

Proficiency Level Descriptors for California English Language Development Standards

Mode of Communication	English Language Development: Proficiency Level Continuum			
	→-----Emerging-----→		-----Expanding-----→	
	At the <i>early stages</i> of the Emerging level, students are able to:	At <i>exit</i> from the Emerging level, students are able to:	At the <i>early stages</i> of the Expanding level, students are able to:	At <i>exit</i> from the Expanding level, students are able to:
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;
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 a sequence of information on familiar topics as presented through stories and face-to-face conversations; read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; demonstrate understanding of words and phrases from previously learned content material; 	<ul style="list-style-type: none"> comprehend information on familiar topics and on some unfamiliar topics in contextualized settings; independently read 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;
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; and 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; and 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 scaffolded academic interactions; and 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; and write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.

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Mode of Communication	English Language Development: Proficiency Level Continuum →-----Bridging-----→	
	At the <i>early stages</i> of the Bridging level, students are able to:	At <i>exit</i> from the Bridging level, students are able to:
Collaborative	<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 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;
Productive	<ul style="list-style-type: none"> produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and 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; and write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.

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Knowledge of Language	English Language Development: Proficiency Level Continuum			
	→-----Emerging-----→-----Expanding-----→			
	At the early stages of the Emerging level, students are able to:	At exit from the Emerging level, students are able to:	At the early stages of the Expanding level, students are able to:	At exit from the Expanding level, students are able to:
Metalinguistic Awareness	Apply to their learning of English an emerging awareness about: <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; and how to: <ul style="list-style-type: none"> intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English; 	Apply to their learning of English an awareness about: <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; and how to: <ul style="list-style-type: none"> 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; 	Apply to their learning of English an expanding awareness about: <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; and how to: <ul style="list-style-type: none"> intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic and domain-specific vocabulary in English related mostly to familiar topics; extend discourse in limited ways in a range of conversations; recognize language differences and engage in some self-monitoring; 	Apply to their learning of English awareness about: <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; and how to: <ul style="list-style-type: none"> 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; extend discourse in a variety of ways in a range of conversations; recognize language differences, engage in self-monitoring, and adjust oral and written language;
Accuracy of Production	<ul style="list-style-type: none"> be comprehensible when using memorized or copied words or phrases; and may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. 	<ul style="list-style-type: none"> be comprehensible when using simple or learned phrases and sentences; and may exhibit frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning. 	<ul style="list-style-type: none"> be comprehensible when using simple and some expanded sentences and discourse or texts; and may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning. 	<ul style="list-style-type: none"> be comprehensible when using expanded sentences, discourse or texts; and may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

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	At the <i>early stages</i> of the Bridging level, students are able to:	At <i>exit</i> from the Bridging level, students are able to:
Metalinguistic Awareness	<p>Apply to their learning of English a sophisticated awareness about:</p> <ul style="list-style-type: none"> • differences and similarities between their native language and English to learning English; • ways in which language may be different based on task, purpose, and audience; <p>and how to:</p> <ul style="list-style-type: none"> • intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics; • extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities; • 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 about:</p> <ul style="list-style-type: none"> • differences and similarities between their native language and English to learning English; • ways in which language may be different based on task, purpose, and audience; <p>and how to:</p> <ul style="list-style-type: none"> • 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; • 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; • recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across the disciplines;
Accuracy of Production	<ul style="list-style-type: none"> • be comprehensible when using a variety of grade-level expanded discourse or texts; and • may exhibit some errors in pronunciation, grammar, and writing conventions that usually do not 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; and • may exhibit some minor errors in pronunciation, grammar, and writing conventions that do not impede meaning.