

\*What ELLs are able to do based on language proficiency level

### ELPS Proficiency Level Descriptors \*2<sup>nd</sup>-12<sup>th</sup>

Level	<b>Listening (d1)</b> These students	<b>Speaking (d2)</b> These students	<b>Reading (d4)*2<sup>nd</sup>-12<sup>th</sup></b> These students	<b>Writing (d6)*2<sup>nd</sup>-12<sup>th</sup></b> These students
Beginning (A)	<ul style="list-style-type: none"> <li>• <b>Have little or no ability to</b></li> <li>i. Understand simple conversations</li> <li>ii. Identify words and phrases that have not been intentionally modified for ELLs</li> <li>iii. May not seek clarification in English</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have little or no ability to speak English</b></li> <li>i. Use single words/phrases; may be hesitant to speak</li> <li>ii. Use limited communication skills Lack knowledge of English grammar</li> <li>iii. Exhibit second language errors that hinder communication</li> <li>iv. Pronunciation inhibits communication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have little or no ability to</b></li> <li>i. Understand limited vocabulary</li> <li>ii. Read slowly, word by word</li> <li>iii. understanding of limited language structures</li> <li>iv. Comprehend familiar words and phrases in context</li> <li>v. Highly depend on visuals and prior knowledge</li> <li>vi. Use reading comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have little to no ability to use English to</b></li> <li>i. Write grade-appropriate content area assignments</li> <li>ii. Develop focused, coherent, organized writing</li> <li>iii. Write lists, labels, copy simple and practiced sentences; and</li> <li>iv. First language errors prevent understanding</li> </ul>
Intermediate (B)	<ul style="list-style-type: none"> <li>• <b>Have the ability to</b></li> <li>i. Usually understand simple conversations</li> <li>ii. Often identify words and phrases to understand general meanings</li> <li>iii. Have the ability to seek clarification in English</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have the ability to speak simple English</b></li> <li>i. Use simple sentences and hesitate frequently to think</li> <li>ii. Rarely have vocabulary to do this in detail</li> <li>iii. Use simple sentences and present tense</li> <li>iv. Exhibit second language errors that hinder communication</li> <li>v. Pronunciation is usually understood</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have the ability to read and understand simple English</b></li> <li>i. Routine words, literal meaning, abstract vocabulary</li> <li>ii. Short phrases read slowly</li> <li>iii. Routine and basic language</li> <li>iv. Sentences with support</li> <li>v. Struggle to read independently</li> <li>vi. Apply basic and higher order comprehension skills if text is linguistically simplified</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have limited ability to</b></li> <li>i. Write content area assignments</li> <li>ii. Develop grade appropriate writing</li> <li>iii. Exhibit grade appropriate writing elements: simple sentences, present tense, simple and past tenses, repetition and writing that is hard to understand</li> </ul>
Advanced (C)	<ul style="list-style-type: none"> <li>• <b>Have the ability to understand</b></li> <li>i. Usually more elaborate conversations</li> <li>ii. Occasionally need processing time to understand</li> <li>iii. Occasionally require/request the speaker to repeat</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have the ability to speak in English</b></li> <li>i. Participate in most conversations with support</li> <li>ii. Can usually speak in detail</li> <li>iii. Have a grasp of basic grammar</li> <li>iv. Make errors that interfere somewhat with communication</li> <li>v. Mispronounce words but these are understood</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have the ability to read and understand with support</b></li> <li>i. Most grade appropriate main points</li> <li>ii. Simple sentences with appropriate rate and speed</li> <li>iii. Develop basic comprehension skills</li> <li>iv. Apply basic skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have the ability to write with second language support</b></li> <li>i. Use grade appropriate writing</li> <li>ii. Know enough English to write on grade level</li> <li>iii. Exhibit writing features including: grasp of basic verbs, grammar features and first language errors</li> </ul>
Advanced High (D)	<ul style="list-style-type: none"> <li>• <b>Have the ability to understand</b></li> <li>i. Understand longer, elaborated conversations</li> <li>ii. Main points at a level comparable to native speakers</li> <li>iii. Rarely require/request the speaker to repeat</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have the ability to speak with minimal support</b></li> <li>i. Participate in extended discussions</li> <li>ii. Use abstract, content based vocabulary</li> <li>iii. Use grammar structures and complex sentences</li> <li>iv. Communicate with few errors Mispronounce words, but communicates effectively</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Have the ability to read on grade level with minimal support</b></li> <li>i. Struggle to understand specialized vocabulary</li> <li>ii. Use appropriate rate, speed, intonation, expression</li> <li>iii. Comprehend text</li> <li>iv. Apply basic and higher order skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write with minimal support</b></li> <li>i. Use ideas meaningfully in writing</li> <li>ii. Know enough English to develop elements of writing</li> <li>iii. Exhibit writing features typical at this level, including difficulty with phrasing and minor errors</li> </ul>

