

Research Report

ETS RR-14-34

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December 2014

ETS Research Report Series

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RESEARCH REPORT

Building a Framework for a Next-Generation English Language Proficiency Assessment System

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Currently, states are moving forward with developing or adopting new English language proficiency (ELP) assessments aligned with the new academic standards in order to meet accountability requirements. In this transition, it is essential to identify areas of improvement for current ELP assessment practices and discuss ways to implement effective ELP assessments in order to better serve the needs of English language learner (ELL) students. This article offers a conceptual framework and guiding principles to consider in designing and developing next-generation ELP assessment systems for K–12 ELL students. In particular, the article calls for a need to create an ELP assessment system where the standards, a set of coherent assessments, and instruction are all systematically linked to maximize assessment results and thus aid in ELL students' academic success. The importance of defining an overarching construct to govern various assessments and the use of evidence-centered-design principles for the development of an assessment system are also discussed.

Keywords English language learners (ELLs); English language proficiency (ELP) assessments

doi:10.1002/ets2.12034

English language learner (ELL) students are the fastest growing subpopulation in K–12 public schools in the United States. Over the 10-year period between the 1998–1999 and 2008–2009 school years, the enrollment of ELL students in the nation's public schools grew by over 51%, while growth in the total K–12 population was just over 7% (Office of English Language Acquisition [OELA], 2011). In the 2010–2011 school year, the number of students participating in programs for ELLs in Grades K–12 was nearly 4.7 million, representing approximately 10% of all public school students (Snyder & Dillow, 2013). The majority of ELL students reside in California, Texas, Florida, New York, and Illinois, accounting for large proportions of the overall K–12 populations in these states. In California, for example, approximately 1.6 million, or 25%, of K–12 students are classified as ELLs (Gándara, Maxwell-Jolly, & Driscoll, 2005). Growth in the ELL student population is occurring not only in the aforementioned states, but also in states that have not historically experienced high levels of immigration. To name a few, Colorado, Georgia, Indiana, and North Carolina have yielded over 200% of the ELL population growth over the past 10 years (OELA, 2011).

ELL students are typically considered to be an underserved population in education and have received heightened attention due to their low academic performance in general. Much research has raised serious concerns about fairness and equity in opportunities to learn for ELL students. As ELL students deal with the dual challenge of learning academic content while developing their English language proficiency (ELP), an essential task to address these students' immediate needs is helping them develop appropriate ELP to have better access to content learning and achieve academic success.

In the face of this challenge, a promising development is the emergence of a great body of literature outlining effective, research-based strategies that promise to improve ELL education (August & Shanahan, 2006; Bailey, 2007; Calderon, 2007; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Goldenberg, 2008; Hakuta, 2011; Heritage, 2008; Snow, 2002; Valdes & Wong Fillmore, 2011). One particularly well-recognized strategy is the development of quality assessments and the effective use of assessment results (Working Group on ELL Policy, 2011). Sound assessments can guide and support instruction, demonstrating concrete examples of expected learning outcomes (Herman, Osmundson, & Dietel, 2010). Students can also increase self-learning skills while engaging in high-quality assessment tasks.

However, current assessment practices, which place a heavy emphasis on accountability testing, have clear limitations. The extent to which current ELP assessments provide useful information for ELL teachers also remains in question. As there is a prevailing concern that accountability tests provide little information to help guide teachers in their instruction,

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attention has increasingly been paid to the need for assessments focused on improving teaching and learning (e.g., formative assessment). One of the criticisms of current state accountability tests is that they embody a product-oriented emphasis, neglecting to gather evidence of students' learning processes. Teachers have also complained that state assessment results provide little information or insight into what or how to instruct in order to address students' areas of need (Short & Fitzsimmons, 2007; Wolf, 2011).

To address the critical need to support ELL students' development of ELP, this article focuses on the development of quality ELP assessments. In particular, the goal of this article is to propose a conceptual framework and guiding principles to consider in designing and developing an improved ELP assessment system. In recognition of an unbalanced emphasis on the accountability ELP assessments employed in the current practice, we propose a framework for the creation of an integrated assessment system comprising a series of assessments measuring students' language proficiency in a coherent manner. The intent of the proposed assessment system is to provide meaningful and actionable information to help students advance to higher levels of ELP and achieve academic success. This article places particular emphasis on elaborating on the overall ELP construct that underlines a series of assessments. We expect the framework and guiding principles laid out in this article to be informative to those who conceptualize, develop, and implement new ELP assessments. Therefore, our primary intended audience includes all decision makers involved in the implementation of assessments for ELL students, as well as actual assessment developers.

In the following sections, we first briefly describe the current status of ELP assessments to understand the background context for our proposed ELP assessment system. Then, we illustrate the ELP assessment system, its major components, and the conception of the overarching ELP construct that governs the proposed assessment system. Additionally, we provide a brief overview of evidence-centered design (ECD) and other principles to consider for future assessment development based on this conceptual framework and construct. Finally, we suggest a list of studies to validate and enhance the ELP assessment system.

Current Status of English Language Proficiency Assessment Practices

The No Child Left Behind Act of 2001 (NCLB, 2002) has made a significant impact on the current status of ELP assessment and its uses. The act stipulates that all states be held accountable for ELL students' progress in ELP attainment to support meaningful participation in academic contexts. With this mandate, annual summative ELP assessments have been developed and implemented in all schools. These ELP assessments, developed for accountability purposes, inform relatively high-stakes decisions for individual ELL students, including use as a primary criterion for determinations on readiness to exit ELL status. However, schools were also in need of assessments to aid in the identification of ELL students upon their initial enrollment in school. While each state implemented a state-wide ELP assessment for annual accountability purposes, a wide range of assessments have been utilized for the initial measurement of students' ELP across schools (National Research Council, 2011; Wolf, Farnsworth, & Herman, 2008).

While NCLB has had a positive influence insofar as it has emphasized the importance of ELP assessments and supported ELL students' ELP attainment, current mainstream ELP assessment practices have significant limitations and areas of needed improvement. As previously mentioned, the strong emphasis currently placed on the accountability purpose of ELP assessments neglects the importance of other assessment purposes, particularly that of supporting English language teaching and learning. A nationwide English as a second language (ESL) teacher survey and focus group study indicated that current ELP assessments fail to provide teachers with results in time to inform placement decisions or high-level instructional support for ELL students (Wolf, 2011). The current ELP assessments have also been criticized for their limited usefulness in relation to content assessments. That is, ELP assessment results are not systematically linked to content assessments, and thus are not effectively utilized to understand ELL students' academic performance (Rivera, 2014).

Another major limitation of current mainstream ELP assessments lies in their underlying constructs. As described above, ELP assessments are needed for various purposes such as initial identification of ELLs, annual summative assessments for accountability purposes, and diagnostic assessments for instructional planning. However, current state and commercial ELP assessments have not been developed on the basis of a common ELP construct framework. A varied range of language skills and foci are manifested in states' ELP standards, which has led to variability in the ELP constructs of assessments (Bailey & Huang, 2011; Wolf & Farnsworth, 2014). The lack of a common ELP assessment construct limits the inferences that can be made about ELL students' ELP, and the guidance that can be provided for instructional

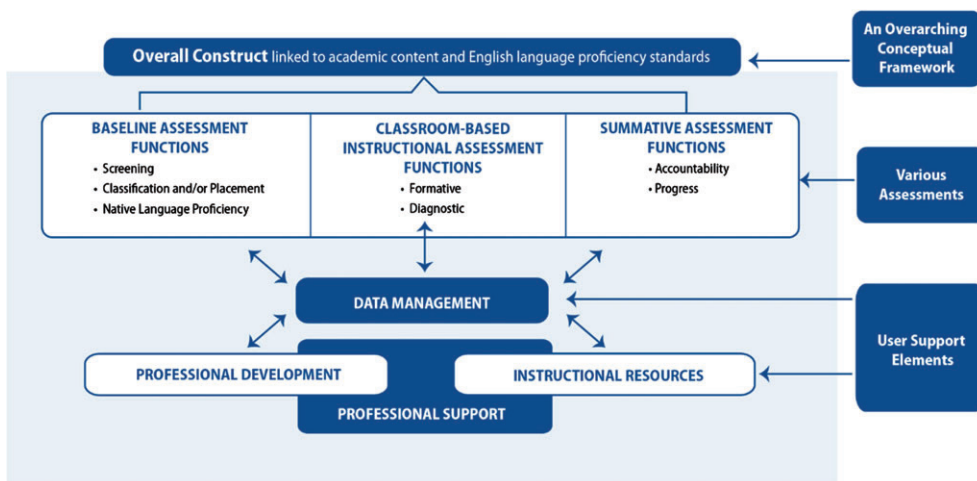


Figure 1 Overview of a proposed English language proficiency (ELP) assessment system. Adapted from “*Creating a Next-Generation System of K–12 English Learner (EL) Language Proficiency Assessments*,” by M. C. Hauck, M. K. Wolf, & R. Mislavy, 2013, Princeton, NJ: Educational Testing Service. Retrieved from https://www.ets.org/s/research/pdf/24473_K12_EL_Paper.pdf. Copyright 2013 Educational Testing Service.

support. The next section describes our proposal for the conceptualization of a next-generation ELP assessment system to overcome the major limitations of the current-generation ELP assessments.

Overview of the Proposed English Language Proficiency Assessment System and Theory of Action

We propose building an assessment system in which various assessment components are intertwined to facilitate the systematic use of assessment results toward the ultimate goal of improving ELL education. That is, next-generation ELP assessments should be conceptualized and designed as an assessment system, rather than as a single assessment or simply multiple assessments. Figure 1 displays a graphic representation of the proposed ELP assessment system. The conceptualization of the system entails not only the development of the assessments themselves, but also the creation of a mechanism to link the assessment results to effective and efficient assessment data uses for school administrators and teachers. Thus, data management and professional support components are essential components of the ELP assessment system.

The Main Components of an English Language Proficiency Assessment System

Our proposed ELP assessment system comprises four main components: (a) an overall ELP construct, (b) various measures for specific assessment purposes, (c) data management, and (d) professional support. Below is a brief description of each component.

Overall English Language Proficiency Construct

The construct of ELP to be measured in the assessment system is the fundamental base that will guide assessment design, undergird valid inferences made about students, and inform teachers’ instruction. In defining the construct, both theoretical and practical resources should be taken into consideration. We propose that communicative competence models in second language acquisition and learning, academic English language literature, and various standards (both ELP and academic content standards) should be reviewed to define the ELP construct. It is important that the overall ELP construct should consider the types of language needed to perform the tasks delineated in both academic content and ELP standards. This will ensure that ELP assessment results can provide accurate and useful information on students’ communicative language use abilities in academic contexts. By defining an overall ELP construct, various assessments can be strategically developed, and their results can be interpreted more meaningfully, being linked to the overall construct. A more detailed description of our conception of the overall ELP construct is presented in the Overarching Construct section of this article.

Various Measures

The proposed assessment system includes various measures to serve specific assessment purposes. These measures are intended to meet a wide range of needs to serve ELL students. Among baseline measures of ELP, we propose a screener/placement assessment and annual summative assessments for accountability. While this system primarily targets the assessment and improvement of students' ELP, a measure of students' first language proficiency will also provide valuable information for teachers to plan instruction that better serves students' needs. We thus include a native-language proficiency measure as part of a set of baseline assessments. We further propose that the ELP assessment system encompasses classroom-based instructional assessments for ongoing diagnostic and formative purposes. Those instructional assessments may be used at any time during instruction to guide lesson planning. Summative assessments may also include not only an annual assessment but also interim or benchmark assessments in order to provide information about the extent to which students have developed their ELP after a certain period of instruction. When these various measures are developed based on an overall construct, the schools and teachers can choose an assessment to use for specific purposes and needs.

Data Management System

Easy access to assessment data and facilitation of the provision of meaningful information to various stakeholders, including parents and students, is a critical component of the proposed assessment system. Data management and score reporting comprise a critical area that needs significant improvement over the current state of the art. Currently, students' ELP assessment data are not usually linked to their content assessment data or other background information. Rather, ELL students' ELP and content assessment scores tend to be placed in a different data base with a different set of background variables. We propose that the data management and score reporting system be designed to facilitate the effective use of assessment results by allowing for comprehensive and easy access to all relevant information related to a student's performance on all assessments in the system.

Professional Support

To increase the fidelity of implementation of the assessment system, professional support is essential. The ELP assessment system should include systematic professional support for both ESL/bilingual teachers and those who teach content subjects to ELLs. The professional development (PD) support in the system may contain: (a) teacher guide materials to promote understanding of the assessment construct and data; (b) workshops for developing assessment best practices, including scoring and the uses of data; and (c) instructional resources aligned with the assessment results.

Theory of Action

The components of the proposed assessment system should be deployed in a systematic way to advance the ultimate goal of improving ELL education. In conceptualizing the current proposed ELP assessment system, it is also important to envision how the components of the system should work together to realize the ultimate goals of the system in practice. A theory of action provides a framework within which to record changes and outcomes expected to result from the effective use of an assessment system. It also offers a useful mechanism for deriving the validity arguments that will need to be supported with evidence after the operationalization of the system. We have adopted a theory of action drawn for another assessment system, Cognitively Based Assessment of, for, and as Learning (CBAL™). Bennett (2010) suggested that a theory of action for an assessment system should include the following components: (a) the components of the assessment system, (b) the intended effects of the system, (c) the interpretive claims made from the assessment results, and (d) the action mechanisms (p. 71). Adopting Bennett's template of a theory of action, we present a theory of action for the current proposed assessment system depicted in Figure 2.

