

DoDEA English Language Proficiency Standards

The DoDEA English Language Proficiency Standards highlight the English language development goals for English Language Learners (ELLs) as they move through levels of English proficiency in listening, speaking, reading, and writing. These standards are designed to guide teachers in their instruction of ELLs and to provide a bridge to DoDEA's Language Arts, Math, Social Studies, and Science content area standards. This bridge is essential for educators and learners so that their teaching and learning aligns with the expectations of the DoDEA Content Standards and further ensures English language learners access to the full content area curriculum.

DoDEA English Language Proficiency standards listed below describe what ELLs should know and be able to do as the result of the DoDEA ESL program.

Goal 1: Basic Interpersonal Communication

Students will demonstrate English proficiency through basic interpersonal communication.

Standards

- 1.1 Use English to communicate in social interactions.
- 1.2 Interact in English by speaking, listening, reading, and writing for personal expression and enjoyment.
- 1.3 Use learning strategies to extend their communicative competence.

Goal 2: Cognitive Academic Language Development

Students will demonstrate English proficiency through cognitive academic language development in all school subjects to include language arts, mathematics, the sciences, and social studies.

Standards

- 2.1 Use English to interact in the classroom.
- 2.2 Use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- 2.3 Use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: Sociocultural Knowledge

Students will demonstrate English proficiency in socially and culturally appropriate ways.

Standards

- 3.1 Use appropriate verbal and nonverbal communication according to audience, purpose, and setting.
- 3.2 Participate in a variety of activities to develop an awareness of United States culture.
- 3.3 Use appropriate learning strategies to extend sociolinguistic and sociocultural competence.

Progress Indicators

GOAL 1 Basic Interpersonal Communication

Students will demonstrate English proficiency through basic interpersonal communication.

Standard 1.1 Use English to communicate in social interactions

The student:

- 1.1.1 Shares and requests information
- 2.1.1 Expresses needs, feelings, and ideas
- 3.1.1 Uses nonverbal communication in social interactions
- 4.1.1 Makes his/her need known
- 5.1.1 Engages in conversations and social exchanges

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Volunteer information and responds to questions about self and family ▪ Elicits information and asks for clarification and restates questions and/or statements ▪ Indicates interests, opinion, or preferences ▪ Gives and asks for permission ▪ Offers and responds to greetings, compliments, invitations, and introductions and farewells ▪ Negotiates solutions to interpersonal misunderstandings and disputes ▪ Describes feelings and emotions 	<ul style="list-style-type: none"> ▪ Uses the telephone for personal conversations and to request information ▪ Engages listener's attention verbally and nonverbally ▪ Asks peers for their preferences, opinions, and desires 	<ul style="list-style-type: none"> ▪ Uses the telephone for personal conversations, to request information, and to make appointments, reservations, etc.
Reading	<ul style="list-style-type: none"> ▪ Reads invitations and thank you letters 	<ul style="list-style-type: none"> ▪ Reads personal letters and invitations 	
Writing	<ul style="list-style-type: none"> ▪ Writes invitations and thank you letters 	<ul style="list-style-type: none"> ▪ Writes for personal use; i.e., a journal in which feelings and emotions are expressed 	

Standard 1.2 Interact in English by speaking, reading, and writing for personal expression and enjoyment.

The student:

- 1.2.1 Describes, reads about, and/or participates in a favorite activity
- 1.2.2 Shares social and cultural traditions and values
- 1.2.3 Expresses personal needs, feelings, and ideas
- 1.2.4 Participates in popular culture

