

ENGLISH LANGUAGE PROFICIENCY

English Language Development

The Oregon English Language Proficiency (ELP) Standards provide teachers with information they can use to ensure that English-language development is occurring appropriately for all Limited English Proficient (LEP) students.

These standards encapsulate suggestions to teachers for ensuring that the needs of LEP students are addressed. They explicitly state what it is that all LEP students need to know and be able to do as they learn English and move toward full and successful participation in classes instructed only in English.

The Oregon English Language Proficiency Standards delineate the proficiency levels required to move through the levels of English-language development. The levels of developing proficiency in a second language have been well documented through research and were designed to provide teachers of all types of programs clear benchmarks of progress.

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional

language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language function refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of

words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The forms and functions as well as the English language arts pathway for LEP students are now in the REAL Standards by Design at www.ode.state.or.us/go/standards.

Language Functions and Examples of Forms

	LANGUAGE FUNCTION	EXAMPLE OF LANGUAGE FORM
1	Expressing needs and likes	Sentence structure
2	Describing people, places, things	Nouns, pronouns, adjectives
3	Describing location	Prepositional phrases
4	Describing action	Present progressive tense, adverbs
5	Retelling/relating past events	Past tense verbs
6	Making predictions	Verbs: future tense, conditional mood
7	Asking informational questions	Verbs and verb phrases in questions
8	Asking clarifying questions	Questions with increasing specificity
9	Expressing and supporting opinions	Sentence structure
10	Compacting	Adjectives and conjunctions
11	Contrasting	Comparative adjectives
12	Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13	Persuading	Verb forms
14	Literary analysis	Sentence structure, specific vocabulary
15	Cause and effect	Verb forms
16	Drawing conclusions	Comparative adjectives
17	Defining	Nouns, pronouns, and adjectives
18	Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
19	Generalizing	Abstract nouns, verb forms
20	Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21	Interpreting	Language of propaganda, complex sentences
22	Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23	Hypothesizing and speculating	Modals (would, could, might), compound tenses (would have been)
24	Summarizing	Modals (would, could, might), compound tenses (would have been)