The underlying premise of our theory of action is that a set of quality assessments aligned with the standards (or well-defined construct or learning objectives) will help teachers not only to better understand students' abilities but also to better understand the learning goals, leading to improved teacher instruction and student achievement. As shown in Figure 2, a data management system and professional support are also essential components to aid teachers in utilizing the assessment results for the intended effects of improved ELL education.

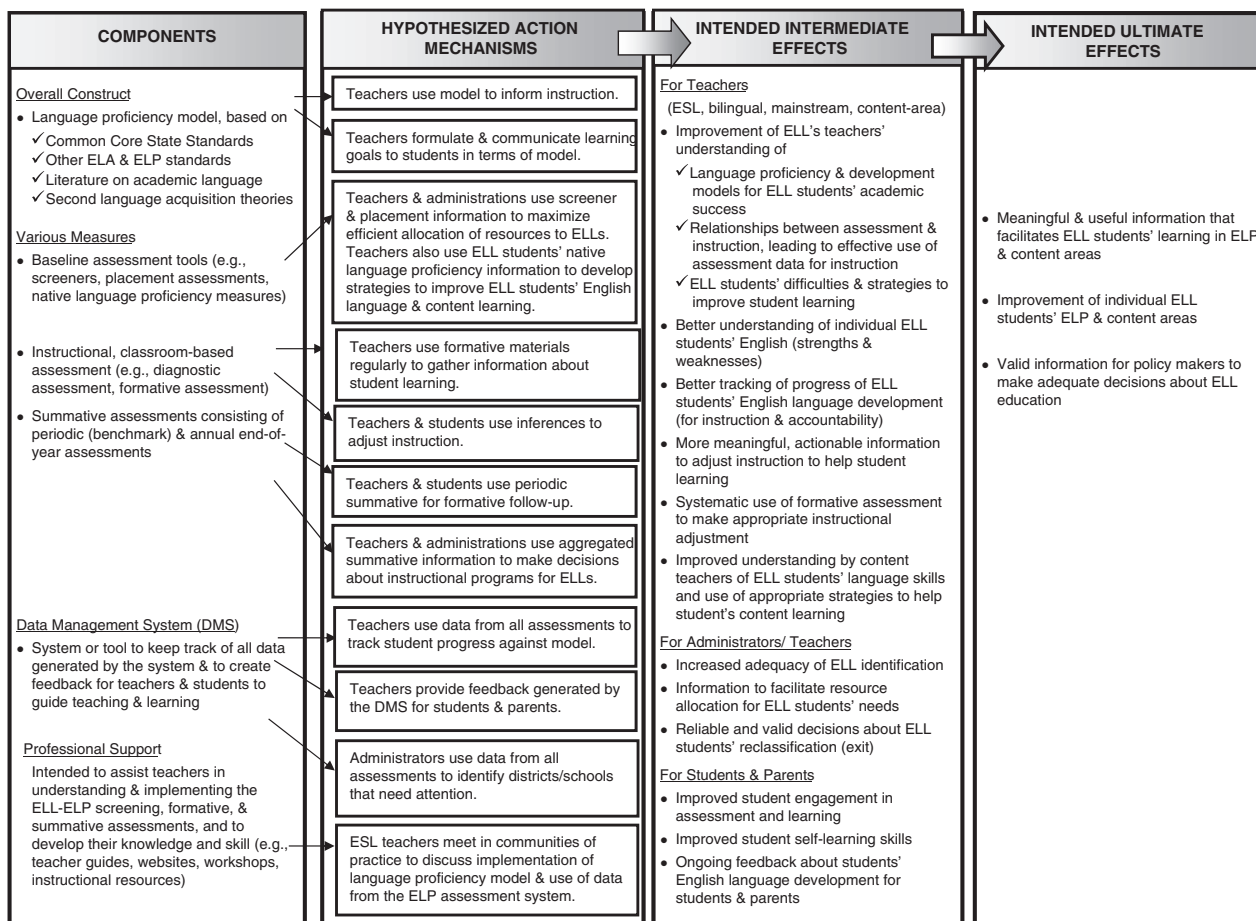


Figure 2 Theory of action for an English language proficiency (ELP) assessment system.

Assessment Purposes and Target Population

In designing an assessment, the construct, that is, what is to be measured, should be defined with the specific purposes and intended uses of the assessment in mind. In this section, we briefly describe the overall goal of the ELP assessment system and the specific purposes of major assessments in the system. We also specify the target population for the assessments.

The overall goal of the proposed assessment system is to adequately measure ELL students' English language ability in school settings so that educators, parents, and students are provided with useful information to make decisions about instructional support. The ultimate goal of this system is to assist students working to develop the language abilities needed to successfully engage in school life. More specifically, the purposes of the system and various assessments are as follows.

Overall purposes of the system

- To measure ELL students' ELP needed in school settings
- To provide useful information about ELL students' ELP to help ELL students acquire appropriate English proficiency for academic success
- To fulfill the federal requirement to measure ELL students' progress in ELP development for accountability purposes

Purposes of the baseline assessments

- To identify ELL students (i.e., to determine whether a student has a language barrier to learning in English-medium mainstream content classes)
- To measure ELL students' levels of ELP to help with placement of students into appropriate instructional programs
- To measure ELL students' native (or home) language proficiency as supplementary information to inform appropriate service or program decisions for the students

Purposes of classroom-based instructional assessments

- To provide diagnostic information about areas of strength and weakness in students' language ability
- To provide formative information for instructional planning and to guide student learning

Purposes of summative assessments

- To measure students' English language development and track their progress over time
- To provide information to help make ELL program exit decisions
- To comply with legal requirements for accountability purposes

It is worth pointing out that the purposes of various assessments are not mutually exclusive. For instance, these various assessments are all intended to measure the ELP needed by students in school settings. However, the design and the scope of the construct to be measured in each assessment vary depending on the primary intended purpose of the assessment.

As far as the target population is concerned, the assessment system is mainly designed to serve the needs of ELL students and their teachers (both language and content-area teachers) in K–12 schools. ELL students are defined as students who are still developing their English proficiency and need support to meaningfully participate in English-medium mainstream content classes. ELL students are a highly heterogeneous group in terms of their educational and cultural background. It is also important to note that ELL students' first language and ELPs vary greatly, requiring ELP assessments to cover the wide range of language proficiency levels. Generally speaking, our target ELL population includes the following groups:

- Early arrivals (including United States–born ELLs)
- Recent arrivals/newcomers (including both students with interrupted formal education and students who have acquired academic literacy skills and content learning in their first language)
- Long-term ELL students (students who have been designated as ELLs for over 6 years, often possessing fluent oral English proficiency but limited literacy skills)

For each specific assessment, the target population needs to be defined accordingly. For instance, the target population for an ELL screener/identification assessment will include students identified as potential ELLs who are newly entered into a school.

Overarching Construct

In this section, we discuss the overarching construct for the ELP assessment system and the theoretical and research-based backgrounds that helped to define the conceptual and operational construct. Additionally, we present a framework to operationalize the construct and aid in the development of assessment items and tasks.

We propose that the overarching construct for the proposed ELP assessment system be ELL students' communicative language ability in school settings. That is, the assessments in the system should measure ELL students' English language ability to successfully communicate in school contexts where English is the medium of instruction, using linguistic resources appropriately for a given task and context. Our key guiding principle to define the construct lies in students' successful learning experiences. As students develop their language abilities, they should be able to competently use them in order to engage in various school tasks for social and academic purposes. The construct of communicative language ability puts emphasis on the effective use of one's linguistic resources rather than on the accuracy or knowledge of those resources alone. In other words, it focuses on ability to use one's linguistic resources appropriately to participate in communication in a given context. Language use is thus purposeful and interactive with other situational variables (e.g., interlocutors, topics, texts).

Two broad purposes for communicative language use in K-12 school settings include

- accessing academic learning in school contexts using foundational and higher order language skills; and
- engaging with peers, teachers, and staff in school contexts that are not strictly content learning-focused, using foundational and higher order language skills. (For convenience, we have labeled these interactions "social," although we recognize that academic learning is itself a highly social event, and that all language use occurs in some social context.)

Theoretical Background

Our approach to defining the construct rests on both theoretical and empirical bases. As for the theoretical background, communicative competence models (Bachman, 1990; Canale & Swain, 1980; Hymes, 1971) along with functional linguistics (Halliday, 1978) have guided us conceptually in the development of a framework to organize the ELP construct.

In both communicative competence models and functional linguistics, it is asserted that the purpose of language is communication. This view highlights the interactive nature of language use to construct and negotiate meaning. Language use involves the coordinated deployment of highly interrelated skills, rather than discrete skills, to achieve communicative goals. For instance, even while reading (which is typically considered a receptive skill) one constantly interacts with the text, and by extension the author, to construct meanings. Functional linguistics focuses on meaning-based language use. It thus emphasizes the contexts and social purposes of language use, as opposed to a discrete structural approach (Schleppegrell, 2004). Language forms are viewed as resources to achieve communicative functions and purposes (Savignon, 2001). Recently, van Lier and Walqui (2012) have further argued for a conception of language as a form of human action, stressing the need to consider the larger context in which communication takes place in order to support K–12 ELL students' English language development. In contrast to traditional theories that define language either in terms of form (formal linguistics) or function (functional linguistics), this social action-based view reflects the current needs to educate students to develop sophisticated language use competencies implicated in carrying out rigorous academic standards intended to usher students toward college and career readiness (e.g., Common Core State Standards [CCSS]).

While we acknowledge the interactive nature of language use and competence, we do not deny the value of identifying and organizing the separate linguistic components implicated in communicative interaction. Doing so is essential for the purpose of developing an assessment. It not only will offer a base upon which to define an operational construct, but also will inform the design of appropriate assessment tasks and the making of appropriate inferences about students' language ability. Canale and Swain (1980) defined a communicative competence framework comprising three subcompetencies: grammatical competence, sociolinguistic competence, and strategic competence. Adapting this framework, Bachman (1990) classified language knowledge and strategic competence as the two main components of communicative language ability. He further postulated different areas of language knowledge and organized them hierarchically. For instance, language knowledge comprises organizational and pragmatic knowledge at the upper level and knowledge of vocabulary, syntax, and phonology at the lower level. This type of organization and conceptualization of communicative language ability, with its various interacting components, is instrumental for both instruction and assessment purposes for ELL students. Identifying language components is also useful for delineating different levels of proficiency. Later, we will review how functional linguistics and language componential models inform the establishment of our ELP framework.

The past four decades in the field of language testing have witnessed various approaches to defining the ELP construct. These have included skill-based, trait-based, task-based, and interactional approaches (Bachman, 2007; Chapelle, 1998). The interactional approach, based on the sociocognitive perspective, stresses the interaction of traits and contextual factors along with metacognitive strategies to execute traits (knowledge or competence) in a given context. As Chapelle (1998) noted, this interactional approach is useful when applied to define the construct of communicative language ability by specifying the relevant aspects of traits and contexts. From the interactionist perspective, what is important to measure is one's ability to accomplish communicative purposes in given contexts. In this view, language competence is a constantly evolving process resulting from intertwined knowledge, performance, and contexts (Chalhoub-Deville, 2003). The interactional approach has been adopted for the design of various language assessments, including the *TOEFL*[®] test, a widely used evaluation of communicative language ability in the academic context of English-medium institutions of higher education.

As reviewed above, the components of communicative language ability are relatively well established in the literature. In particular, foundational linguistic components, including phonological, morphological, lexical, syntactic, discourse, and sociolinguistic aspects, are recognized as key components of language ability. Having identified these components, specifying relevant contextual features requires a systematic analysis of target language use (TLU) domains. This domain analysis is also an essential step in the ECD approach to assessment development. In ECD, information gathered from the domain analysis (e.g., features of tasks, characteristics of individual differences) offers a basis upon which to model the domain of interest that we intend to measure (Mislevy & Yin, 2009). This concept is similar to that of the analysis of TLU situations and tasks to inform the design of assessment tasks and the making of inferences about test takers' ability (Bachman & Palmer, 1996). Analysis of the characteristics of TLU tasks will allow the test developers to craft assessment

tasks that bear important TLU characteristics. This process will enhance the generalizability of inferences made about students' language ability beyond the test-taking situation. In the case of ELP assessment development for K–12 ELL students, domain analysis involves the identification of characteristics of tasks that students would encounter in school contexts and examination of academic content and ELP standards that delineate expectations for student achievement. In a later section, we describe our analysis of TLU domains, including various standards based on the theoretical frameworks reviewed here.

