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| **5 Levels** | **1-2****Entering** | **3-4****Emerging** | **5-6****Transitioning** | **7-8****Expanding** | **9****Commanding** |
| **When acquiring a new language, students at each level are able to demonstrate the following with their new language receptively (listening, reading) and productively (speaking, writing).** |
| **PRODUCTIVE****RECEPTIVE** | **LISTENING** | [ ]  **Recognize pre-identified tier 1,2 and 3 words found in the text/context**[ ]  **Associate and organize words with support to understand and analyze the text**  | [ ]  **Recognize pre-identified phrases and short sentences found in the text/context**[ ]  **Associate and organize phrases and sentences with support to understand and analyze text** | [ ]  **Recognize information independently**[ ]  **Associate and organize information after modeling to understand and analyze text** | [ ]  **Recognize information independently**[ ]  **Associate and organize information independently using teacher provided tools** | [ ]  **Recognize information independently**[ ]  **Associate and organize information independently with guidance from teacher** |
| **READING** | [ ]  **Recognize pre-identified tier 1,2 and 3 words found in the text/context**[ ]  **Associate and organize words with support to gain more complex and detailed understanding and analysis of the text** | [ ]  **Recognize pre-identified phrases and short sentences found in the text/context**[ ]  **Associate and organize phrases and sentences with support to gain more complex and detailed understanding and analysis of the text** | [ ]  **Recognize information independently**[ ]  **Associate and organize information after teacher modeling to gain more complex and detailed understanding and analysis of the text** | [ ]  **Recognize information independently**[ ]  **Associate and organize information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text** | [ ]  **Recognize information independently**[ ]  **Associate and organize information independently after guidance from teacher to gain more complex and detailed understanding and analysis of the text** |
|  | **SPEAKING** | [ ]  **Use pre-taught one word answers**[ ]  **Complete sentence starters**[ ]  **Participate in partnership and teacher lead small group discussions** | [ ]  **Use provided key phrases and short sentences**[ ]  **Complete sentence starters**[ ]  **Participate in partnership and small group discussions** | [ ]  **Use word banks to incorporate key vocabulary and phrases into their discussion**[ ]  **Share ideas without prompting and support**[ ]  **Participate in partnership, small group and whole class discussions** | [ ]  **Use glossaries of terms to independently select and use new vocabulary and phrases** [ ]  **Initiate discourse**[ ]  **Participate in partnership, small group and whole class discussions** | [ ]  **Lead Course**[ ]  **Participate in partnership, small group and whole class discussions** |
| **WRITING** | [ ]  **Complete cloze-type paragraphs**[ ]  **Use pre-identified key Words** | [ ]  **Develop short paragraphs**[ ]  **Use pre-identified key phrases and short sentences** | [ ]  **Develop short essays or text**[ ]  **Use word banks to incorporate key vocabulary and phrases into their writing** | [ ]  **Develop multiple paragraph essays**[ ]  **Use a glossary of terms to independently select and use new vocabulary and phrases** | [ ]  **Develop multiple paragraph essays independently** |

NYSESLAT Conversion: Beginning = Entering Intermediate = Emerging & Transitioning

Advanced = transitioning/Expanding

Proficient/Transitional = Commanding