ACQUISITION OF LANGUAGE FUNCTIONS AND FORMS—ALL GRADES

LANGUAGE FUNCTION	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	TARGET FORMS
A Language Function refers to the purpose for which speech or writing is being used.	Beginning students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. Early stages show no verbal responses while in later stages one or two word responses are expected. Students respond in single words and phrases, which may include subject or a predicate. Many speech errors are observed. (<i>bear, brown</i>)	Early Intermediate students demonstrate increased comprehension of general meaning and some specific meaning; use routine expressions independently and respond using phrases and simple sentences, which include a subject and predicate. Students show basic errors in speech. (<i>The bear is brown. He is eating.</i>)	Intermediate students demonstrate good comprehension of general meaning; increased comprehension of specific meaning; respond in more complex sentences, with more detail using newly acquired vocabulary to experiment and form messages. (<i>The brown bear lived with his family in the forest.</i>)	Early Advanced students demonstrate consistent comprehension of general meaning; good understanding of implied meaning; sustain conversation, respond with detail in compound and complex sentences; actively participate using more extensive vocabulary, use standard grammar with few random errors. (<i>Can bears live in the forest if they find food there?</i>)	Advanced students' comprehension of general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary; use of conventions for formal and informal use. (<i>Would you like me to bring pictures of the bear that I saw last summer?</i>)	Target Forms of language deal with the internal grammatical structure of words. The relationship between boy and boys, for example, and the relationship (irregular) between man and men would be forms of a language.
EXPRESSING NEEDS AND LIKES	EP.BG.01 One- or two-word answers (nouns or yes/no) to questions about preferences, (e.g., <i>two, apples, or tree</i>)	EP.EI.01 Simple sentences with subject/verb/object. " <i>I like/don't like _____ (object). I need a/some _____ (object).</i> "	EP.IN.01 Elaborated sentences with subject/verb/object	EP.EA.01 Sentences with subject/verb/object and dependent clause	EP.AD.01 Complex sentences, perhaps with tags or embedded questions	Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations of the more complex sentence structure we use for academic purposes.
DESCRIBING PEOPLE, PLACES AND THINGS	EP.BG.02 Common nouns and adjectives	EP.EI.02 Simple sentences with the verb <i>to be</i> , using common nouns and adjectives. " <i>The (my, her) _____ is/are _____. A (it) has/have _____.</i> "	EP.IN.02 Elaborated sentences has/have/had or is/are/were with nouns and adjectives	EP.EA.02 Compound sentences with more specific vocabulary (nouns, adjectives)	EP.AD.02 Complex sentences with more specific vocabulary (nouns, adjectives)	Nouns, Pronouns and Adjectives: Students learn to understand and generate oral and written language with nouns, pronouns and adjectives.
DESCRIBING LOCATION	EP.BG.03 Demonstrated comprehension of total physical response commands, including prepositions (e.g., <i>on, off, in, out, inside, outside</i>)	EP.EI.03 Simple sentences with prepositional phrases (e.g., <i>next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under</i>)	EP.IN.03 May include two prepositional phrases with more difficult prepositions (e.g., <i>in front of, behind, next to</i>)	EP.EA.03 Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>)	EP.AD.03 Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>)	Prepositional Phrases: Students learn to understand and generate oral and written language with prepositional phrases.
DESCRIBING ACTION	EP.BG.04 Demonstrated comprehension (perform or describe actions)	EP.EI.04 Present progressive	EP.IN.04 Variety of verb tenses and descriptive adverbs	EP.EA.04 Adverb clauses telling <i>how, where, or when</i>	EP.AD.04 Adverb clauses telling <i>how, where, or when.</i>	Present Progressive Tense, Adverbs: Students learn to understand and generate oral and written language skills with present progressive tense and adverbs.
RETELLING/ RELATING PAST EVENTS	EP.BG.05 Single words in response to past tense question	EP.EI.05 Simple sentences with past progressive " <i>_____ (pronoun) was/were _____-ing.</i> "	EP.IN.05 Simple sentences with regular and irregular past tense verbs " <i>Yesterday/Last _____/On _____ day (pronoun) _____-ed (prep. phrase or other direct object).</i> " " <i>First _____ and then _____. Finally _____.</i> "	EP.EA.05 Compound sentences using past tense and adverbs	EP.AD.05 Present progressive/past perfect tense with specialized prepositions " <i>_____ have/has been _____-ing since/for _____.</i> "	Past Tense Verbs: Students learn to understand and generate oral and written language with past tense verbs.
MAKING PREDICTIONS	EP.BG.06 In response to questions, may respond by circling, pointing, and so on, or answer with one or two words	EP.EI.06 " <i>The _____ is/are going to _____.</i> "	EP.IN.06 " <i>The _____ will _____.</i> "	EP.EA.06 Conditional (could, might) mood in complex sentences	EP.AD.06 Conditional (could, might) mood in complex sentences	Verbs: Future Tense, Conditional Mood: Students learn to understand and generate oral and written language with future tense verbs and conditional mood.
ASKING INFORMATIONAL QUESTIONS	EP.BG.07 Simple questions about familiar or concrete subjects	EP.EI.07 Present or present progressive tense questions with <i>to be</i>	EP.IN.07 Who, what, where, why questions with <i>do</i> or <i>did</i>	EP.EA.07 Detailed questions with <i>who, what, when, where, why</i> and <i>how</i>	EP.AD.07 Detailed questions with expanded verb phrase	Verbs and Verb Phrases in Questions: Students learn to understand and generate oral and written language with verbs and verb phrases in questions.

*Districts are required to test all English Language Learners (ELL) currently enrolled in ELL Programs during 2009-10 with the Oregon English Language Proficiency Assessment (ELPA).

ENGLISH LANGUAGE PROFICIENCY

Adopted June 2004

*Student accountability for these standards began in 2005-06.