Literature on School Language

Language testing experts and language researchers have criticized previous English language assessments used for K–12 ELL students because these assessments did not adequately measure the development of the academic English language skills students need to be successful in school settings (Bailey & Butler, 2003; Bailey, Butler, Stevens, & Lord, 2007; Collier & Thomas, 1989; Garcia, McKoon, & August, 2006; Hakuta & Beatty, 2000). A number of researchers are now devoting greater attention to the characteristics of school language, taking a functional linguistic approach to advancing our knowledge of academic language functions and the specific linguistic features that accompany those functions (Bailey, Butler, LaFramenta, & Ong, 2004; Chamot & O'Malley, 1994; Schleppegrell, 2004). Based on analyses of standards, textbooks, and classroom observations, these researchers suggest that there are prevalent or specific language functions that students are expected to perform across and within disciplines (e.g., history, mathematics, science). Further, the analysis of various language functions in tasks and contexts reveals that very specific types of language use and knowledge are required to perform those functions successfully. These empirical findings support an interactional approach to defining the construct of language ability, in that one's linguistic choices are constrained by specific communicative purposes and contexts.

Schleppegrell's (1998, 2001, 2004) extensive research on school language offers concrete examples of how different lexical and grammatical choices are made to carry out functional purposes in response to the demands of tasks. Her research also indicates that the language features of conversational interaction and school-based texts differ across various dimensions. For example, in conversational interaction, lexical density tends to be sparse and syntactic structure simpler when compared to academic texts, where lexical density is higher, with expanded noun phrases and nominalization in complex syntactic structures. Schleppegrell also noted that some common linguistic features appear across tasks, likely due to the fact that all school-based tasks share similar purposes in academic contexts. For instance, while different genres of texts, including narratives, descriptions, definitions, and expository essays, contain genre-specific features, they also exhibit many common register features (Schleppegrell, 2001). This supports the notion that there are general academic language features and discipline-specific academic language features. Schleppegrell also found that the most common language functions that students in the primary grades are expected to enact include describing an object and narrating past events. These language functions demand the acquisition of temporal and spatial linguistic resources (e.g., tense, transitive words, discourse features to organize the temporal relationships across sentences). It is also notable that the level of sophistication of linguistic choices will be different across tasks and contexts. A child's description of an object to his/her peer at the playground may be different from a description of the same object in a class presentational activity (e.g., during a show and tell).

Bailey *et al.* (2004) also provided valuable findings from their analysis of the academic language features of standards and textbooks. Their standards analysis identified typical academic language functions. For instance, language demands and functions in science standards and textbooks include the functions *clarify* questions; *inquire*; *make* observations; *organize* and collect data; *take* measurements; *use* appropriate methods (e.g., math) and tools (e.g., computers); *interpret*; *summarize* and *describe* data; *report* on inquiries by writing, drawing, and graphing; *communicate* scientific explanations; *describe* and *explain* findings; *identify* cause and effect; and *critique* and *consider* alternative explanations. Bailey *et al.*'s research also found that there are different levels of language demands and language functions required at the different grade levels. For example, the most common language functions at the elementary grade level are to analyze, compare, describe, observe, and record scientific information. At the middle school level, students were expected to compare, explain, identify, and recognize. From their analysis of ELP standards, the researchers found that the most frequently expected functions were to ask, clarify, express, imitate, listen, negotiate, participate, request, and respond. The researchers' observations of science classroom discourse indicated five predominant language functions including *explain*, *describe*, *compare*, *question*, and *comment*.

These empirical findings on school-based discourse and texts shed light on operationalizing the ELP construct in academic contexts. In addition to the functional linguistic approach, Scarcella (2003) illustrated how a communicative competence model can be adapted to establish an academic language framework. She proposed that academic language involves multiple linguistic, cognitive, sociocultural, and psychological dimensions composed of integrated components. Following the communicative competence model, she also described discrete linguistic features (phonological, lexical, and grammatical components), language functions (sociolinguistic component), and stylistic register (discourse component) of academic English.

The characteristic of school language is also well-delineated in the framework for English Language Proficiency Development (ELPD) Standards corresponding to the CCSS and the Next Generation Science Standards (the ELPD Framework, henceforth, Council of Chief State School Officers [CCSSO], 2012). The ELPD framework was created in part to provide guidance to states working to develop or adapt ELP standards for alignment with the CCSS, which were adopted by the majority of the states as their academic content standards in English language arts and mathematics. The ELPD framework highlights that identifying the characteristics of the disciplinary language used in classrooms is important to understanding the nature of school language in general. Disciplinary language in K–12 settings can be described in terms of the discipline-specific analytic language use tasks, associated receptive and productive language functions, and the roles of interlocutors and direction of communication (e.g., student to student, student to teacher, teacher to student, teacher to entire class). This view is useful to organize students' language use and tasks in K–12 school settings.

Previous literature on language competence models and academic language characteristics in school settings enriches our understanding of the nature of language that ELL students acquire. In turn, it guides us to conceptualize the construct we intend to measure. In the subsequent section, we discuss an additional important source to consider in defining the ELP construct for our assessment system, that is, standards.

Alignment With Standards

In defining the language demands and required skills of school settings, existing K–12 academic content and ELP standards are a useful resource. In particular, general and specific tasks and language functions that students are expected to perform can be extracted from analysis of existing standards such as the CCSS or the academic content and ELP standards that are in use in various states. The standards also provide an expected curricular sequence and learning progression, both within and across grades, which guide us in our characterization of the different levels of proficiency. However, we also recognize that the existing standards must be treated with caution, given their wide variation in terms of their breadth, depth, and emphasized content. Therefore, second language acquisition and learning theory and research must accompany the analysis of educational standards in the work of defining an ELP construct and accompanying proficiency levels.

An additional reason for basing the definition of the ELP construct in part on existing standards is to ensure that the assessments in our proposed system are aligned with the actual standards and curricula in practice. The integration of the language demands and skills contained in the standards into the assessment development process enables an inherent alignment between the assessment and the standards (Bailey & Wolf, 2012). Recent, ongoing efforts to understand the next-generation ELP standards aligned with the CCSS provide an opportunity to build a better understanding of language as a springboard to improved instruction and assessment for ELL students (e.g., see Understanding Language Initiative, <http://ell.stanford.edu/>; CCSSO, 2012). Efforts were also made to illustrate an example of close alignment between ELP and content standards and learning.

Acknowledging that the CCSS describe a core set of common knowledge and skills across grades that come to bear on access to and success in college and the workplace, our analysis of the standards involves identifying essential language skills that ELL students require to meet expected levels of achievement in the standards. As the standards documents do not always explicitly articulate the relevant language demands and skills of each standard, identifying underlying and implicitly embedded language skills is crucial. The following two examples are from the Understanding Language Initiative papers (e.g., Bailey & Wolf, 2012; van Lier & Walqui, 2012).

The first example comes from the reading standards:

Integrate and evaluate multiple sources of information presented in different formats and media (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS, ELA Reading, Grades 9–12)

Bailey and Wolf (2012) pointed out that this standard contains both explicit and implicit language demands and skills, including understanding a given question, comprehending the content of multiple oral and written materials, comparing and contrasting the information in the materials, integrating the information with a similar or different theme, and evaluating the relevance of the information to the question. Depending on the topic of the question and materials, knowledge of domain-specific linguistic features (e.g., technical vocabulary, specific grammatical structures) may also be needed.

The second example comes from the mathematics standards:

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. (CCSS, Mathematics, Grade 8)

For this standard, van Lier and Walqui (2012) identified substantial language demands in mathematics. These include listening to descriptions, discussing functions with peers, and developing ways of expressing comparative information and results, both so that other students can understand them and so the teacher is satisfied that the student understands. These examples demonstrate both common and specific language demands and skills required to meet content-area standards. Moreover, it is our position that standards analyses should cover all major content areas, including math, science, and social studies—not solely English language arts.

As described earlier, the recognition of the strong interconnection between language and content implied by the CCSS is clearly reflected in the ELPD framework (CCSSO, 2012). The ELPD framework describes the sophisticated language competencies that students need to reach the CCSS and provides a taxonomy to identify language tasks and language skills across content areas, including specific examples.

Informed by the work of other researchers as well as our own, we attempt to operationally define our ELP construct in terms of the essential language skills that ELL students need to acquire for successful participation in school tasks. The next section illustrates the framework that organizes our analysis of various TLU standards and tasks towards the operational definition of our ELP construct.

Operational Definition of the English Language Proficiency Construct

As mentioned above, the construct that our assessment system is intended to measure is communicative language ability in K–12 school settings. Therefore, it is important that instruction and assessment be enriched with as much communicative context as possible.

Using literature addressing the purposes of communication (Bailey & Heritage, 2008), we adopted four types of purposes for which K–12 students communicate in school contexts: social-interpersonal, school-navigational, general-academic, and discipline-specific language use purposes.

Students can perform language functions (e.g., describe, summarize, analyze, compare, evaluate) for any of the purposes outlined above. The degree of sophistication and demands of language to perform specific language functions in different contexts are expected to differ by grade level. Still, this categorization of purposes allows us to specify language tasks and skills that students would be expected to perform not only in academic content learning settings but also in other school settings.

Our organizing framework includes the language functions that are required in various TLU contexts and the linguistic resources that are required to realize them. These linguistic resources are organized into phonological, lexical, syntactic, discourse, and sociolinguistic dimensions. Figure 3 illustrates the framework.

Identifying the characteristics of the TLU domain is a key step in supporting our claim that the performance of test takers on test tasks relates to their expected performance in important situations in real life. Closer correspondence between TLU tasks and test tasks (authenticity) will allow us to increase the validity of our interpretations about a test taker's language proficiency based on his or her test performance (Bachman & Palmer, 1996, 2010). The examples of TLU task characteristics extracted from the standards and literature in the categories reading, writing, speaking, and listening are included in the appendix.

TARGET LANGUAGE USE PURPOSES (contextual features include specific tasks, topics, interlocutors, functions, input mode, and text genres)

SOCIAL-INTERPERSONAL	SCHOOL-NAVIGATIONAL	GENERIC-ACADEMIC (content learning across multiple disciplinary areas)	DISCIPLINE-SPECIFIC
LANGUAGE FUNCTIONS (in receptive and productive language, in spoken and written language)			
Beginning, intermediate, early-advanced levels Greeting; Making a request; Asking directions; Following directions; Asking clarifying questions; Locating specific information; Telling a story; Describing; Summarizing; Comprehending/interpreting information; Explaining; Analyzing; Inferring; Predicting; Synthesizing; Comparing/contrasting; Arguing; Criticizing; Evaluating			
LINGUISTIC RESOURCES (in the phonological, lexical, syntactic, discourse, and sociolinguistic dimensions, at both foundational and more complex levels)			
<ul style="list-style-type: none"> • High-frequency vocabulary words • Relatively simpler syntactic structures • Appropriate sociolinguistic/pragmatic language use 	<ul style="list-style-type: none"> • Mixed vocabulary from everyday and academic contexts • Relatively simpler syntactic structures • Appropriate use of registers, formality, etc. (sociolinguistic and pragmatic) 	<ul style="list-style-type: none"> • General academic vocabulary words for learning content areas and performing tasks for content learning • Academic syntactic structures • Academic organizational discourse • Descriptive, narrative, expository, argumentative 	<ul style="list-style-type: none"> • Technical vocabulary words (the concept of a work will be taught as content knowledge) • Academic syntactic structures • Academic organizational discourse • Discipline-specific genres
TASKS (examples)			
<ul style="list-style-type: none"> ✓ A student asks his/her friend about weekend plans. ✓ A student asks his/her classmates to form a study group. 	<ul style="list-style-type: none"> ✓ A student locates specific information from a field-trip handout. ✓ A student delivers information about a school event to other classmates. 	<ul style="list-style-type: none"> ✓ A student comprehends an author’s main argument in an extended, persuasive genre text. ✓ A student explains the cause of an event in a story to the class. 	<ul style="list-style-type: none"> ✓ A student makes a hypothesis about a specific experiment in a science class. ✓ A student explains a mathematical solution in writing.

Figure 3 Operational English language proficiency (ELP) construct framework.

Operational Construct Definitions of Four Language Modalities

As described earlier, we use an interactional approach to define the ELP construct. That is, student’s language use abilities should be measured with as much context as possible so that we can adequately make inferences about student’s communicative language ability. Although the assessment situation is limited, it is desirable to specify as much as possible about the context or situation in which the student is expected to perform, including participants’ roles, interaction types, communication purposes, and language functions, in order to assess the test taker’s communicative language ability.

While acknowledging the inherently interconnected nature of language skills and their use, it is useful to identify specific language skills for the purpose of assessment and instruction to help in ELL students’ English language development. As in the ELPD framework (CCSSO, 2012), identifying TLU tasks and language functions analytically also helps to design appropriate language assessment items and tasks. In operationalizing the communicative language ability construct for K–12 students, we describe the construct for each modality (reading, writing, speaking, and listening) in general and follow with a description of the construct as it manifests itself in that modality for various purposes. We have divided the purposes for which students must read and comprehend written English into four categories, although we recognize that these categories are not mutually exclusive and can co-occur within the same setting; for instance, in the classroom students may engage with different texts for all four purposes. Then, we identify commonly expected language skills to provide useful information about the student’s language ability.

