

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum →-----Emerging-----→-----Expanding-----→-----Bridging-----→						Lifelong Language Learning
<p>Native Language</p> <p>English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p>English learners <i>enter</i> the Emerging level having limited receptive and productive English skills.</p> <p>As they <i>progress through</i> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p>	<p>At <i>exit</i> from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>As English learners <i>progress through</i> the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p>	<p>At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>As English learners <i>progress through</i> the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts towards being able to refine and enhance their English language competencies in a broader range of contexts.</p>	<p>At <i>exit</i> from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p>Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>
<p>High-Level Thinking with Linguistic Support</p> <p>English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need <i>varying linguistic support depending on the linguistic and cognitive demand of the task.</i></p>	<p>Substantial</p> <p>Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided <i>substantial</i> linguistic support; as they develop more familiarity and ease with understanding and using English, support may be <i>moderate</i> or light for familiar tasks or topics.</p>	<p>Moderate</p> <p>Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided <i>moderate</i> linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be <i>light</i> for familiar tasks or topics.</p>	<p>Light</p> <p>Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided <i>light</i> linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.</p>	<p>Occasional</p> <p>Students who have <i>exited</i> the Bridging level benefit from occasional linguistic support in their ongoing learning of English.</p>			

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Collaborative	<ul style="list-style-type: none"> Express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases. Use basic social conventions to participate in conversations. 	<ul style="list-style-type: none"> Express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences. Participate in simple, face-to-face conversations with peers and others. 	<ul style="list-style-type: none"> Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences. Initiate simple conversations on social and academic topics. 	<ul style="list-style-type: none"> Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse. Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate. 	<ul style="list-style-type: none"> Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended, more elaborated discourse. Initiate and sustain dialogue on a variety of grade-level academic and social topics. 	<ul style="list-style-type: none"> Participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary. Participate fully in both academic and non-academic settings requiring English.
Interpretive	<ul style="list-style-type: none"> Comprehend frequently occurring words and basic phrases in immediate physical surroundings. Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. Comprehend familiar words, phrases, and questions drawn from content areas. 	<ul style="list-style-type: none"> Comprehend frequently occurring words and basic phrases in immediate physical surroundings. Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. Comprehend familiar words, phrases, and questions drawn from content areas. 	<ul style="list-style-type: none"> Comprehend information on familiar topics and on some unfamiliar topics in contextualized settings. Read independently a variety of grade-appropriate text with simple sentences. Read more complex text supported by graphics or pictures. Comprehend basic concepts in content areas. 	<ul style="list-style-type: none"> Comprehend detailed information with fewer contextual clues on unfamiliar topics. Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print. Read technical text on familiar topics supported by pictures or graphics. 	<ul style="list-style-type: none"> Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings. Read increasingly complex text at grade level. Read technical text supported by pictures or graphics. 	<ul style="list-style-type: none"> Comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings. Read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas.

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Productive	<ul style="list-style-type: none"> • Produce learned words and phrases and use gestures to communicate basic information. • Express ideas using visuals such as drawings or charts, or graphic organizers. • Write or use familiar words and phrases related to everyday and academic topics. 	<ul style="list-style-type: none"> • Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects. • Express ideas using information and short responses within structured contexts. • Write or use learned vocabulary drawn from academic content areas. 	<ul style="list-style-type: none"> • Produce sustained informational exchanges with others on an expanding variety of topics. • Express ideas in highly structured and scaffold academic interactions. • Write or use expanded vocabulary to provide information and extended responses in contextualized settings. 	<ul style="list-style-type: none"> • Produce, initiate, and sustain spontaneous interactions on a variety of topics. • Write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support. 	<ul style="list-style-type: none"> • Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences. • Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences. 	<ul style="list-style-type: none"> • Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences. • Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.



Knowledge of Language	ELD Proficiency Level Continuum					
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Metalinguistic Awareness	<p>Apply to their learning of English an emerging awareness of:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; how to intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English. 	<p>Apply to their learning of English an awareness of:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; how to intentionally and purposefully use mostly everyday, and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics. 	<p>Apply to their learning of English an expanding awareness of:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which language may be different based on task, purpose, and audience; how to intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic and domain-specific vocabulary in English related mostly to familiar how to extend discourse in limited ways in a range of conversations; how to recognize language differences and engage in some self-monitoring. 	<p>Apply to their learning of English awareness of:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which language may be different based on task, purpose, and audience; how to intentionally and purposefully use both everyday vocabulary and a range of general academic and domain-specific vocabulary in English related to familiar and new topics; how to extend discourse in a variety of ways in a range of conversations; how to recognize language differences, engage in self-monitoring, and adjust oral and written language. 	<p>Apply to their learning of English a sophisticated awareness of:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which language may be different based on task, purpose, and audience; how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics; how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities; how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts. 	<p>Apply to their learning of English a sophisticated awareness of:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which language may be different based on task, purpose, and audience; how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain specific vocabulary in English related to new topics across the disciplines; how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities across the disciplines; how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across the disciplines.



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Accuracy of Production	<ul style="list-style-type: none"> • Be comprehensible when using memorized or copied words or phrases. • Produce English but may exhibit <i>frequent errors</i> in pronunciation, grammar, and writing conventions that <i>often</i> impede meaning. 	<ul style="list-style-type: none"> • Be comprehensible when using simple or learned phrases and sentences. • Produce English but may exhibit <i>frequent errors</i> in pronunciation, grammar, and writing conventions that <i>sometimes</i> impede meaning. 	<ul style="list-style-type: none"> • Be comprehensible when using simple and some expanded sentences and discourse or texts. • Produce English but may exhibit <i>fairly frequent errors</i> in pronunciation, grammar, and writing conventions that <i>may sometimes</i> impede meaning. 	<ul style="list-style-type: none"> • Be comprehensible when using expanded sentences, discourse or texts. • Produce English but may exhibit <i>fairly frequent errors</i> in pronunciation, grammar, and writing conventions that <i>usually do not</i> impede meaning. 	<ul style="list-style-type: none"> • be comprehensible when using a variety of grade-level expanded discourse or texts. • Produce English but may exhibit <i>some errors</i> in pronunciation, grammar, and writing conventions that <i>usually do not</i> impede meaning. 	<ul style="list-style-type: none"> • be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics. • Produce English but may exhibit some <i>minor errors</i> in pronunciation, grammar, and writing conventions that <i>do not</i> impede meaning.