

Language Pattern: Phonology

ELPS 2(A) produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|---|---------------------|
| 1 Pre-Production | imitate English pronunciation, sounds, and words | |
| 2 Beginning | produce some sounds and words with accuracy | |
| 3 Intermediate | produce some sounds, words, and phrases with accuracy and fluency | |
| 4 High Intermediate | produce sounds, words, and phrases with increasing accuracy and fluency | |
| 5 Advanced | produce sounds, words, phrases, and sentences with accuracy and fluency | |

Language Pattern: Vocabulary

ELPS 2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|---|---------------------|
| 1 Pre-Production | mimic classmates or teachers with sounds and actions | |
| 2 Beginning | name familiar objects used in everyday routines and activities | |
| 3 Intermediate | participate in conversations and classroom interactions using phrases to express simple, original messages | |
| 4 High Intermediate | participate in conversations and classroom interactions using simple sentences and content-area vocabulary to describe familiar academic topics | |
| 5 Advanced | engage in elaborate discussions on familiar and unfamiliar topics using content area vocabulary | |

Language Pattern: Vocabulary

ELPS 2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|--|---------------------|
| 1 Pre-Production | repeat academic vocabulary | |
| 2 Beginning | speak using some high frequency vocabulary, including keywords and expressions needed for basic communication in academic and social context during formal and informal classroom interactions | |
| 3 Intermediate | speak in phrases using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions | |
| 4 High Intermediate | speak in sentences using some high frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions | |
| 5 Advanced | share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions | |

Language Pattern: Vocabulary

ELPS 2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|---|---------------------|
| 1 Pre-Production | recite modeled content-area words, including cognates | |
| 2 Beginning | recite high-frequency content-area words, including cognates | |
| 3 Intermediate | speak using high-frequency content-area words in simple phrases with support from cognates | |
| 4 High Intermediate | speak using content-area vocabulary in simple sentences with support from cognates and Greek and Latin prefixes, suffixes and roots | |
| 5 Advanced | speak using content-area vocabulary with increasingly complex sentences with support from cognates | |

Language Pattern: Language Structures/Syntax

ELPS 2(C) speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|--|--|
| 1 Pre-Production | use non-verbal responses or gestures to communicate | Math: mathematical terms |
| 2 Beginning | speak using isolated words with some visuals or gestures | Math: isolated mathematical words |
| 3 Intermediate | speak in short phrases using high-frequency social language structures encountered in classroom interactions | Math: mathematical words and short phrases about relationships, processes, problem-solving, or models |
| 4 High Intermediate | speak using high-frequency social and academic language structures encountered in classroom interactions | Math: simple sentences about relationships, processes, problem-solving, or models |
| 5 Advanced | speak with academic language structures frequently used in content-area discourse | Math: connecting words and academic language to extend mathematical ideas, opinions, or information |

Language Pattern: Register

ELPS 2(D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|--|---|
| 1 Pre-Production | use non-verbal responses or gestures to communicate | ELAR: nonverbal responses or gestures Math: mathematical terms Science: scientific terms |
| 2 Beginning | adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally | ELAR: practiced, memorized, or repeated literary or informational language Math: practiced, memorized, or repeated mathematical terms Science: practiced, memorized, or repeated scientific vocabulary |
| 3 Intermediate | adjust speech structure, form, vocabulary, and registered to specific audiences and purposes to increase frequency | ELAR: content-specific vocabulary or figurative language Math: concrete vocabulary, key words, expressions, and phrases Science: concrete vocabulary, key words, expressions, and phrases |
| 4 High Intermediate | adjust speech structure, form, vocabulary, and register to specific audiences and purposes often | ELAR: literary, informational, or figurative language Math: mathematical concepts using sentences and terms |
| 5 Advanced | adjust speech structure, form, vocabulary, and register to specific audiences and purposes | Science: scientific processes or investigations using sentences and terms |