To offer a language progression model, we organize specific language skills at the foundational, basic, and higher-order skill levels. Table 1 includes a general description of the three levels across four language modalities. Note that the description of each skill is not intended to be comprehensive; rather, it is intended to demonstrate one approach to

Table 1 General Description of Language Skill Levels

Language skill level	Description
1. Foundational skills	<p>Definition: Foundational or prerequisite language knowledge and skills to perform any language tasks</p> <p>Examples:</p> <ul style="list-style-type: none"> • English sound system, print concepts, sound-text matching (decoding) • Basic grammatical structures • Simple, frequent vocabulary • Word and phrase level language processing and simple-sentence processing • Processing fragmented information at the word, phrase, and sentence level
2. Basic skills	<p>Definition: Basic comprehension and communication skills to perform tasks requiring literal understanding of the given inputs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Comprehending explicit meanings of texts and utterances • Performing basic language functions such as simple describing, sequencing, and story-telling • Processing information at the discourse level
3. Higher order skills	<p>Definition: Higher order comprehension and communication skills to perform tasks requiring comprehension beyond literal understanding of the given inputs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Comprehending implicit meanings of texts and utterances • Performing higher order language functions such as analyzing, evaluating, persuading, making inferences, and integrating information • Processing information at the discourse level

organizing the language skills to build a progression model as well as assessments in measuring students' proficiency. The specific language skills for each modality are instantiated in each modality section below.

Considering that ELL students have wide-ranging needs in terms of the various language use skills that they can benefit from developing, explicitly identifying the language skills in this spectrum will help teachers use the information from the assessment to adapt their instruction. Note that test takers will not necessarily employ these skills separately. Depending on the situation, a learner may draw upon multiple skills to perform a task.

In general, our construct focuses on meaningful language use in context. Language use, as we are defining it, can be realized either in spoken or written form. For the purpose of operationalizing the construct for assessment development, we also offer a description of the construct for each modality below. It should be noted that this description is given as an example and is rather general. Depending on the grade level(s) and specific assessment purposes, the details of the tasks and expectations in the description will need to be modified.

Reading (Written-Receptive)

To measure ELL students' ability to read and understand written English in order to succeed in English language instructional environments.

- *Reading and comprehending texts for social-interpersonal purposes.* Students should be able to read and comprehend written texts in order to establish and maintain social relationships. Text types for this purpose may include correspondence (e.g., e-mail, letters), invitations, and/or greeting cards. In addition, reading for personal pleasure is also included in this category. Generally, texts that can be read for leisure include novels, magazines, and newspapers.
- *Reading and comprehending texts for school-navigational purposes.* Students should be able to read and comprehend texts that are used to navigate the school environment and culture. Texts used for these purposes are often in nonlinear formats (e.g., maps, diagrams, organizational charts, brochures, advertisements, schedules, and written announcements). Reading subskills that are particularly required for this type of reading include comprehending explicit meaning, identifying key information, and understanding steps and procedures.

- *Reading and comprehending general-academic texts for the purpose of learning academic content.* Students should be able to read and comprehend academic texts in a range of genres (e.g., expository, biographical, persuasive, literary) across a range of subject areas (e.g., arts/humanities, science, social science). They need to be able to read such texts at difficulty levels up to and including those typical of what is used in English-medium classrooms. In reading these texts, students need to be able to understand main ideas and key supporting information, to make inferences based on what is implied but not explicitly stated, and to understand key vocabulary (either from previous knowledge or from context) and cohesive elements within the text (i.e., referential relationships across sentences). Depending on the nature of the specific text and the student's grade level, students may also need to understand an author's purpose, follow the logic and intended meaning of basic rhetorical structures, follow steps or directions, and/or identify and understand figurative language. Reading texts should not require any specific background knowledge, but do require students to read in order to learn new information, new terms, and new concepts in an academic context. In addition, students should be able to make connections across and within texts.
- *Reading and comprehending discipline-specific texts for the purpose of learning academic content.* Students need to be able to read and comprehend discipline-specific texts (e.g., math, science, social science, language arts) to build content knowledge. They need to be able to read historical, scientific, and technical texts at difficulty levels up to and including those typical of what is used in English-medium classrooms. In reading these texts, students need to be able to understand technical vocabulary words and symbols; to understand and get information from diagrams, tables, graphs, figures, or charts; to understand academic organizational discourses and syntactic structures; and to deepen their understanding of the norms and conventions of each discipline.

In reading, students should perform a wide range of reading tasks across various genres and topics (within a school or academic context) for different communication purposes. Some examples of key tasks and functions to perform include the following:

Foundational Skills

- Match sound to print for decoding a written text.
- Read and recognize grade-appropriate words or phrases.
- Understand simple grammatical structures to interpret a meaning of a sentence.

Basic Comprehension Skills

- Comprehend the literal meaning of a text.
- Locate/identify specific or key information and details (analyze the development of central ideas).
- Determine the main idea.

Higher Order Skills

- Infer implicit meaning.
- Analyze the organizational structures.
- Evaluate the information or arguments.
- Integrate/connect information across multiple texts.
- Compare/contrast information within or across texts.
- Connect information to prior knowledge.

Writing (Written-Productive)

To measure ELL students' ability to produce written English in order to succeed in English language instructional environments.

- *Writing in English for social-interpersonal purposes.* In English-medium instructional environments, students must be able to engage in written communications for purposes of establishing and maintaining social and interpersonal

relationships. This includes the ability to write effective informal correspondence to peers or teachers and the ability to recount events based on personal experience and observation, asking and answering questions, organizing, and facilitating shared activities and expressing likes and dislikes. Text types include, but are not limited to, e-mail messages, notes, and invitations.

- *Writing in English for school-navigational purposes.* In school settings, students must be able to extract key school-related information from a variety of spoken or written stimuli and keep written records for their own future reference or to convey the information to another student, parent, or teacher. For instance, students may need to take notes while listening to a teacher's explanation of a class assignment and then convey that information to another student or a parent. Student should be able to write short summaries of school-related information (e.g., field trip, announcements, procedures).
- *Writing in English for general-academic purposes.* In English-medium instructional environments, students must be able to communicate in writing, using appropriate written language on subject-matter information in a range of content areas and genres. Students should be able to produce connected text on a range of topics and genres; to narrate a story coherently; to express personal opinions supported by relevant examples, reasons, and details; to describe a process in an academic context; to understand and be able to summarize, synthesize, and paraphrase important and relevant information from spoken and written stimuli; and to integrate information from multiple academic spoken and/or written stimuli.
- *Writing in English for discipline-specific purposes.* In English-medium instructional environments, students must be able to communicate in writing, using appropriate written language on discipline-specific genres. Students need to be able to communicate in writing about discipline-related topics to build content knowledge, to demonstrate mastery of the norms and conventions of each discipline, and to use precise language and domain-specific vocabulary to inform about or explain a topic.

In writing, students should perform a wide range of writing tasks across various genres and topics (within a school or academic context) for different communication purposes. Some examples of key tasks and functions to perform include the following:

Foundational Skills

- Use basic features of print (e.g., upper and lowercase letters, spacing).
- Use appropriate conventions (e.g., punctuations, spelling).
- Use grade-appropriate vocabulary and phrases.

Basic Production Skills

- Use an effective writing process including planning, drafting, revising, editing, rewriting.
- Paraphrase simple sentences.
- Use appropriate register for a given purpose, audience, context (sociolinguistic/pragmatic).
- Use a coherent organization (at the sentence, paragraph levels; between sentences, across paragraphs) and structure (introduction, body, conclusion).
- Use appropriate details (e.g., relevant facts, supporting details, examples).
- Construct informative/explanatory texts with a topic, concepts, ideas, and information.
- Construct narrative/descriptive texts with details in sequence.

Higher Order Skills

- Integrate/synthesize information from multiple sources.
- Summarize information from either spoken or written sources.
- Draw conclusions in writing.
- Analyze texts (or use textual evidence).
- Draw evidence from sources and present evidence in writing.

- Compare and contrast ideas.
- Identify relationships between ideas such as cause/effect.
- Construct argumentative texts including claims, reasons, and evidence.
- Construct research reports.

Listening (Oral-Receptive)

To measure ELL students' ability to understand spoken English in order to succeed in English-medium schools.

- *Understanding spoken English for social-interpersonal purposes.* Students should be able to listen to and comprehend spoken English to establish and maintain social relationships. Students should understand information that the speaker is conveying, including opinions, attitudes, intentions, requests, demands, and questions (both implicit and explicit). For the most part, listening text types for these purposes are conversations between and among students or between students and adult school staff (teachers, administrative staff, etc.) In the case of recorded telephone messages, a text may be monologic.
- *Understanding spoken English for school-navigational purposes.* Students should be able to listen to and comprehend spoken English that is used to negotiate the school space, schedule, and organization. Listening text types may include announcements, instructions, schedules, assignments, and directions. The speakers may include teachers and other school staff (such as nurses, secretaries, principals). Listening subskills that are particularly required for this type of listening include identifying key information, understanding steps and procedures, and comprehending explicit meaning.
- *Understanding spoken English in order to comprehend general-academic content.* Students need to be able to listen to and comprehend academic content in a range of genres across a range of subject areas. To fully engage in a class using English-medium instruction, students need to be able to listen to and understand monologic listening texts and extract main ideas and key supporting information, make inferences based on what is implied but not explicitly stated, and understand key vocabulary (either from previous knowledge or from context). Beyond monologic teacher-delivered text, students must understand dialogs (or multilogues) in which they may or may not be a direct participant. (For instance, a student must understand a teacher's question to another student, the student's response, and the teacher's affirmation or correction of the student's response.) Depending on the specific nature of the content, students may also need to understand figurative language (such as rhetorical devices, hypotheticals, analogies, literary devices), recognize digressions, and follow steps or directions. Text types may include orally delivered written texts (such as stories, speeches, lectures), extemporaneously-delivered or prepared lessons (teacher-centric), class discussions, field trips and tours, and recorded texts with or without a visual graphic (such as those from radio or television like the Discovery Channel).
- *Understanding spoken English to comprehend discipline-specific texts.* Students need to be able to listen to and comprehend discipline-specific texts (e.g., math, science, social science, language arts) to build content knowledge. Students need to be able to listen to historical, scientific, and technical texts at difficulty levels up to and including those typical of what is used in English-medium classrooms. In listening to these texts, students need to be able to understand technical vocabulary, understand academic organizational discourses, and to deepen their understanding of the norms and conventions of each discipline. Text types may include orally delivered written texts (such as stories, speeches, lectures), extemporaneously-delivered or prepared lessons (teacher-centric), class discussions, field trips and tours, and recorded texts with or without a visual graphic (such as those from television like the Discovery Channel).

In comprehending spoken English, students should perform a wide range of listening tasks across various topics (within a school or academic context) for different communication purposes. Some examples of key tasks and functions to perform include the following:

Foundational Skills

- Recognize and distinguish English phonemes.
- Comprehend commonly used expressions and phrases.

- Understand very common vocabulary and function words.
- Identify the meaning of spoken words.
- Understand basic sentence structure and grammar.
- Understand how intonation, stress, and pauses are used to convey meaning.

Basic Comprehension Skills

- Comprehend the literal meaning.
- Follow directions.
- Recognize specific or key information and details (analyze the development of central ideas).
- Determine the main idea.

Higher Order Skills

- Infer implicit meaning.
- Use rhetorical, organizational, or cohesive markers and devices to comprehend the meaning of a text.
- Evaluate the information or arguments.
- Integrate information with prior knowledge and/or other texts.
- Compare/contrast information within or across texts.
- Understand attitude, stance, and degree of certainty.
- Make predictions based on understanding of text.

Speaking (Oral-Productive)

To measure the degree to which ELLs have the ability to use spoken English to successfully engage in academic learning and social interaction in school settings, ELLs use spoken English in school settings for four overlapping purposes:

- *Using spoken English for social-interpersonal purposes.* Students must engage in spoken communications to establish and maintain social and interpersonal relationships. This includes speaking informally in conversations and discussions with other students and teachers (in the classroom and outside the classroom), recounting events and stories based on personal experiences, asking and answering questions, facilitating shared activities (taking turns, sharing resources, encouraging or discouraging others' behavior) and expressing likes and dislikes.
- *Using spoken English for school-navigational purposes.* Students need to use spoken English to interact with adult school staff and other students to negotiate the school space, schedule, and organization. This includes asking and answering questions about school activities, schedules, and locations; making requests; giving instructions; making announcements; describing procedures; clarifying information; and giving explanations.
- *Using spoken English for general-academic purposes.* In English-medium instructional environments, students must use spoken English at an appropriate level of formality on subject-matter information in a range of content areas and genres. In dialogs with teachers and in dialogs or multilogues with other students and teachers, students should be able to use spoken English both to inquire about academic content (seek out information that was not previously presented or was imperfectly understood) and to demonstrate familiarity with subject content (answer demonstration questions). In classroom contexts, students must be able to use more or less *spontaneous* spoken English to
 - ask the instructor clarifying questions;
 - ask the instructor for specific information or explanation;
 - demonstrate understanding of subject-matter content by answering informational questions in class;
 - give opinions on specific topics in response to teacher questions and support with relevant information;
 - participate in class discussions (such as discussing the significance of events in a story, real-world current events, causes, and effects), including using appropriate language to agree or disagree with other participants; and

- demonstrate understanding of class material (reading assignments, teacher’s spoken explanations, video presentations, etc.) by giving extended responses to teacher questions that require summarizing, paraphrasing, and synopsis.

Students must use spoken English to deliver oral presentations (or combined oral and visual presentations) of prepared material. This includes the ability to speak in connected discourse on a range of topics and genres, to narrate a story coherently, to express and support personal opinions with examples, and to describe a process. Tasks may include giving a speech, describing or narrating a sequence of events, summarizing or paraphrasing from written or orally delivered texts, providing personal opinions supported by details, and integrating information from multiple spoken and/or written stimuli.