LANGUAGE FUNCTION	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	TARGET FORMS
ASKING CLARIFYING QUESTIONS	Not Applicable	EP.EI.08 Formula questions clarifying classroom procedures, rules and routines	EP.IN.08 Formula questions clarifying classroom procedures, rules and routines	EP.EA.08 A variety of fairly specific questions clarifying procedures or content	EP.AD.08 Varied, specific questions clarifying procedures or content	Questions with Increasing Specificity
EXPRESSING AND SUPPORTING OPINIONS	EP.BG.08 "I like/don't like _____ (concrete topics)."	EP.EI.09 "I think/agree with (don't) _____."	EP.IN.09 "I think/agree with (don't) _____ because _____."	EP.EA.09 "In my opinion _____ should _____ because/so _____."	EP.AD.09 Complex sentences using modals and clauses	Sentence Structure
COMPACTING	EP.BG.09 Single words or phrases in response to concrete comparison questions	EP.EI.10 Sentences with subject/verb/adjective showing similarities and differences	EP.IN.10 "Subject/verb/adjective, but _____." Adjective with <i>-er</i> or <i>-est</i>	EP.EA.10 Varied sentence structures with specific comparative adjectives and phrases	EP.AD.10 Complex sentence structure with specific comparative language	Adjectives and Conjunctions
CONTRASTING		EP.EI.11 Sentences with subject/verb/adjective showing similarities and differences	EP.IN.11 "Subject/verb/adjective like _____ but _____ subject/verb/adjective."	EP.EA.11 Subject/verb/adjective, both subject/verb, but	EP.AD.11 Approximately used idiomatic phrases and contrasting words (e.g., <i>whereas</i> , <i>in contrast</i>)	Comparative Adjectives
SUMMARIZING		EP.EI.12 Simple sentences with key nouns, adjectives, and verbs	EP.IN.12 Compound sentences with <i>and</i> / <i>but</i>	EP.EA.12 Conjunctions that summarize (<i>to conclude</i> , <i>indeed</i> , <i>in summary</i> , <i>in short</i>)	EP.AD.12 Conjunctions that summarize (<i>indeed</i> , <i>therefore</i> , <i>consequently</i>)	Increasingly Complex Sentences with Increasingly Specific Vocabulary
PERSUADING			EP.IN.13 Imperative verb forms	EP.EA.13 Complex sentences with future and conditional	EP.AD.13 Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clauses	Verb Forms
LITERARY ANALYSIS	EP.BG.10 Single words for character and setting	EP.EI.13 Simple sentences (subject/verb/adjective) (subject/verb/object)	EP.IN.14 Compound sentences with <i>and</i> , <i>because</i> , <i>before</i> , <i>after</i>	EP.EA.14 Descriptive language in more complex sentences	EP.AD.14 Specific descriptive language in complex sentences	Sentence Structure and Specific Vocabulary
CAUSE AND EFFECT		EP.EI.14 Answer cause and effect question with a simple response	EP.IN.15 Descriptive sentences with past tense verbs	EP.EA.15 Complex sentences with past tense verbs	EP.AD.15 Conditional: "If _____ had/hadn't _____, _____ would/wouldn't have _____."	Verb Forms
DRAWING CONCLUSIONS			EP.IN.16 Comparative adjectives with past tense verbs in simple sentences	EP.EA.16 Comparative adjectives with conjunctions such as <i>although</i> , <i>because</i> , <i>that</i>	EP.AD.16 Comparative adjectives with idiomatic phrases and passive voice	Comparative Adjectives
DEFINING	EP.BG.11 Patterned responses: "A table is furniture. A boy is a person."	EP.EI.15 Simple terms, aspects of concrete and familiar objects, regular nouns singular and plural, personal pronouns, present tense, simple sentences	EP.IN.17 Connected text including irregular nouns, personal, possessive pronouns and adjectives with some irregular past tense verbs	EP.EA.17 Concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives	EP.AD.17 Clear, well-structured, detailed language on complex subjects, showing controlled use of nouns, pronouns, adjectives.	Nouns, Pronouns, Adjectives: Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives
EXPLAINING		EP.EI.16 Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences "Large oaks grew in the park. The length of the room is 40 feet."	EP.IN.18 Explain simple, straightforward information of immediate relevance, using regular verbs and adverbs of manner in declarative sentences and compound sentences "Maria planted the petunia seeds carefully."	EP.EA.18 Get across important points using declarative, compound and complex sentences, regular and irregular verb forms Complex: "As I came home, I stopped at the store." Compound: "The children who came in early had refreshments, but those who came late had none."	EP.AD.18 Get across which point he/she feels is most important using regular and irregular verb forms, adverbs of manner and compound-complex sentences. Adverbs of manner: "The children who sang loudly got a cookie, but those who didn't sing had none."	Verb Forms, Declarative Sentences, Complex Sentences, Adverbs of Manner: Students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.
GENERALIZING			EP.IN.19 Imperative mode: expresses command "Take me home." "Stay there." Collective nouns name, as a unit, the members of a group (<i>herd</i> , <i>class</i> , <i>jury</i> , <i>congregation</i>).	EP.EA.19 Indicative mode: makes a statement of fact "The temperature is low." Abstract nouns: name things or ideas that people cannot touch or handle (<i>beauty</i> , <i>honesty</i> , <i>comfort</i> , <i>love</i>).	EP.AD.19 Subjunctive mode: expressing a condition contrary to fact or expressing a doubt "If only he were here."	Abstract Nouns, Verb Forms: Students learn to develop and use generalizations using abstract nouns, verb forms and nominalizations.

