

Proficiency Level Descriptors		Specificity
1 Beginning	Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.	<ul style="list-style-type: none"> mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions lack the knowledge of English grammar necessary to connect ideas and speak in sentences exhibit second language acquisition errors that may hinder overall communication typically use pronunciation that significantly inhibits communication
2 Intermediate	Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	<ul style="list-style-type: none"> express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses exhibit second language acquisition errors that may hinder overall communication use pronunciation that can usually be understood by people accustomed to interacting with ELLs
3 Advanced	Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	<ul style="list-style-type: none"> participate comfortably in most conversations and academic discussions on familiar topics discuss familiar academic topics using content-based terms and common abstract vocabulary have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses make errors that interfere somewhat with communication when using complex grammar structures may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs
4 Advanced High	Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.	<ul style="list-style-type: none"> participate in extended discussions on a variety of social and grade-appropriate academic topics communicate effectively using abstract and content-based vocabulary during classroom instructional tasks can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers make few second language acquisition errors that interfere with overall communication may mispronounce words, but rarely use pronunciation that interferes with overall communication

ELP Standards

Application	Instructional Focus
<p>(3) <i>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/ informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated</i></p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> <p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> <p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>(E) share information in cooperative learning interactions</p> <p>(F) 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</p> <p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussion on a variety of social and grade-appropriate academic topics</p>

<p><i>(communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</i></p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> <p>(I) adapt spoken language appropriately for formal and informal purposes</p> <p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>
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