Progress Indicators, continued

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Makes requests and elicits information for personal reasons ▪ Persuades peers to join in an activity, read a book, or watch a videotape 	<ul style="list-style-type: none"> ▪ Describes a personal hero and explains why hero was chosen ▪ Recommends a game, book or computer program and explains reasons for recommendation ▪ Explains issues of personal importance and value ▪ Recounts events of interest to self and others ▪ Recognizes and expresses humor and enjoyment through verbal and nonverbal means 	<ul style="list-style-type: none"> ▪ Analyzes peers choices of personal heroes ▪ Recommends a film, videotape, book or CD to a peer and explains reasons for recommendation ▪ Analyzes issues of personal importance and value ▪ Analyzes events of interest to self and others ▪ Recognizes, interprets, and expresses humor and satire in illustrations or print
Reading	<ul style="list-style-type: none"> ▪ Reads stories, books, songs, poems, and magazines of personal interest 	<ul style="list-style-type: none"> ▪ Reads/watches plays, films, stories, books, songs, poems, computer programs, and magazines of personal interest 	<ul style="list-style-type: none"> ▪ Analyzes plays, films, stories, books, songs, poems, computer programs, and magazines
Writing	<ul style="list-style-type: none"> ▪ Writes/draws a poem or book of personal interest 	<ul style="list-style-type: none"> ▪ Writes a poem, short story, book, song, or play 	

Standard 1.3 Use learning strategies to extend their communicative competence.

The student:

- 1.3.1 Tests hypotheses about language
- 1.3.2 Listens to and imitates the way others use English
- 1.3.3 Explores alternate ways of communicating
- 1.3.4 Seeks support and feedback from others
- 1.3.5 Self-monitors and self-evaluates language development
- 1.3.6 Uses the first language to ask for clarification
- 1.3.7 Uses context to construct meaning

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Asks meanings of words ▪ Practices pronunciation ▪ Recites poems, songs, and dialogues aloud 		

	<ul style="list-style-type: none"> ▪ Uses the native language to ask for clarification or to check understanding ▪ Practices vocabulary, phrases, and/or structures ▪ Uses nonverbal cues to understand verbal directions (i.e., gestures, changes in intonation of voices, etc.)
Reading	<ul style="list-style-type: none"> ▪ Uses written sources to discover or check information ▪ Uses diagrams and regalia to learn vocabulary or construct meaning
Writing	<ul style="list-style-type: none"> ▪ Keeps individual notes for language learning

GOAL 2 Cognitive Academic Language Development

Students will demonstrate English proficiency through cognitive academic language development in all school subjects to include language arts, mathematics, the sciences, and social studies.

Standard 2.1 Use English to interact in the classroom

The student:

- 2.3.1 Participates in full class, group, and paired discussions
- 2.3.2 Follows oral and written directions
- 2.3.3 Requests information, assistance, and clarifications
- 2.3.4 Answers questions and explains or provides information
- 2.3.5 Elaborates and extends own ideas and that of others

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Works with a partner or group ▪ Distributes and collects classroom materials ▪ Asks for assistance with a task ▪ Listens to and incorporate a peer's feedback into a discussion 	<ul style="list-style-type: none"> ▪ Paraphrases or modifies others' statements ▪ Negotiates with peers and teachers ▪ Reaches consensus 	
Reading	<ul style="list-style-type: none"> ▪ Reads material required for pair or group work 		
Writing	<ul style="list-style-type: none"> ▪ Writes as required for pair or group work participation 		

Standard 2.2 Use English to obtain, process, construct, and provide subject matter information in spoken and written form

The student:

- 2.2.1 Listens to, speaks, reads, and writes about subject matter information
- 2.2.2 Hypothesizes and predicts
- 2.2.3 Demonstrates knowledge through application in a variety of contexts

Progress Indicators, continued

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Defines, compares, and classifies objects according to number, color, size, function, physical characteristics ▪ Explains change in objects, animals, plants, self or characters in literature 	<ul style="list-style-type: none"> ▪ Generates and asks questions of outside experts about their jobs, experiences, interests, qualifications, etc. ▪ Takes a position and supports it 	
Reading	<ul style="list-style-type: none"> ▪ Uses contextual clues ▪ Reads a story and represent the sequence of events ▪ Uses reference material 	<ul style="list-style-type: none"> ▪ Reads a story and interpret the sequence of events ▪ Evaluates information from reference material 	
Writing	<ul style="list-style-type: none"> ▪ Defines, compares, and classifies objects according to number, shape, color, size, function, and physical characteristics ▪ Records observations ▪ Edits and revises own written assignments ▪ Uses print resources in the native language when needed ▪ Constructs a chart or other graphic showing data 	<ul style="list-style-type: none"> ▪ Constructs a chart or other graphic synthesizing data ▪ Defends a position with support evidence ▪ Takes notes on class presentations ▪ Synthesizes, analyzes, and evaluates information ▪ Summarizes books, articles, essays, etc. 	