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EVALUATING	EP.BG.12 Adjectives that point out particular objects (<i>that wagon, those toys, each person, every girl</i>). Number adjectives: (<i>two men, ten ships, the third time, the ninth boy</i>)	EP.EI.17 Adjectives used to limit: (<i>few horses, much snow, little rain</i>)	EP.IN.20 Evaluate simple direct exchange of limited information on familiar and routine matters using simple verbs and adjectives. Correlative conjunctions are used in pairs: <i>both—and; not only—but also</i> “ <i>Neither the teacher nor the students could solve the problem.</i> ”	EP.EA.20 Qualify opinions and statements precisely in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc.	EP.AD.20 Convey finer, precise shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices, such as adverbs that express degree “ <i>This class is too hard.</i> ”; clauses expressing limitations “ <i>This is a school van, but it is only used for sports.</i> ”; and complex sentences.	Complex Sentences; Increasing Specificity of Nouns, Verbs, and Adjectives: Students learn to understand and use complex sentences using very specific nouns, verbs and adjectives.
INTERPRETING	EP.BG.13 Interpret a single phrase at a time, picking up familiar names, words, and basic phrases “ <i>D’Onofrio chocolates are the best.</i> ”	EP.EI.18 Interpret short, simple texts containing the highest frequency vocabulary	EP.IN.21 Interpret short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or school-related language	EP.EA.21 Interpret a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning	EP.AD.21 Interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial non-literary writings	Language of Propaganda, Complex Sentences: Students learn to identify and interpret the language of propaganda and use complex sentences.
SEQUENCING	EP.BG.14 Subject “ <i>The girl who was sick went home.</i> ” Natural sequencing “ <i>I hit him and he fell over.</i> ”	EP.EI.19 Direct object “ <i>The story that I read was long.</i> ” Indirect object “ <i>The man to whom I gave the present was absent.</i> ”	EP.IN.22 Prepositional object “ <i>I found the book that John was talking about.</i> ”	EP.EA.22 Possessive “ <i>I know the woman whose father is visiting.</i> ” Subordinate conjunctions used to join two grammatical parts of equal rank “ <i>Although he worked hard, he did not finish his homework.</i> ”	EP.AD.22 Object of comparison “ <i>The person whom Susan is taller than is Mary.</i> ”	Adverbs of time, Relative Clauses, Subordinate Conjunctions: Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions.
HYPOTHESIZING AND SPECULATING			EP.IN.23 Auxiliary verbs that indicate futurity: <i>will and shall</i>	EP.EA.23 Auxiliary verb indicating desire or intent: <i>would</i>	EP.AD.23 Auxiliary verbs include modal verbs, which may express possibility: <i>may, might, can, could.</i>	Modals (would, could, might), Compound Tenses (would have been): Students learn to hypothesize and speculate using modals and compound tenses.
SUMMARIZING	EP.BG.15 Copy out short texts; can copy out single words and short texts	EP.EI.20 Paraphrase short written passages in a simple fashion, using the original text wording and ordering; pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience	EP.IN.24 Summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion; summarize the plot and sequence of events in a poem or play; collate short pieces of information from several sources and summarize them for someone else	EP.EA.24 Summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes	EP.AD.24 Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result	Modals (would, could, might), Compound Tenses (would have been): Students learn to summarize and speculate using modals and compound tenses.

