

CELP Speaking Level	Content/Coherence At this level, I can:	Vocabulary At this level, I can:	Listenability At this level, I can:	Task Fulfillment At this level, I can:	When:
12 Expert proficiency in high-stakes social, educational, or workplace contexts	- communicate in demanding non-routine situations for a full range of purposes, intentions, and objectives - present information and develop ideas with complex, clear, and precise descriptions or details	- use a very broad range of concrete and abstract language - use a broad range of figures of speech and idioms	- speak with very good control of a very broad range of complex and diverse grammatical structures - speak intelligibly with consistently fluent rhythm, pronunciation, and intonation	- adapt my language to the situation, my desired purposes and my relationships to listeners precisely communicate my ideas to others when I speak	- I speak with peers or authority figures - I speak face-to-face, online, or on the phone - the situation is formal or informal
11 Advanced proficiency in high-stakes social, educational, or workplace contexts	- communicate in demanding non-routine situations for a range of purposes - present information and develop ideas with clear and precise descriptions or details	- use a broad range of concrete and abstract language - use a range of figures of speech and idioms	- speak with good control of a broad range of complex and diverse grammatical structures - speak intelligibly with consistently fluent rhythm, pronunciation, and intonation	adapt my language to most situations, my desired purposes, and my relationships to listeners communicate my ideas to others when I speak	- I speak with peers or authority figures - I speak face-to-face, online, or on the phone - the situation is formal or informal
10 Highly effective proficiency in some high-stakes social, educational, or workplace contexts	- communicate in moderately demanding non-routine situations - present information and develop ideas with clear descriptions or reasons	- use a range of concrete and abstract language - use some figures of speech and idioms	- speak with good control of a broad range of complex grammatical structures - speak intelligibly with mostly fluent rhythm, pronunciation, and intonation	adjust my speaking style and tone to a broad range of audiences and situations convey my ideas to others when I speak	- I speak with peers or authority figures - I speak face-to-face, online, or on the phone - the situation is formal or informal
9 Effective proficiency in some high-stakes social, educational, or workplace contexts	present information and support ideas with moderately complex reasons	- use common and context-specific vocabulary - use some figures of speech and idioms	- speak with some control of complex grammatical structures - speak intelligibly with mostly fluent rhythm, pronunciation, and intonation	- adjust my speaking style and tone to a range of audiences and situations - convey my ideas to others when I speak	- I speak with peers or authority figures - I speak face-to-face, online, or on the phone - the situation is formal or informal
8 Good proficiency in more demanding social, educational, or workplace contexts	present concrete and some abstract information that is supported with moderately complex reasons	- use common words and some context-specific vocabulary - use some figures of speech and idioms	- speak with some control of complex grammatical structures - speak intelligibly with mostly fluent rhythm, pronunciation, and intonation - speak with very few self-corrections, repetitions, or inappropriate pauses	- adjust my speaking style and tone to some of audiences and situations - convey my intended meaning to others when I speak	- I speak face-to-face, online, or on the phone - the situation is formal or informal
7 Adequate proficiency in somewhat demanding social, educational, or workplace contexts	present concrete and some abstract information that is supported with moderately complex reasons	- use common words and some more precise vocabulary to communicate meaning - use some figures of speech and idioms	- speak with good control of simple grammatical structures - speak clearly with understandable rhythm, pronunciation, and intonation - speak with very few self-corrections, repetitions, or inappropriate pauses	- adjust my speaking style and tone to some familiar listeners and situations - convey my intended meaning to others when I speak	- I speak face-to-face, online, or on the phone - the situation is formal or informal
6 Developing proficiency everyday social, educational, or workplace contexts	support my opinions and feelings with reasons - relate factual information	use common words	- speak with control of simple grammatical structures usually speak with understandable rhythm, pronunciation, and intonation - speak with some self-corrections, repetitions, or inappropriate pauses	adjust my speaking style to suit some familiar situations convey accurate information to others when I speak	- I speak face-to-face, online, or on the phone - the situation is casual or somewhat formal
5 Acquiring proficiency in everyday social, educational, or workplace contexts	communicate my feelings - describe common objects, situations, and people that I know - tell a simple story about something that happened to me	use common words	speak with some control of simple grammatical structures	convey information about a familiar topic	- I speak face-to-face, online, or on the phone - the situation is casual or somewhat formal
4 Adequate proficiency for daily life activities	- say what I like, dislike, and how I feel - give a simple description of objects, situations, and people that I know - tell a short, simple story about something that happened to me	use common words	speak with limited control of simple grammatical structures	convey some information about a very familiar topic	- I speak face-to-face, online, or on the phone - the situation is casual
3 Some proficiency in limited contexts of personal relevance	say what I like, dislike, and what I need	use very common words	sometimes use correct grammar	talk about myself and what I need	- I speak face-to-face, online, or on the phone - the situation is casual
