## CAN DO Descriptors for the Levels of English Language Proficiency, cont'd.

The characteristics within each box are target skills. For the given level of English language proficiency, English language learners can…

| Language Domain | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging |
|---|---|---|---|---|---|
| **Listening** | • Point to stated pictures, words, phrases<br>• Follow one-step oral directions<br>• Match oral statements to objects, figures, or illustrations | • Sort pictures, objects according to oral instructions<br>• Follow two-step oral directions<br>• Match information from oral descriptions to objects, illustrations | • Locate, select, order information from oral descriptions<br>• Follow multi-step oral directions<br>• Categorize or sequence oral information using pictures, objects | • Compare and contrast functions, relationships from oral information<br>• Analyze and apply oral information<br>• Identify cause and effect from oral discourse | • Draw conclusions from oral information<br>• Construct models based on oral discourse<br>• Make connections from oral discourse |
| **Reading** | • Match icons and symbols to words, phrases, or environmental print<br>• Identify concepts about print and text features | • Locate and classify information<br>• Identify facts and explicitly stated messages<br>• Select language patterns associated with facts | • Sequence pictures, events, processes<br>• Identify main ideas<br>• Use context clues to determine meaning of words | • Interpret information or data<br>• Find details that support main ideas<br>• Identify word families, figures of speech | • Conduct research to glean information from multiple sources<br>• Draw conclusions from explicit and implicit text |
| **Speaking** | • Name objects, people, pictures<br>• Answer WH-questions | • Ask WH-questions<br>• Describe pictures, events, objects, people<br>• Restate facts | • Formulate hypotheses, make predictions<br>• Describe processes, procedures<br>• Retell stories or events | • Discuss stories, issues, concepts<br>• Give speeches, oral reports<br>• Offer creative solutions to issues, problems | • Engage in debates<br>• Explain phenomena, give examples, and justify responses<br>• Express and defend points of view |
| **Writing** | • Label objects, pictures, diagrams<br>• Draw in response to oral directions<br>• Produce icons, symbols, words, phrases to convey messages | • Make lists<br>• Produce drawings, phrases, short sentences, notes<br>• Give information requested from oral or written directions | • Produce simple expository or narrative texts<br>• Compare and contrast information<br>• Describe events, people, processes, procedures | • Summarize information from graphics or notes<br>• Edit and revise writing<br>• Create original ideas or detailed responses | • Apply information to new contexts<br>• React to multiple genres and discourses<br>• Author multiple forms of writing |

**Level 6- Reaching**