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English Language Proficiency Standards ("Cut Scores")

Adopted with correction April 17, 2008

English Language Proficiency Standards ("cut scores") were developed in conjunction with Oregon educators through a process coordinated by CTB McGraw Hill on November 5-6, 2007. These cut scores are based on 2006-07 English Language Proficiency Assessment (ELPA) data. The ELPA is the state-level measure of students' progress in acquiring proficiency in the English language (<http://www.ode.state.or.us/go/elpa>) that fulfills the requirements of NCLB Title III to have separate measures for Listening, Speaking, Reading, and Writing. All Limited English Proficient (LEP) students in the State of Oregon are administered the ELPA annually as part of the Oregon State Assessments.

Grade Level	Early Intermediate	Intermediate	Early Advanced	Advanced (Proficient)
K	482	492	498	507
1	492	507	514	523
2	495	508	514	523
3	501	514	521	529
4	497	508	514	521
5	497	508	516	523
6	497	506	515	522
7	497	507	517	524
8	499	508	518	526
9	491	501	515	526
10	493	501	516	527
11	494	501	515	528
12	498	504	516	530

CONTENT AREAS	ORGANIZATIONS SETTING NATIONAL STANDARDS	WEB ADDRESS
English Language Arts	<ul style="list-style-type: none"> Standards for English Language Arts (1996), National Council of Teachers of English (NCTE) A Compendium of Standards and Benchmarks for K-12 Education, McREL and ASCD 	<ul style="list-style-type: none"> www.ncte.org www.mcrel.org/standards-benchmarks
English Language Proficiency	<ul style="list-style-type: none"> Teachers of English to Speakers of Other Languages (TESOL) Standards, revised in 2006. 	<ul style="list-style-type: none"> www.tesol.org
Mathematics	<ul style="list-style-type: none"> National Council of Teachers of Mathematics (NCTM), Principles and Standards for School Mathematics American Mathematics Society (AMS) National Mathematics Advisory Panel (NMAP) 	<ul style="list-style-type: none"> www.nctm.org www.ams.org/ www.ed.gov/about/bdscomm/list/mathpanel/index.html
Science	<ul style="list-style-type: none"> National Science Education Standards (1996), National Research Council Benchmarks for Science Literacy (1993), American Association for the Advancement of Science (AAAS) 	<ul style="list-style-type: none"> www.nationalacademies.org www.aaas.org www.project2061.org
Social Sciences	<ul style="list-style-type: none"> National Standards for US and World History, National Center for History in the Schools (NCHS) National Standards for Civic and Government, Center for Civic Education National Geography Standards, National Geographic Society National Council for the Social Studies, Curriculum Standards for Social Studies Mid-continent Research for Education and Learning, McREL National Center for Education and the Economy, NCEE NAEP Frameworks National Economics Standards 	<ul style="list-style-type: none"> www.sscnet.ucla.edu/nchs www.civiced.org www.nationalgeographicsociety.com www.ncss.org www.mcrel.org/standards-benchmarks www.ncee.org http://nces.ed.gov/nationsreportcard/frameworks.asp www.councilforeconed.org/ea/standards/standards.pdf
The Arts	<ul style="list-style-type: none"> National Standards for Arts Education (1994), Consortium of National Arts Education Associates NAEP Frameworks 	<ul style="list-style-type: none"> www.artsedge.kennedy-center.org http://nces.ed.gov/nationsreportcard/frameworks.asp
Second Language	<ul style="list-style-type: none"> National Standards for Foreign Language Learning, American Council on the Teaching of Foreign Languages (ACTFL) 	<ul style="list-style-type: none"> www.actfl.org
Physical Education	<ul style="list-style-type: none"> National Standards for the Physical Education, National Association for Sport and Physical Education (NASPE) 	<ul style="list-style-type: none"> www.aahperd.org
Health Education	<ul style="list-style-type: none"> National Health Education Standards, The American Cancer Society 	<ul style="list-style-type: none"> www.cancer.org
Early Childhood	<ul style="list-style-type: none"> Head Start Child Outcomes Framework 	<ul style="list-style-type: none"> www.hsnrc.org