- *Using spoken English for discipline-specific purposes.* In English-medium instructional environments, students must be able to communicate by speaking about discipline-specific genres using appropriate language. Students can demonstrate understanding of a written and/or spoken stimulus by using appropriate spoken language on discipline-specific topics.

Some examples of key tasks and functions to perform include the following:

Foundational Skills

- Produce segmental features of English at the word level/produce English phonemes.
- Produce English suprasegmentals (use stress and intonation) appropriately.
- Use appropriate and precise vocabulary.
- Use a variety of signal words and phrases and transitional devices.

Basic Production Skills

- Produce simple sentences using structure and grammar knowledge.
- Use appropriate register for a given purpose, audience, and context.
- Engage in simple exchange by questioning and answering.
- Describe what s/he observes.
- Tell a simple story.

Higher Order Skills

- Give and support an opinion using reasoning and evidence.
- Synthesize information from multiple sources.
- Summarize information from either spoken or written sources.
- Paraphrase information from either spoken or written sources.
- Explain complex and abstract ideas, inferences, and conclusions.
- Evaluate arguments, information, processes, and results.

Macrolevel Versus Microlevel Constructs

It should be noted that the ELP construct described above is an overarching construct that underlies the various assessments of the system (e.g., identification, diagnostic, formative, and summative). The overall ELP construct also describes our conception of language ability. The coverage of the ELP construct will vary depending on the purposes of the assessments. One way of operationalizing the overarching construct is to incorporate the concept of macrolevel versus microlevel assessments (Bailey & Wolf, 2012; Black, Wilson, & Yao, 2011). Macrolevel assessments may serve mainly summative purposes, covering more coarsely grained levels of the construct to provide high-level summative information. On the other hand, microlevel assessments may be more suitable to serve formative assessment purposes, covering finer-grained levels of the construct to supply diagnostic information for daily instruction. For instance,

on an initial identification assessment, within this concept of macrolevel and microlevel constructs, oral proficiency, and literacy skills may be measured at a macrolevel. For a diagnostic assessment, microlevel constructs may be measured to provide students with detailed information on their proficiency in different language skills. A macrolevel description may state that the assessment measures a student's ability to comprehend various genres of text. At the microlevel, the assessment might measure specific language functions and linguistic knowledge, such as summarizing specific details and understanding certain syntactic structures. Our approach of distinguishing between defining the operational construct at the macrolevels and microlevels is also related to the premise that a single assessment cannot serve multiple purposes. For instance, while an annual, summative ELP assessment is intended to measure the states' ELP/D standards, it will have some limitations with respect to covering the entirety of the standards at the microlevel. The construct of each assessment component in the system will be described in its respective design document.

Language Proficiency Progression and Grade Levels

ELL students have very diverse backgrounds in terms of formal schooling experience, whether in the United States or abroad. They also differ in their cultural experiences, native language proficiency, and ELP. Due to this diversity, ELL students' ELP levels are heterogeneous both across and within grades. Thus, ELP assessments for K–12 ELL students must encompass a wide range of proficiency. However, a major reason for measuring ELL students' ELP is to estimate the degree to which these students can access information in grade-level materials and instructional settings. In this document, we describe three general proficiency levels that span all grades, considering the three language skill levels discussed in the previous section (i.e., foundational, basic, and higher order level language skills). This general proficiency description may be thought of as a developmental language learning progression. It can also serve as the basis to formulate the claims for the purpose of the assessment development. Note that these levels may not necessarily map to the number of levels already used to make instructional placement decisions in schools, or the number of levels in states' standards documents. For the placement assessment or summative assessment, the levels associated with assessment scores will be determined through a standard-setting study based on each state's ELP standards. The proficiency level descriptions below aim to describe students' expected performance holistically. This overall description is adapted from the ELPD framework (CCSSO, 2012). For demonstration purposes, only proficiency descriptors for the Grades 1–2 span are presented in Table 2.

Assessment Design Principles

We have discussed our proposed ELP assessment system and elaborated on the approach to conceptualize the overarching construct of our assessments in the system. In this section, we suggest a set of general principles to consider in developing individual assessments within the system.

Evidence-Centered Design

The principles of ECD should guide the design of items/tasks and the creation of the different components of the assessment system. ECD helps explicate the construct that is being measured; provides a detailed description of the assessment items, tasks, and the rules for scoring them; and supports inferences made on the basis of evidence derived from the assessment system. We provide an overview of ECD in the next section, as it encapsulates the specific design process used in the development of the assessments.

Balance of Discrete and Integrated Language Knowledge and Skills

Considering the wide range of both English proficiency and experience in English-speaking environments that characterize ELL students, a balance of both discrete and integrated language knowledge and skills is important. This will ensure that the assessments are accessible to the broadest possible range of students and produce valid results for all target test takers. The degree of integration and specific balance of knowledge, skills, and abilities in a particular task will depend on the purpose of the assessment in question (e.g., diagnostic, formative, summative).

Table 2 An Example of the Proficiency Descriptors

Reading (written-receptive) proficiency descriptors, Grades 1–2

Level 1 (Beginning)	<ul style="list-style-type: none"> ● Can guess intelligently at the topics of written texts when they are accompanied by illustrations ● Can begin to identify letters of the alphabet and their associated sounds ● Can communicate in words, phrases, and predominantly simple-sentence structures
Level 2 (Intermediate)	<ul style="list-style-type: none"> ● Can identify features of a narrative text such as title and author ● Can use narrative text elements (title, images, etc.) to make predictions about content ● Can read simple texts composed primarily of sight words ● Can comprehend some aspects of written texts when he/she has relevant background knowledge and can draw from accompanying images to support comprehension; may miss some details ● Can ask clarification questions that demonstrate comprehension of some aspects of the written text
Level 3 (Early-Advanced)	<ul style="list-style-type: none"> ● Can read simple texts composed of sight words. Can read, if not completely comprehend, new vocabulary ● Can understand typical content area texts with some support from illustrations and graphics ● Can use features common to explanatory texts (headings, bolding, captions, images) to focus on main ideas and key details ● Can elicit clarification or further explanation about aspects of text he/she does not understand or is interested in; questions demonstrate comprehension ● Can make relevant connections between multiple related texts.

Writing (written-productive) proficiency descriptors, Grades 1–2

Level 1 (Beginning)	<ul style="list-style-type: none"> ● Can use drawings to demonstrate knowledge of a topic ● May attempt to write phonetically what he/she can say if provided with examples
Level 2 (Intermediate)	<ul style="list-style-type: none"> ● Can write simple statements using models, explicitly taught sight words, and common classroom words ● Can label elements accurately if terminology has been explicitly taught (e.g., labeling shapes) ● Can express original thoughts in writing when provided with models, basic language structures, etc.
Level 3 (Early-Advanced)	<ul style="list-style-type: none"> ● By building on the language of oral and written texts, can produce simple original narratives or summaries and simple arguments with supporting evidence which can be understood by teachers and peers ● Can use discipline-specific terminology taught in class in his/her writing (<i>circle, square, triangle</i>)

Listening (oral-receptive) proficiency descriptors, Grades 1–2

Level 1 (Beginning)	<ul style="list-style-type: none"> ● Can listen beyond frustration point. Can begin to guess intelligently at topics ● Can begin to guess intelligently at topic if provided guided listening instruction (e.g., illustrations, gestures, and/or background knowledge) ● Can respond to questions and instructions in ways that signal emerging comprehension
Level 2 (Intermediate)	<ul style="list-style-type: none"> ● Can comprehend main points supported by gestures, illustrations, and other scaffolds ● Can continue to listen attentively even when material is not completely understood ● Can manifest comprehension by using memorized utterances, gestures, facial expression, and intonation
Level 3 (Early-Advanced)	<ul style="list-style-type: none"> ● Can comprehend almost all key points of oral texts with minimal support or scaffolding (though they will still benefit from it if it is employed) ● Can manifest comprehension by posing questions, employing memorized utterances, gestures, facial expressions, and intonation

Table 2 Continued

Speaking (oral-productive) proficiency descriptors, Grades 1–2	
Level 1 (Beginning)	<ul style="list-style-type: none"> ● Can use basic utterances and memorized language chunks with gestures to communicate ● Can express agreement or disagreement with gesture, basic utterances, memorized chunks, and intonation
Level 2 (Intermediate)	<ul style="list-style-type: none"> ● Can employ model sentences to communicate original meaning ● Can request information or clarification, explain his/her observations, and express original meaning by imitating language models employed by others and by supporting speech with gestures, facial expressions, pictures, memorized language chunks, and basic language structures
Level 3 (Early-Advanced)	<ul style="list-style-type: none"> ● Can produce questions, instructions, explanations, narratives, and simple arguments with supporting evidence which can be understood by teachers and peers by building on the language of others ● Can use discipline-specific terminology taught in class in his/her explanation (e.g., <i>liquid</i>, <i>solid</i>, <i>gas</i>) ● Can use, but does not rely heavily on, supports such as gestures and memorized utterances to communicate

Note. The label of each level is provided as an example.

Balance of Foundational and Higher Level Language Skills

Items and tasks should be developed at different levels of difficulty and complexity to represent the entire range of proficiency levels that we expect in our target test-taker population. Having a range of tasks at different levels of difficulty and complexity will help ensure that the assessments produce scores that provide valid information on whether students have attained a level of English proficiency that is necessary to benefit fully from English language academic instruction.

Enrichment of Context and Input to Elicit Meaningful Language Use

Since the focus of the assessment system is on students' language use in school contexts, it is desirable to replicate TLU context features in the assessment situation. This will, in turn, help to elicit a more authentic sample of the knowledge, skills, and abilities that test takers might be expected to make use of in real-life communicative situations. The likelihood of making appropriate inferences about students' communicative language ability from the given assessment will thus increase.

Provision of Different Levels of Scaffolding Items

One of the purposes of the assessment of ELL students' language proficiency is to gauge the extent to which students may need additional instructional support to complete a given task. In an instructional setting, scaffolding strategies are commonly used and have proved effective with ELL students. The idea of providing scaffolding will be integrated into the proposed assessment system by designing task types with different levels of difficulty, complexity, and transparency. It also can be implemented in using an adaptive or multistage test design.

Use of Technology

Technology should be an essential component of the proposed ELP assessment system, as it allows for the creation of context-enriched, innovative items and tasks designed increase students' engagement and interest in the assessment tasks and thereby elicit more meaningful and relevant evidence of the students' communicative language abilities. Technology-enhanced features may include (a) automated scoring, (b) a platform for relatively quick score turnaround and feedback, and (c) applications enabling easy access to data and effective data use.

Overall Evidence-Centered Design Process

ECD, developed by Mislevy, Steinberg, and Almond (2003), has been widely used to develop many current educational assessments by providing a conceptual design framework. Throughout the assessment development process, ECD can be employed as a coordinating mechanism for definition of the construct to be measured, specification of test items/tasks to include, and identification of what performance characteristics to score. ECD allows for systematic, evidentiary assessment development from defining the construct (based on domain analysis) to developing models to relate collected evidence to test takers' abilities of interest. More specifically, three models are specified in ECD; the student, task, and evidence models (Mislevy & Yin, 2009; Mislevy *et al.*, 2003).

In what follows, we briefly illustrate each model in general terms and describe our approach to defining each model for the assessments in the proposed assessment system.

Student Model

In the student model, the claims to be made about students' knowledge, skills, and abilities are specified. The purpose and the construct of the assessment facilitate the specification of the student model. To measure K–12 ELL students' communicative language ability in school settings, our domain analysis included previous literature and various standards for K–12 students. The analysis helps us to better understand the multicomponential and highly interactive nature of the communicative language ability construct, as well as prevalent task types that students would encounter in school settings. While an overall claim about students' communicative language ability in school settings undergirds the student model, individual claims about ELL students' language ability at different grade levels and at different proficiency levels should also be delineated in student models for each assessment in the system. The three levels of proficiency descriptors described earlier provide an example of our student model.

Task Model

The items or tasks used to elicit evidence about students' abilities are specified in the task model. Test specifications and blueprints are common artifacts describing the task model. In our domain analysis, TLU tasks are identified along with the characteristics of TLU tasks (see the appendix for the examples of TLU tasks). Some major characteristics of TLU tasks include communicative purposes/language functions, interlocutors' roles (teacher, student, one-on-one, one-to-many presentation, etc.), and the linguistic complexity of the input and expected output. In developing the task model, these characteristics of TLU tasks should be taken into consideration so that appropriate inferences and claims are made about what students know and can do with language in real-life situations.

Evidence Model

This model concerns ways to collect evidence and develops an appropriate measurement model to relate the evidence gathered by the assessments in the system to claims made about the test takers. The evidence model entails determining important characteristics of student performance (i.e., scoring specific tasks) and analyzing the way performance across several tasks can be combined to support specific claims (i.e., various statistical models and data analyses). Commonly used measurement models include classical test theory, item response theory (IRT), and structural equation modeling, to name a few (Mislevy, 2011). In our assessment system development, various models may be applied depending on the assessment design.