Language Pattern: Discourse

ELPS 2(E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|--|---|
| 1 Pre-Production | communicate ideas, feelings, or opinions through gestures or visuals | Math: mathematical ideas using isolated words Science: scientific ideas using isolated words Social Studies: social studies ideas using isolated words |
| 2 Beginning | communicate ideas, feelings, or opinions using single words, consisting of recently practiced, memorized, repeated, or high frequency vocabulary | Math: mathematical ideas and reasoning using isolated words Science: brief step-by-step lab procedures or directions Social Studies: social studies concepts or current and historical events |
| 3 Intermediate | convey ideas, feelings, or opinions using high-frequency words including expressions and phrases | Math: mathematical ideas and reasoning Science: scientific investigations using evidence and reasoning Social Studies: describe social studies concepts or current or historical events |
| 4 High Intermediate | participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences | Math: ideas, reasoning, arguments, and multiple representations Science: scientific investigations using evidence and reasoning Social Studies: social studies concepts or current and historical events |
| 5 Advanced | engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types | Math: justify mathematical ideas, reasoning, arguments, and multiple representations Science: scientific investigations using detailed evidence and reasoning Social Studies: social studies concepts and current or historical events using a variety of sentence types |

Language Pattern: Discourse

ELPS 2(E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|---|--|
| 1 Pre-Production | communicate ideas through gestures and a few isolated words | Science: scientific observations, processes, ideas, or opinions Social Studies: ideas, feelings, or opinions |
| 2 Beginning | describe ideas and reasoning orally using isolated words and vocabulary | Science: scientific ideas or opinions based on scientific data Social Studies: ideas or opinions |
| 3 Intermediate | describe and justify ideas and reasoning orally using high-frequency terms and phrases with language supports | Science: proposed solutions or hypotheses, including ideas or opinions Social Studies: decision-making processes |
| 4 High Intermediate | describe and justify ideas, reasoning, and arguments orally using sentences | Science: proposed solutions or hypotheses using evidence Social Studies: decision-making processes in discussions |
| 5 Advanced | explain and justify ideas, reasoning, and arguments orally using a variety of sentence types | Science: proposed solutions or hypotheses using detailed evidence and reasoning Social Studies: evaluating and justifying decision-making processes |

Language Pattern: Respond to Information

ELPS 2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|---|--|
| 1 Pre-Production | respond with gestures or mimic simple modeled responses | ELAR: repeat or mimic high-frequency vocabulary |
| 2 Beginning | repeat orally some key words or details about a topic | ELAR: literary or informational text using high-frequency vocabulary |
| 3 Intermediate | answer questions orally about a topic with short response, including some detail | ELAR: describe or respond to a literary or informational text using language supports |
| 4 High Intermediate | retell or describe information about a topic orally with some key words and details in sentences | ELAR: describe or respond to a literary or informational text |
| 5 Advanced | articulate key words and details when retelling information about a topic using a variety of sentence types | ELAR: narrate, describe, or respond to a literary or informational text |

Language Pattern: Respond to Information

ELPS 2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|---|---------------------|
| 1 Pre-Production | respond with gestures | |
| 2 Beginning | respond appropriately to the comments of others using single words | |
| 3 Intermediate | respond orally with newly acquired vocabulary | |
| 4 High Intermediate | respond orally with newly acquired vocabulary in sentences | |
| 5 Advanced | respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types | |

Language Pattern: Respond to Information

ELPS 2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions

| Proficiency Level Descriptors | General | Content Specificity |
|-------------------------------|---|---------------------|
| 1 Pre-Production | repeat high-frequency question words orally | |
| 2 Beginning | ask a question orally using high-frequency words or use gestures | |
| 3 Intermediate | use question words in phrases orally when asking a question about a content-area topic | |
| 4 High Intermediate | use question words in simple sentences orally when asking a question about a content-area topic | |
| 5 Advanced | ask simple and complex questions orally about content-area topics | |