Standard 2.3 Use appropriate learning strategies to construct and apply academic knowledge

The student:

- 2.3.1 Applies reading comprehension skills
- 2.3.2 Uses context to construct meaning
- 2.3.3 Takes notes to record important information and aids own learning
- 2.3.4 Knows how and when to use cognitive and metacognitive strategies

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Takes risks with language ▪ Seeks more knowledgeable persons with whom to consult to advance understanding ▪ Rephrases, explains, revises, and expands information to check comprehension 	<ul style="list-style-type: none"> ▪ Practices with a peer for an oral presentation 	
Reading	<ul style="list-style-type: none"> ▪ Scans an entry in a book to locate information for an assignment ▪ Seeks out print resources in the native language to help provide background knowledge 	<ul style="list-style-type: none"> ▪ Scans several resources to determine appropriateness 	

Writing	<ul style="list-style-type: none"> ▪ Makes pictures to check comprehension ▪ Summarizes information to check comprehension ▪ Brainstorms ideas with peers or an adult prior to writing ▪ Uses a rubric to evaluate writing
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GOAL 3 Sociocultural Knowledge

Students will demonstrate English proficiency in socially and culturally appropriate ways.

Standard 3.1 Use appropriate verbal and nonverbal communication according to audience, purpose, and setting.

The student:

- 3.1.1 Uses the appropriate degree of formality based on audience and setting
- 3.1.2 Uses a variety of writing styles appropriate for different audiences, purposes, and settings
- 3.1.3 Uses slang, idioms, and humor appropriately
- 3.1.4 Uses native language(s) when needed

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Gives and receives compliments, makes polite requests, shows gratitude, apologizes, expresses anger or impatience ▪ Interacts in formal and informal settings ▪ Uses appropriate volume and intonation of voice 	<ul style="list-style-type: none"> ▪ Expresses humor, irony, and sarcasm ▪ Uses idiomatic speech ▪ Delivers presentations for various audiences 	
Reading/ Writing	<ul style="list-style-type: none"> ▪ Responds and creates letters and e-mail messages for a variety of audiences ▪ Uses multiple sources to prepare speeches for various audiences 		

Standard 3.2 Use appropriate learning strategies to extend sociolinguistic and sociocultural competence

The student:

- 3.1.1 Observes and models others' speech and behavior
- 3.1.2 Self-monitors and self-evaluates language use

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Rephrases an utterance for clarity ▪ Uses newly acquired language and gestures appropriately ▪ Observes and models others' speech in unfamiliar settings ▪ Self-corrects speech based on observation of others 	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of the social context of language ▪ Demonstrates knowledge of effectiveness of various types of communication 	
Reading/Writing	<ul style="list-style-type: none"> ▪ Observes and models others' reading and writing behavior in unfamiliar settings 		

Standard 3.3 Participate in a variety of activities to develop an awareness of the culture of the United States.

The student:

- 3.3.1 Demonstrates knowledge of U.S. cultural heritage
- 3.3.2 Demonstrates awareness of U.S. holidays, celebrations, and community life

	K-2	3-6	7-12
Listening/ Speaking	<ul style="list-style-type: none"> ▪ Identifies themes that are familiar to first culture ▪ Recites tongue twisters, story excerpts, poems, nursery rhymes, games, and songs ▪ Retells cultural stories ▪ Plans and participates in multi-heritage celebrations 	<ul style="list-style-type: none"> ▪ Discusses military and civilian community lives 	<ul style="list-style-type: none"> ▪ Describes differences between military and civilian community life
Reading / Writing	<ul style="list-style-type: none"> ▪ Reads and writes stories, poems, plays, music, skits, etc., of U.S. cultural heritage, holidays, celebrations, and community life ▪ Prepares a presentation that demonstrates knowledge of similarities and differences between cultures 		