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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