0, 1, 2 Limited ability in contexts related to immediate needs or insufficient information to assess	sometimes say what I like, dislike, and what I need	use very common words and phrases	rarely use correct grammar	sometimes talk about myself and what I need	- I speak face-to-face, online, or on the phone - the situation is casual

CELP Writing Level	Content/Coherence At this level, I can:	Vocabulary At this level, I can:	Readability At this level, I can:	Task Fulfillment At this level, I can:	When:
12 Expert proficiency in high-stakes social, educational, or workplace contexts	•write complex formal and informal texts for a full range of purposes, intentions, and objectives •develop ideas with relevant and sufficient facts, extended descriptions, details, or quotations	•choose specialized, formal, and common words to express my precise meaning	•connect ideas and make transitions within and between paragraphs •write with very good control of a very broad range of complex and diverse grammatical structures	•present information using a tone and style appropriate to the situation •precisely communicate my ideas	I write for a diverse and undefined audience and the situation is formal or informal
11 Advanced proficiency in high-stakes social, educational, or workplace contexts	•write formal and informal texts for a range of purposes •develop ideas with relevant facts, descriptions, details, or quotations	•choose specialized, formal, and common words to express my meaning	•connect ideas and make transitions within and between paragraphs •write with good control of a broad range of complex and diverse grammatical structures	•present information using a tone and style that is usually appropriate to the situation •accurately communicate my ideas	I write for an undefined audience and the situation is formal or informal
10 Highly effective proficiency in some high-stakes social, educational, or workplace contexts	•write short formal and informal texts of some complexity •support key ideas with a range of facts, descriptions, details, or quotations	•choose words and phrases to provide precise details, descriptions, and comparisons	•connect ideas and make transitions within and between paragraphs •write with good control of a range of complex and diverse grammatical structures	•present information using a tone and style that follows most formal and informal writing conventions •convey my intended meaning	I write for a defined audience and the situation is formal or informal
9 Effective proficiency in some high-stakes social, educational, or workplace contexts	•write short formal and informal texts of some complexity •support key ideas with relevant facts, descriptions, details, or quotations	•choose words and phrases to provide accurate details, descriptions, and comparisons	•write well-organized paragraphs •write with control of a range of complex and diverse grammatical structures •write with good control of spelling and punctuation	•present information using a tone and style that follows some formal and most informal writing conventions •convey my intended meaning	I write for a defined audience and the situation is formal or informal
8 Good proficiency in more demanding social, educational, or workplace contexts	•write short, moderately complex texts •develop a main idea with supporting details	•use common or context-specific words to communicate meaning	•write well-organized paragraphs •write with good control of complex grammatical structures, spelling, and punctuation	•present information using a tone and style that follows common writing conventions •convey and support my main ideas about a topic	I write for a familiar or clearly defined audience
7 Adequate proficiency in somewhat demanding social, educational, or workplace contexts	•write short, moderately complex, factual texts •express a main idea with supporting detail	•use common and some context-specific words to communicate meaning	•organize related ideas into paragraphs •write with adequate control of complex grammatical structures •write with good control of simple grammar, spelling, and punctuation	•present information using a tone and style that follows most common writing conventions •convey factual information about a topic	I write for a familiar or clearly defined audience
6 Developing proficiency everyday social, educational, or workplace contexts	•write short, coherent texts •express a main idea with some supporting detail	•use common words and phrases	•organize related ideas into paragraphs •write with good control of simple grammar •write with adequate control of spelling and punctuation	•present information using a tone and style that are sometimes appropriate to the situation •convey some factual information about a topic	I write for a familiar or clearly defined audience
5 Acquiring proficiency in everyday social, educational, or workplace contexts	•write short, simple to moderately complex texts •express a main idea and some related ideas	•use common words and phrases	•connect two or more related ideas •write with good control of simple grammar •write with adequate control of spelling and punctuation	•use common phrases that are appropriate to the situation •convey some information about familiar topics	I write for or to familiar people
4 Adequate proficiency for daily life activities	•write simple sentences and short, simple paragraphs •communicate personal information	•use common words	•write with some control of simple grammar •use capital letters and simple punctuation	•use some common phrases that are appropriate to the situation •convey some information about very familiar topics	I write for or to a familiar person
3 Some proficiency in limited contexts of personal relevance	•write short, simple sentences	•use very common words	•sometimes use correct grammar •use capital letters and some punctuation	•write some information about me	I write for or to a familiar person
0, 1, 2 Limited ability in contexts related to immediate needs or insufficient information to assess	•write very short, simple sentences and simple phrases	•write the alphabet and numbers •use very common words	•rarely use correct grammar	•write some very simple information about me	I write for or to a familiar person