As mentioned previously, the different components in our assessment system should focus on different aspects of the overarching construct at either a macrolevel or microlevel. There are three main components in the assessment system: (a) the initial/placement assessment, (b) the summative assessment, and (c) the formative assessment. Scores produced by the initial placement assessment will make implicit claims about whether students should be designated as ELLs and what type of support services might be appropriate. This constitutes an indication of the students' productive and receptive ELP at a macrolevel. Classical test theory will be used to generate scores on the initial placement assessment. In addition to providing continuous numerical scores, it is also important to set cut scores indicating whether students should be designated as ELLs. Data should be collected from both ELL and non-ELL students, and statistical procedures such as

discriminant analyses may be used to assign weights to test items in order to differentiate these two groups of students. A cut score setting panel consisting of experts and practitioners in the field should be tasked with the determination of the cut score, taking into consideration all the information available on these two groups of students.

For the summative assessment component, we want to allow stakeholders and policy makers to understand how ELL students are performing as a group, especially for accountability purposes. The summative assessment will not be useful if it cannot produce scores that can be used to satisfy various accountability systems and requirements. Under the current Elementary and Secondary Education Act (ESEA) Title III requirement, states need to show ELL performance in reading, writing, speaking, listening, and comprehension. States also need to set up annual measurable achievement objectives (AMAOs). These requirements demand a summative assessment system on a common scale, so individual student performance can be tracked over time. They also require that domain scores in reading, writing, speaking, listening, and comprehension be reported, as opposed to (or in addition to) a holistic proficiency score. In order to satisfy these reporting criteria, an IRT model offers the best fit. It will allow us to create a common scale across grade levels (spans). In order to make the summative assessment more efficient, a multistage assessment model might be considered as well.

On the other hand, the main goal for the instructional assessment component (e.g., formative assessment) is to allow teachers to incorporate assessment into everyday curricular activities and produce immediate learning evidence on microlevel constructs taught in both pull-out and push-in ELL contexts. Information collected from the instructional assessment component should cover a wider spectrum than that of the other two components of the system. The number of attempts, the amount of time it takes students to complete individual tasks, and other information usually not included in traditional assessments may be collected and used to build a profile of student proficiency that allows teachers to make instructional adjustments or identify new paths. Structural equation models and other statistical models might be used to best represent the path for successful mastery of specific constructs.

In summary, we recommend that assessment development should take place using a thorough ECD process including the following steps:

- Define the purposes of each assessment and the construct to be measured.
- Determine what claims will be made about students.
- Identify specific behaviors that will provide appropriate evidence supporting these claims.
- Design tasks and item types that we hypothesize will provide such evidence (and at the same time will model good instructional and learning practices).
- Try out tasks and item types to determine whether the evidence provided by student performance on the exemplars of tasks is an adequate sample of the evidence specified as being necessary to support the claim. If proposed tasks do not provide adequate evidence, either (a) revise the scope of the claim or (b) try out different prototype tasks.
- Design analytic and logistical models that will be used on the assessment.

Validation Research Areas

In order to support the adequacy and appropriateness of the intended test uses of the proposed ELP assessment system, it is essential to collect validity evidence from diverse sources. In formulating validity arguments, some examples of warrants that need to be examined include (but are not limited to) the following:

- Scores on a given ELP assessment reflect the degree to which ELL students have attained a level and complexity of ELP needed to fully participate in English-medium school settings.
- Items and tasks on the assessment reflect the ELP constructs defined in the system.
- Items and tasks on the assessment have a range of difficulty and discrimination power appropriate for use in placement decisions.
- Test scores provide information about students' progress in ELP attainment over time.

As a framework for gathering evidence to validate the assessment score interpretations and uses, we take an interpretive argument structure approach (Bachman & Palmer, 2010; Kane, Crooks, & Cohen, 1999; Mislevy *et al.*, 2003; Toulmin, 2003). This approach requires articulating an interpretative argument by making explicit the chain of inferences that link a specific assessment to its intended uses. Each of these inferences is then examined through collection of evidence

Table 3 English Language Proficiency (ELP) Assessment System Interpretive Argument and Research Topics

		Planned research topics	
Inferences in the interpretive argument	Warrant	Development stage	Operational stage
Domain description	Items and tasks in the ELP assessment system represent skills and abilities required for ELP needed to participate fully in academic instruction in English in school settings.	<ul style="list-style-type: none"> Focus group with teachers. Review of various ELP standards Review of correspondence between ELP standards and the CCSS Teacher evaluation of tasks Difficulty and discrimination levels of test items and tasks Evaluation of different delivery modes (e.g., PC vs. tablet) Test different levels of proficiency Analytic scoring for constructed response items Explore automated scoring feasibility and identify models Rater reliability and test reliability Comparability of tasks 	<ul style="list-style-type: none"> Larger scale teacher evaluation of tasks
Evaluation	Scores on the ELP assessment system reflect the target abilities and skills.	<ul style="list-style-type: none"> Test-taking process study Study of the relationship among modalities Study of the relationship of learner variables to scores 	<ul style="list-style-type: none"> Item analysis. Test takers' processes (including computer familiarity) Continued enhancement of automated scoring capabilities.
Generalization	Similar scores to the obtained scores on the ELP assessment system are expected to be obtained from other similar items/tasks and across different raters.	<ul style="list-style-type: none"> Similarity of tasks to real-world tasks 	<ul style="list-style-type: none"> Monitoring of rater and test reliability Score generalizability studies Impact of using automated scoring on score reliability
Explanation	Scores on the ELP assessment system are the indicator of the target construct: English proficiency needed for academic success in school settings.	<ul style="list-style-type: none"> Using scores for different purposes Standard-setting studies Relating scores to ELP standards 	<ul style="list-style-type: none"> Relating test scores to other measures of language ability Examining proficiency growth using growth models Differential item functioning (DIF) studies Variation of response features in relation to score levels
Extrapolation	The construct measured in the ELP assessment system shows how test takers perform in the nontest academic context.		<ul style="list-style-type: none"> Criterion-related validity studies Relationship of scores on the different modalities to criterion measures
Utilization	Scores on the ELP assessment system are useful to make decisions about screening and placement and to track student progress in English proficiency.		<ul style="list-style-type: none"> Washback studies User perceptions User interpretations of score reports

that can support or refute the claims. The validity framework employed by Chapelle, Enright, and Jamieson (2007) for the TOEFL validity arguments provides a useful guideline to utilize the interpretive argument approach. Chapelle et al.'s framework elaborates six inferences that must be supported through empirical evidence: domain description, evaluation, generalization, explanation, extrapolation, and utilization. Table 3 illustrates some types of studies that are appropriate for the accumulation of evidence to support the interpretive argument for the validity of the uses of the assessment system. The collection of validity evidence will be an ongoing effort continuing through the design, pilot, and operational stages of the ELP assessment system.

Concluding Remarks

Over the past decade, the assessment of ELL students' ELP has received increased attention due to its importance for accountability purposes and ELL designation, as well as the shift in what is actually being measured. While the current ELP assessments are more advanced compared to the traditional pre-NCLB ELP assessments, a number of areas for improvement are still evident. In this article, we have presented a few major limitations of the current ELP assessment practices and discussed the need for developing an ELP assessment system, not just multiple assessments.

We have proposed one way of conceptualizing an ELP assessment system in order to facilitate a closer link among standards, assessments, and instruction for the ultimate goal of helping EL students improve their ELP and access to content learning for academic success. We elaborated on the overarching construct that underlies the proposed assessment system, as well as on the major design principles that should be considered in developing the system. Particularly, we emphasized the importance of articulating the construct and a framework to operationalize the construct for the assessment system. We hope that the suggested framework for conceptualizing the system, construct, and validation research areas will prove to be useful resources for those who intend to develop an improved assessment system and promote discussion of how to better use ELP assessments for the benefit of ELL students.

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Appendix

Target Language Use Characteristics

The source of the standards is noted in the parenthesis next to each standard, including the state or Common Core State Standards (CCSS) and grade level. The standards reviewed to identify the sample target language use (TLU) tasks include the CCSS, California (CA), Florida (FL), New Jersey (NJ), Texas (TX), and World-Class Instructional Design and Assessment (WIDA).

Target Language Use Characteristics: Reading (Written, Receptive)

Domain 1: Social/Interpersonal		Standards		Language functions	Linguistic forms of the input
Task	ELA	ELP			
Read e-mails, letters, and newspapers to get the major information conveyed.	<p>1. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS, G8)</p> <p>2. Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. (FL, G8)</p> <p>3. Identify the topic and details in expository text heard or read, referring to the words and/or illustrations. (TX, GK – 5)</p>	<p>1. Identify main idea, basic and supporting details using a variety of grade-level texts through use of rereading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, sequence of steps or events, and bulleted lists. (FL, G8)</p> <p>2. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. (CA, G6 – 8)</p> <p>3. Locate main ideas in a series of simple sentences. (WIDA, G6 – 8)</p> <p>4. Identify topic sentences, main ideas, and details in paragraphs. (WIDA, G6 – 8)</p> <p>5. Identify summaries of passages. (WIDA, G6 – 8)</p>	<p>Form: a written text, e-mail, or letter</p> <p>Length: a few sentences, short paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> ● Lexical: basic vocabulary ● Grammatical: simple sentences ● Discourse: a coherent text ● Register: informal 		

Domain 2: School Navigational		Standards			Linguistic forms of the input	
Task	ELA	ELP	Language functions	Language functions	Linguistic forms of the input	Linguistic forms of the input
Follow one-step/multistep written directions to finish grade-level tasks.	<p>1. Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). (CA, G3)</p> <p>2. Follow pictorial directions (e.g., recipes, science experiments). (TX, elementary grades)</p>	<p>1. Understand and follow simple multiple-step oral directions for classroom or work-related activities. (CA, G6–8)</p>	Identification	Sequencing	<p>Form: a short written text</p> <p>Length: a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: simple sentences • Discourse: a coherent text • Register: informal 	<p>Form: a short written text</p> <p>Length: a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: simple sentences • Discourse: a coherent text • Register: informal
Read posters to identify details.	<p>1. Determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events. (FL, G3)</p>	<p>1. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. (CA, G6–8)</p> <p>2. Identify relevant details in basic text. (FL, G5)</p>	Identification	Description	<p>Form: a written text</p> <p>Length: a few phrases to a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: words and phrases, simple sentences • Discourse: coherent text • Register: informal 	<p>Form: a written text</p> <p>Length: a few phrases to a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: words and phrases, simple sentences • Discourse: coherent text • Register: informal
Extract key information from nonlinear, written, nonacademic materials.	<p>1. Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. (CA, G3)</p> <p>2. Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. (TX, middle grades)</p> <p>3. Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps). (FL, G5)</p>	<p>1. Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (WIDA, G6–8)</p> <p>2. Locate text features, such as format, diagrams, charts, glossaries, and indexes, and identify the functions. (CA, G3–5)</p>	Identification	Organization	<p>Form: fragments of text; graphic organizers</p> <p>Length: a few words and phrases to a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: words and phrases, simple sentences • Discourse: incoherent, fragmented text • Register: informal 	<p>Form: fragments of text; graphic organizers</p> <p>Length: a few words and phrases to a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: words and phrases, simple sentences • Discourse: incoherent, fragmented text • Register: informal

Domain 3: General Academic		Standards		Language functions	Linguistic forms of the input
		ELA	ELP		
Ask and answer questions about the text read.	<ol style="list-style-type: none"> 1. Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. (CA, G3) 2. Ask how, why, and what-if questions in interpreting nonfiction texts. (NJ, G3) 	<ol style="list-style-type: none"> 1. Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text. (WIDA, G6–8) 2. Answer questions about explicit information in texts. (WIDA, G6–8) 	Inquiring Interpretation	<p>Form: a written text</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 	
Sequence sentences, paragraphs, or pictures based on the text read.	<ol style="list-style-type: none"> 1. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g., chronological sequence or comparison and contrast). (NJ, G8) 2. Arrange events in sequence. (FL, G1) 	<ol style="list-style-type: none"> 1. Sequence illustrated text of fictional and nonfictional events. (WIDA, G6–8) 	Sequencing Organization Synthesizing	<p>Form: fragmented text</p> <p>Length: a few phrases to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and academic vocabulary • Grammatical: words and phrases, simple and complex sentences • Discourse: incoherent sentences • Register: formal 	
Use various strategies to aid reading comprehension.	<ol style="list-style-type: none"> 1. The student uses multiple strategies to develop grade-appropriate vocabulary. (FL, G8) 2. ... by using context clues, prefixes, suffixes, root words, multiple meanings (distinguishes denotative and connotative meanings of words), word origins, and word relationships (analogies). (FL, G8) 	<ol style="list-style-type: none"> 1. Use L1 to support L2 (e.g., cognates). (WIDA, G6–8) 2. Use an array of strategies (e.g., skim and scan for information). (WIDA, G6–8) 3. Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text. (TX, middle grades) 	Inferring Synthesizing	<p>Form: a written text</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 	

