short, shared simple research projects.</p> <p>Gather information from one to three provided print and digital sources.</p> <p>Label collected information, experiences, or events.</p> <p>Recall basic information from experience or from a provided source.</p> | <p>With support:</p> <p>Carry out short individual or shared research projects.</p> <p>Gather information from two or more provided print or digital sources.</p> <p>Record information in simple notes.</p> <p>Summarize simple data and information.</p> | <p>With support:</p> <p>Carry out short research projects to answer a question.</p> <p>Gather information from multiple provided print and digital sources.</p> <p>Paraphrase key information in a short written or spoken text.</p> <p>Include illustrations, diagrams, or other graphics as appropriate.</p> | <p>Carry out both short and more sustained research projects to answer a question,</p> <p>Use search terms effectively.</p> <p>Gather information from multiple print and digital sources.</p> <p>Consider the reliability of each source.</p> <p>Synthesize information from multiple print and digital sources.</p> <p>Integrate information into organized written or spoken texts.</p> <p>Include illustrations, diagrams, or other graphics as appropriate.</p> <p>Cite sources appropriately.</p> | <p>Carry out both short and sustained research projects to answer a question or solve a problem.</p> <p>Use advanced search terms effectively.</p> <p>Gather information from multiple print and digital sources.</p> <p>Evaluate the reliability of each source.</p> <p>Synthesize information from multiple print and digital sources, analyze.</p> <p>Integrate information into clearly organized written or spoken texts.</p> <p>Include illustrations, diagrams, or other graphics as appropriate.</p> <p>Cite sources appropriately.</p> |