

Proficiency Level Descriptors		Specificity
1 Beginning	Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade appropriate writing tasks meaningfully.	<ul style="list-style-type: none"> have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing lack the English necessary to develop or demonstrate elements of grade appropriate writing ability to label, list, and copy high-frequency words/ phrases and short, simple sentences based primarily on recently practiced or highly familiar material present tense used primarily frequent primary language features and other errors may significantly hinder or prevent understanding
2 Intermediate	Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade appropriate writing tasks in a limited way.	<ul style="list-style-type: none"> have a limited ability to express ideas in writing and engage meaningfully in grade-appropriate writing are limited in their ability to develop or demonstrate elements of grade appropriate writing in English simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when taking risks high-frequency vocabulary; academic writing often has an oral tone loosely connected text with limited use of cohesive devices or repetitive use repetition of ideas due to lack of vocabulary and language structures present tense used most accurately; simple future and past tenses are used inconsistently descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas primary language features and errors associated with second language acquisition parts of the writing may be hard to understand
3 Advanced	Advanced ELLs have enough English vocabulary and command of English language structures to address grade appropriate writing tasks, although second language acquisition support is needed.	<ul style="list-style-type: none"> are able to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing know enough English to demonstrate elements of grade-appropriate writing, support needed when topics are abstract, academically challenging, or unfamiliar grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns emerging grade-appropriate vocabulary; academic writing has a more academic tone use of a variety of common cohesive devices, although some redundancy may occur narrations, explanations, and descriptions developed in some detail; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required occasional second language acquisition errors communications are understood by individuals not accustomed to the writing of ELLs
4 Advanced High	Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language.	<ul style="list-style-type: none"> are able to express ideas in writing and engage meaningfully in grade-appropriate writing assignments know enough English to be able to demonstrate elements of grade-appropriate writing in English nearly comparable to writing of peers with occasional exceptions when writing about complex ideas, or topics requiring low-frequency vocabulary occasional difficulty with naturalness of phrasing and expression errors are minor and limited to low-frequency words and structures; rarely interfere with communication

ELP Standards

Application	Instructional Focus
<p>(5) <i>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.</i></p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as</p> <ul style="list-style-type: none"> (i) using correct verbs, tenses, and pronouns/antecedents (ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly <p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>