Domain 3: Continued

		Standards			
Task	ELA	ELP	Language functions	Linguistic forms of the input	
Read a passage and determine the main idea and details.	<p>1. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS, G8)</p> <p>2. Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. (FL, G8)</p> <p>3. Identify the topic and details in expository text heard or read, referring to the words and/or illustrations. (TX, elementary grades)</p>	<p>1. Identify main idea, basic and supporting details using a variety of grade-level texts through use of rereading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, sequence of steps or events and bulleted lists. (FL, G8)</p> <p>2. Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas. (CA, G6–8)</p> <p>3. Locate main ideas in a series of simple sentences. (WIDA, G6–8)</p> <p>4. Identify topic sentences, main ideas, and details in paragraphs. (WIDA, G6–8)</p> <p>5. Identify summaries of passages. (WIDA, G6–8)</p>	<p>Identification</p> <p>Summarization</p> <p>Retelling</p>	<p>Form: a written text</p> <p>Length: a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 	
Make inferences from explicit ideas.	<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCSS, G6–12)</p> <p>2. Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (CA, G5)</p>	<p>1. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. (CA, G3–5)</p> <p>2. Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence. (TX, middle grades)</p> <p>3. Infer meaning from modified grade-level text. (WIDA, G6–8)</p>	<p>Inferring</p> <p>Prediction</p> <p>Generalization</p>	<p>Form: a written text</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 	

Domain 4: Discipline Specific		Standards			Language functions	Linguistic forms of the input
		ELA	ELP	ELP		
Follow one-step/multistep written directions to finish technical tasks.		<p>1. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (CCSS, G6–8 Literacy in Science and Technical Subjects)</p> <p>2. Understand and explain the use of a complex mechanical device by following technical directions. (CA, G8)</p> <p>3. Follow multitasked instructions to complete a task, solve a problem, or perform procedures. (TX, middle grades)</p>	<p>1. Understand and follow simple multiple-step oral directions for classroom or work-related activities. (CA, G6–8)</p>	<p>Identification</p> <p>Sequencing</p>	<p>Form: a short written text</p> <p>Length: a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to technical vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 	
	Interpret content-related information.	<p>1. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. (CCSS, G6–8)</p> <p>2. Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. (TX, middle grades)</p>	<p>1. Interpret information on socially related topics from illustrated text (e.g., directions for board or video games). (WIDA, G6–8)</p>	<p>Interpretation</p> <p>Synthesizing</p> <p>Explanation</p>	<p>Form: a written text or nonlinear materials</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to technical vocabulary and symbols • Grammatical: simple and complex sentences • Discourse: coherent or fragmented text • Register: formal 	
Analyze the structure or organization of a text.	<p>1. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCSS, G6–12)</p> <p>2. Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text. (FL, G8)</p>	<p>1. Analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally or in writing how they impact the meaning of text. (FL, G6–8)</p> <p>2. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. (CA, G3–5)</p>	<p>Identification</p> <p>Organization</p> <p>Analyzing</p> <p>Comparison and Contrast</p>	<p>Form: a written text</p> <p>Length: a paragraph to multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 		

Domain 4: Continued	Standards		Language functions	Linguistic forms of the input
	ELA	ELP		
Task	<p>3. Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved. (CA, G8)</p> <p>4. Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text). (NJ, G8)</p> <p>5. Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint. (TX, middle grades)</p>	<p>1. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS, G8)</p> <p>2. Distinguish between propaganda and ethical reasoning strategies in print and nonprint media. (FL, G8)</p> <p>3. Respond critically to text ideas and the author’s craft by using textual evidence to support interpretations. (NJ, G8)</p> <p>4. Critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages. (TX, middle grades)</p>	<p>1. Identify the different types of propaganda used in advertising. (FL, G6–8)</p> <p>2. Demonstrate English comprehension and expand reading skills by evaluating analytical skills such as performing written information and commensurate with content area and grade-level needs. (TX, middle grades)</p>	<p>Form: a written text</p> <p>Length: a paragraph to multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal
Evaluate the argument in a text.			Evaluation Critiquing	

Note. ELA = English language assessment; ELP = English language proficiency.

Target Language Use Characteristics: Writing (Written, Productive)

Domain 1: Social/Interpersonal

Task	Standards	Language functions	Linguistic forms of the input
Write e-mails, letters, etc., to convey and ask about basic information.	<ol style="list-style-type: none"> The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature. (FL ELA, G8) Write correspondence according to purpose following prescribed format with correct headings. (FL ELP, G8) Write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing). (TX ELA, middle grades) Write documents related to career development, including simple business letters and job applications. (CA ELA, G8) Write pieces related to career development (e.g., business letter, job application, letter of inquiry). (CA ELP, G6–8) 	<p>Explanation</p> <p>Exposition</p> <p>Description</p> <p>Informing</p> <p>Inquiring</p>	<p>Form: a written text, e-mail, or letter</p> <p>Length: a few sentences, short paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> Lexical: basic vocabulary Grammatical: simple sentences Pragmatic: inform another person; elicit information Discourse: a coherent text Register: informal
Write a description of events.	<ol style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS, G8) Narrate a sequence of events and communicate their significance to the audience. (CA ELA, G11–12) 	<p>Description</p> <p>Sequencing</p> <p>Retelling</p> <p>Organization</p>	<p>Form: a descriptive written text</p> <p>Length: a few sentences, short paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> Lexical: basic vocabulary Grammatical: simple sentences Discourse: a coherent text Register: informal
Develop ads.	<ol style="list-style-type: none"> Write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence. (FL ELA, G8) Develop ads that reflect different propaganda types. (FL ELP, G8) 	<p>Informing</p> <p>Description</p> <p>Persuasion</p>	<p>Form: a short written text</p> <p>Length: a few words to a few sentences</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> Lexical: basic vocabulary Grammatical: words and phrases, simple sentences Discourse: a coherent text Register: informal, semiformal

Task	Standards	Language functions	Linguistic forms of the input
Write technical manuals.	<p>1. Write technical documents: (a.) Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization; (b.) Include all the factors and variables that need to be considered. (CA ELA, G8)</p> <p>2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing). (NJ ELA, G8)</p> <p>3. Create a technical manual or solve a problem. (FL ELA, G8)</p> <p>4. The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions). (FL ELA, G8)</p>	<p>Identification</p> <p>Labeling</p> <p>Enumeration</p> <p>Sequencing</p> <p>Organization</p> <p>Description</p> <p>Definition</p> <p>Explanation</p>	<p>Form: a written text</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and some technical vocabulary • Grammatical: simple sentences • Discourse: a coherent text • Register: formal
Write instructions to give directions.	<p>1. The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map. (FL ELA, G8)</p> <p>2. The student will give and follow directions either with or without a map. (FL ELP, G8)</p>	<p>Identification</p> <p>Labeling</p> <p>Sequencing</p> <p>Description</p> <p>Explanation</p>	<p>Form: a written text</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: simple sentences • Discourse: a coherent text • Register: semiformal

Domain 2: School Navigational

Task	Standards	Language functions	Linguistic forms
Take notes from written or spoken announcement.	<ol style="list-style-type: none"> 1. Take notes during a lecture, movie, or from reading material. (FL ELP, G8) 2. Take notes (e.g., for research). (WIDA, G6 – 8) 	Identification Labeling Synthesizing & Representation Organization	Form: fragments of text Length: a few words and phrases Language characteristics: <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: words and phrases • Discourse: incoherent, fragmented text • Register: informal
Create flyers for a study group.		Informing Organization Description Explanation	Form: fragments of text Length: A few phrases to a few sentences Language characteristics: <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: words and phrases, simple sentences • Discourse: coherent fragmented text • Register: informal
Edit and revise written assignments.	<ol style="list-style-type: none"> 1. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS, G8) 2. Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed. (TX ELA, middle grades) 3. Edit drafts for grammar, mechanics, and spelling. (TX ELA, middle grades) 4. Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. (CA ELA, G8) 5. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice. (NJ ELA, G8) 	Identification Evaluation Organization	Form: a revised written text Length: a paragraph to multiple paragraphs Language characteristics: <ul style="list-style-type: none"> • Lexical: basic and academic vocabulary • Grammatical: simple to complex sentences • Discourse: written instructions • Register: semiformal to formal
Write up a class activity.	<ol style="list-style-type: none"> 1. The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions). (FL ELA, G8) 	Organization Synthesizing Description Sequencing	Form: a descriptive written text Length: a few sentences, short paragraphs Language characteristics: <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: simple sentences • Discourse: a coherent text • Register: informal to formal

Domain 3: General Academic	Task	Standards	Language functions	Linguistic forms
	Write essays to express opinions or persuade others.	<p>1. Write arguments to support claims with clear reasons and relevant evidence. (CCSS, G8)</p> <p>2. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate. (NJ ELA, G8)</p> <p>3. Write persuasive compositions: (a.) Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment); (b.) Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. (CA ELA, G8).</p> <p>4. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives. (TX ELA, middle grades)</p> <p>5. Produce editorials (opinions backed by evidence) in response to newspaper or Web site articles. (WIDA, G6–8)</p>	<p>Explanation</p> <p>Informing</p> <p>Justification</p> <p>Generalization</p> <p>Argumentation</p> <p>Persuasion</p> <p>Negotiation</p> <p>Synthesizing</p>	<p>Form: a written essay</p> <p>Length: a paragraph to multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> ● Lexical: basic and academic vocabulary ● Grammatical: simple to complex sentences ● Discourse: a coherent argument ● Register: formal
	Write expository essays to convey ideas and information.	<p>1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS, G8)</p> <p>2. Create expository text to explain graphs/charts. (WIDA, G6–8)</p> <p>3. The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs. (FL ELA, G8)</p> <p>4. Write essays that explain or inform with supporting details or steps. (FL ELP, G8)</p> <p>5. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (TX ELA, middle grades)</p>	<p>Informing</p> <p>Explanation</p> <p>Description</p> <p>Definition</p> <p>Exposition</p>	<p>Form: a written essay</p> <p>Length: a paragraph to multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> ● Lexical: basic and academic vocabulary ● Grammatical: simple to complex sentences ● Discourse: a coherent text ● Register: formal

Task	Standards	Language functions	Linguistic forms
Write narrative essays.	<p>1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS, G8)</p> <p>2. Write biographies, autobiographies, short stories, or narratives. (CA ELA, G8)</p> <p>3. The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialog, characterization, plot, and appropriate format. (FL ELA, G8).</p>	<p>Retelling</p> <p>Description</p> <p>Organization</p> <p>Sequencing</p>	<p>Form: a written text</p> <p>Length: a paragraph to multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: simple to complex sentences • Discourse: a coherent story • Register: informal to formal
Summarize/paraphrase written or spoken texts.	<p>1. Paraphrase or summarize text. (WIDA, G6–8)</p> <p>2. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. (CA ELA, G8).</p>	<p>Summarization</p> <p>Synthesizing</p> <p>Retelling</p> <p>Generalization</p>	<p>Form: a short written text</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and academic vocabulary • Grammatical: simple to complex sentences • Discourse: a coherent text • Register: formal

Domain 4: Discipline Specific			
Task	Standards	Language functions	Linguistic forms
Write analysis of literature.	<ol style="list-style-type: none"> 1. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS, G8) 2. Analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression. (FL ELA, G8) 3. Compare/contrast information, events, characters. (WIDA, G6–8) 4. Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text. (CA ELP, G6–8) 5. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information. (NJ ELA, G8) 	<p>Analyzing</p> <p>Interpretation</p> <p>Critiquing</p> <p>Synthesizing</p> <p>Comparison/Contrast</p> <p>Evaluation</p>	<p>Form: a written essay</p> <p>Length: multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and content vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent essay • Register: formal
Write literary pieces.	<ol style="list-style-type: none"> 1. Write detailed fictional biographies or autobiographies. (CA ELP, G6–8) 2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing). (NJ ELA, G8) 3. Create historical essays descriptive of past civilizations. (WIDA, G6–8) 4. Write imaginative stories that include a clearly defined focus, plot, and POV, a specific believable setting created through the use of sensory details and dialog that develops the story. (TX ELA, middle grades) 5. The student will write poetry that uses rhyme and/or rhythm, and meter. (FL ELP, G8) 	<p>Organization</p> <p>Description</p> <p>Retelling</p> <p>Comparison/Contrast</p> <p>Prediction</p> <p>Hypothesizing</p>	<p>Form: a written essay</p> <p>Length: multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and content vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent essay • Register: formal
Write research reports.	<ol style="list-style-type: none"> 1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 2. Produce research reports using multiple sources/citations. (WIDA, G6–8) 	<p>Description</p> <p>Explanation</p> <p>Analyzing</p> <p>Symbolization & Representation</p> <p>Hypothesizing</p>	<p>Form: a written text, report</p> <p>Length: multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and content vocabulary • Grammatical: simple to complex sentences • Discourse: a coherent report • Register: formal/scientific

Domain 4: Continued	Standards	Language functions	Linguistic forms
Task	<p>3. Write an essay or report that balances information, has original ideas, and gives credit to sources in a bibliography. (CA ELP, G6–8)</p> <p>4. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page. (NJ ELA, G8)</p> <p>5. Write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used. (FL ELA, G8)</p>		
Explain how to solve mathematical problems.	<p>1. Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals. (WIDA, G6–8)</p> <p>2. Summarize or predict information needed to solve problems involving algebraic equations. (WIDA, G6–8)</p>	<p>Description Explanation Analyzing Symbolization & Representation</p>	<p>Form: a written text Length: a few sentences to a few paragraphs Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic and content vocabulary • Grammatical: simple to complex sentences • Discourse: a coherent text • Register: formal

Note. ELA = English language assessment.

Target Language Use Characteristics: Listening (Oral, Receptive)

Domain 1: Social/Interpersonal

Task	Standards		Language functions	Linguistic forms of the input
	ELA	ELP		
Listen and comprehend in order to take part in everyday conversations.	<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS, G6–12)</p> <p>2. Demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing. (FL, G8)</p> <p>3. Listen attentively by facing speakers and asking questions to clarify information. (TX, elementary)</p>	<p>1. Interact in social and cultural school situations to depict character development based on oral descriptions in small groups (e.g., in the lunchroom). (WIDA, G6–8)</p> <p>2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (CA, G6–8)</p>	<p>Identification</p> <p>Interpretation</p> <p>Summarization</p> <p>Inquiring</p>	<p>Form: a conversation</p> <p>Length: varied</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: mostly simple sentences • Discourse: a coherent text • Register: informal
Retell a story or some information presented orally.	<p>1. Retell, paraphrase, and explain what has been said by a speaker. (CA, G3)</p> <p>2. Recall, interpret, and summarize information presented orally. (FL, G3)</p> <p>3. Listen to a story read aloud or information from television or film, and summarize main ideas. (NJ, G3)</p>	<p>1. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing. (CA, G3–5)</p> <p>2. Summarize and explain information given orally. (FL, G3)</p> <p>3. Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. (TX, middle grades)</p>	<p>Interpretation</p> <p>Retelling</p> <p>Sequencing</p> <p>Explanation</p> <p>Paraphrasing</p> <p>Summarization</p>	<p>Form: a spoken text</p> <p>Length: a few sentences to a few paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: mostly simple sentences • Discourse: a coherent text • Register: informal to formal

Domain 2: School Navigational		Standards		Language functions	Linguistic forms of the input
Task	ELA	ELP	ELP		
Follow one-step/multistep spoken directions to finish grade-level tasks.	1. Give and follow three- and four-step oral directions. (CA, G2)	1. At a near fluent level, listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize. (EL, G8)	1. At a near fluent level, listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize. (EL, G8)	Sequencing	Form: a spoken text Length: a few sentences Language characteristics:
	2. Follow two- and three-step directions. (NJ, G3)	2. Follow multistep oral commands/instructions. (WIDA, G6-8)	2. Follow multistep oral commands/instructions. (WIDA, G6-8)	Interpretation	<ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: mostly simple sentences • Discourse: a coherent text • Register: informal to formal
Listen to announcements to identify main idea and details.	3. Follow oral directions that involve a short related sequence of actions. (TX, elementary grades)	1. Listen critically to identify main ideas and supporting details. (NJ, G2)	1. Identify main ideas and details of oral discourse. (WIDA, G6-8)	Identification	Form: a spoken text Length: a few sentences Language characteristics:
			2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (CA, G6-8)	Interpretation Summarization Retelling Paraphrasing	<ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: mostly simple sentences • Discourse: a coherent text • Register: informal to formal
		3. Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. (TX, middle grades)			

Domain 3: General Academic

Task	Standards		Language Functions	Linguistic Forms of the Input
	ELA	ELP		
Ask and answer questions about the information presented orally.	<p>1. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS, G8)</p> <p>2. Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. (TX, middle grades)</p> <p>3. Ask questions that seek information not already discussed. (CA, G5)</p> <p>4. Ask pertinent questions, take notes, and draw conclusions based on information presented. (NJ, G5)</p>	<p>1. Respond to messages by asking simple questions or by briefly restating the message. (CA, G6–8)</p> <p>2. Monitor understanding of spoken language during classroom instruction and interactions, and seek clarification as needed. (TX, middle grades)</p>	<p>Inquiring</p> <p>Interpretation</p> <p>Explanation</p> <p>Summarization</p> <p>Identification</p> <p>Paraphrasing</p>	<p>Form: a spoken text</p> <p>Length: varied</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> Lexical: basic to academic vocabulary Grammatical: simple and complex sentences Discourse: a coherent text Register: formal
Listen to a passage and determine the main idea and details.	<p>1. Listen critically to identify main ideas and supporting details. (NJ, G2)</p> <p>2. Recall, interpret, and summarize information presented orally. (FL, G3)</p> <p>3. Paraphrase the major ideas and supporting evidence in formal and informal presentations. (TX, middle grades)</p>	<p>1. Identify main ideas and details of oral discourse (WIDA, G6–8)</p> <p>2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (CA, G6–8)</p> <p>3. Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. (TX, middle grades)</p>	<p>Identification</p> <p>Interpretation</p> <p>Summarization</p> <p>Retelling</p> <p>Paraphrasing</p>	<p>Form: a spoken text</p> <p>Length: multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> Lexical: basic to academic vocabulary Grammatical: simple and complex sentences Discourse: a coherent text Register: formal
Make inferences from explicit ideas.	<p>1. Make inferences based on an oral report or presentation. (NJ, G8)</p> <p>2. Make inferences or draw conclusions based on an oral report. (CA, G5)</p>	<p>1. Make inferences from grade-level text read aloud. (WIDA, G6–8)</p> <p>2. Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations. (TX, middle grades)</p>	<p>Interpretation</p> <p>Inferring</p> <p>Prediction</p> <p>Generalization</p>	<p>Form: a spoken text</p> <p>Length: a few sentences to multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> Lexical: basic to academic vocabulary Grammatical: simple and complex sentences Discourse: a coherent text Register: formal

Domain 4: Discipline Specific		Standards			Linguistic forms of the input
		ELA	ELP	Language functions	
Evaluate a speaker's argument in academic materials.	<p>1. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS, G8)</p> <p>2. Recognize persuasive techniques and credibility in oral communication. (N), G8)</p> <p>3. Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material). (CA, G8)</p>	<p>1. Evaluate and select needed resources for tasks or projects based on oral discourse. (WIDA, G6-8)</p>	<p>Interpretation</p> <p>Evaluation</p> <p>Analyzing</p> <p>Critiquing</p>	<p>Form: a spoken text</p> <p>Length: multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 	
	<p>Make inferences about content-related information.</p>	<p>1. Draw supported inferences about the effects of a literary work on its audience. (CA, G8)</p> <p>1. Make inferences from main ideas and details of recited grade-level poetry or free verse. (WIDA, G6-8)</p> <p>2. Make inferences about uses of measures of central tendency from oral scenarios of grade-level materials. (WIDA, G6-8)</p> <p>3. Infer uses of scientific tools or instruments from oral reading of grade-level material. (WIDA, G6-8)</p> <p>4. Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., "In 100 years, we could/may/ might ..."). (WIDA, G6-8)</p>	<p>Interpretation</p> <p>Inferring</p> <p>Prediction</p> <p>Generalization</p>	<p>Form: a spoken text</p> <p>Length: a few sentences to multiple paragraphs</p> <p>Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal 	

Note. ELA = English language assessment; ELP = English language proficiency.

Target Language Use Characteristics: Speaking (Oral, Productive)

Domain 1: Social/Interpersonal

Task	Standards		Language functions	Linguistic forms of the input
	ELA	ELP		
Establish social contact: greetings and farewells; introductions; giving thanks, etc.	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS, G6–12)	1. Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in L1 and L2. (WIDA, G6–8) 2. Independently use common social greetings and simple repetitive phrases (e.g., "Good morning, Ms. ___"). (CA, G6–8)	Inquiring Interpretation	Form: a conversation Length: varied Language characteristics: <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: simple sentences • Discourse: a coherent text • Register: informal
Describe routine everyday experiences, people, events.	1. Elaborate on experiences and ideas. (NJ, G2) 2. Recount experiences in a logical sequence. (CA, G2)	1. Describe routines and everyday events. (WIDA, G6–8) 2. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing. (CA, G3–5) 3. Narrate, describe, and explain with increasing specificity and detail as more English is acquired. (TX, middle grades)	Description Retelling Sequencing Organization	Form: a spoken text Length: a few sentences Language characteristics: <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: mostly simple sentences • Discourse: a coherent text • Register: informal to formal
Ask and respond to questions concerning basic needs or request help.	1. Respond orally by adding questions and comments while integrating knowledge. (NJ, G5) 2. Ask questions that seek information not already discussed. (CA, G5)	1. Ask questions or exchange information with teachers or peers in L1 and L2. (WIDA, G6–8) 2. Orally communicate basic needs (e.g., "I need to borrow a pencil"). (CA, G6–8) 3. Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary; including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. (TX, middle grades)	Inquiring Interpretation	Form: a conversation Length: a few sentences Language characteristics: <ul style="list-style-type: none"> • Lexical: basic vocabulary • Grammatical: simple sentences • Discourse: a coherent text • Register: informal

Domain 2: School Navigational		Standards		Linguistic forms	
Task	ELA	ELP	Language functions		
Give one-step/multistep spoken directions.	1. Give and follow three- and four-step oral directions. (CA, G2)	1. Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework). (WIDA, G6–8.)	Sequencing Organization Description Explanation	Form: a spoken text Length: a few sentences Language characteristics:	<ul style="list-style-type: none"> ● Lexical: mostly basic vocabulary ● Grammatical: mostly simple sentences ● Discourse: a coherent text ● Register: formal
Ask and respond to questions to obtain or clarify information.	1. Ask for explanation to clarify meaning. (NJ, G2) 2. Ask for clarification and explanation of stories and ideas. (CA, G2)	1. Ask questions or exchange information with teachers or peers in L1 and L2. (WIDA, G6–8) 2. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). (CA, G 3–5)	Inquiring Interpretation	Form: a conversation Length: a few sentences Language characteristics:	<ul style="list-style-type: none"> ● Lexical: mostly basic vocabulary ● Grammatical: mostly simple sentences ● Discourse: a coherent text ● Register: informal to formal

Domain 3: General Academic

Standards		Language Functions	Linguistic Forms
Task	ELA	ELP	Identification
Read aloud short academic texts.	<p>1. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. (CA, G6)</p> <p>2. Read aloud with fluency. (NJ, G8)</p>	<p>1. Read aloud simple words presented in literature and subject-matter texts; demonstrate comprehension by using one to two words or simple-sentence responses. (CA, G6–8)</p> <p>2. Read grade-level text orally through the use of pre-reading activities based on prior reviews of vocabulary used in grade-level text and practice through the use of prerecorded read aloud CDs of grade-level text. (FL, G8)</p>	<p>Form: a spoken text Length: a few sentences Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal
Summarize or paraphrase academic information from a written and/or spoken source, including salient details.	<p>1. Demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing. (FL, G8)</p> <p>2. Paraphrase, illustrate, clarify, and/or expand on a topic or idea. (NJ, G7)</p> <p>3. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. (CA, G8)</p>	<p>1. At a near fluent level, listen and gain information by following simple directions or commands for a variety of purposes, and demonstrate the ability to paraphrase and/or summarize. (FL, G8)</p> <p>2. Restate and paraphrase visually supported information from multimedia. (WIDA, G6–8)</p>	<p>Form: a spoken text Length: a few sentences Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: informal to formal
Express personal ideas with details and evidence.	<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS, G6–12)</p> <p>2. Support a position, acknowledging opposing views. (NJ, G8)</p> <p>3. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. (CA, G8)</p>	<p>1. Defend a point of view and give reasons. (WIDA, G6–8)</p>	<p>Form: a spoken text Length: multiple sentences Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal

Domain 4: Discipline Specific

Task	Standards		Language functions	Linguistic forms
	ELA	ELP		
Prepare and deliver a presentation on an assigned academic topic.	<p>1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS, G8)</p> <p>2. Deliver narrative, research, persuasive presentations. (CA, G8)</p> <p>3. Make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies. (FL, G5)</p>	<p>1. Prepare and deliver presentations on ideas, premises, images, or content areas, including a purpose, point of view, introduction, coherent transition, and appropriate conclusions. (CA, G6-8)</p> <p>2. Make formal and informal presentations for a variety of purposes and occasions, demonstrating appropriate body language, eye contact, and gestures. (FL, G5)</p>	<p>Identification Definition Enumeration Classification Organization Comparison & Contrast Description Explanation Synthesizing Summarization Hypothesizing Generalization Prediction Evaluation Negotiation</p>	<p>Form: a spoken text Length: multiple paragraphs Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal
Link and convey information from more than one source.	<p>1. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (CCSS, G8)</p> <p>2. Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations. (NJ, G8)</p> <p>3. Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions. (CA, G8)</p> <p>4. Demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation. (FL, G8)</p>	<p>1. Give reviews of information from multimedia that include interpretations, critiques or self-reflections. (NJ, G6-8)</p> <p>2. Select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation by using a familiar source (person, picture, symbol, or word) to communicate needed information in familiar activities. (FL, G8)</p>	<p>Interpretation Synthesizing Comparison & Contrast Evaluation Analyzing Critiquing</p>	<p>Form: a spoken text Length: a few sentences to a few paragraphs Language characteristics:</p> <ul style="list-style-type: none"> • Lexical: basic to academic vocabulary • Grammatical: simple and complex sentences • Discourse: a coherent text • Register: formal

Note. ELA = English language assessment; ELP = English language proficiency.

Suggested citation:

Wolf, M. K., Everson, P., Lopez, A., Hauck, M., Pooler, E., & Wang, J. (2014). *Building a framework for a next-generation English language proficiency assessment system* (ETS Research Report No. RR-14-34). Princeton, NJ: Educational Testing Service. doi:10.1002/ets2.12034

Action Editor: Donald Powers

Reviewers: Danielle Guzman-Orth and Yeonsuk Cho

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