

# Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum				Lifelong Language Learning
	Emerging	Expanding	Bridging		
<p><b>Native Language</b></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, dependences 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 enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p>	<p>Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p>	<p>Upon exit 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><b>High-Level Thinking with Linguistic Support</b></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 varying linguistic support, depending on the linguistic and cognitive demand of the task.</p>	<b>General Extent of Support</b>				
	<p><b>Substantial</b></p> <p>Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</p>	<p><b>Moderate</b></p> <p>Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</p>	<p><b>Light</b></p> <p>Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light 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><b>Occasional</b></p> <p>Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.</p>	

## Proficiency Level Descriptors (continued)

ELD Proficiency Level Continuum	
Mode of Communication	← Bridging →
	<p>Upon exit from the Bridging level, students are able to perform the following tasks:</p> <ul style="list-style-type: none"> <li>● Participate fully in all collaborative conversations in all content areas at grade level, with occasional support as necessary.</li> <li>● Participate fully in both academic and non-academic settings requiring English.</li> </ul>
Collaborative	<p>At the early stages of the Bridging level, students are able to perform the following tasks:</p> <ul style="list-style-type: none"> <li>● Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended and more elaborate discourse.</li> <li>● Initiate and sustain dialogue on a variety of grade-level academic and social topics.</li> </ul>
Interpretive	<p>Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communication settings.</p> <ul style="list-style-type: none"> <li>● Read increasingly complex text at grade level.</li> <li>● Read technical text supported by pictures or graphics.</li> </ul>
Productive	<p>Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences.</p> <ul style="list-style-type: none"> <li>● Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.</li> </ul>
	<p>Comprehend concrete and abstract topics and recognize language subtleties in a variety of communication settings.</p> <ul style="list-style-type: none"> <li>● Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas.</li> </ul>
	<p>Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences.</p> <ul style="list-style-type: none"> <li>● Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.</li> </ul>

# Proficiency Level Descriptors (continued)

ELD Proficiency Level Continuum	
Knowledge of Language	← Bridging →
	<p>Upon <i>exit</i> from the Bridging level, students are able to perform the following tasks:</p>
	<p>Apply to their learning of English a sophisticated awareness of:</p> <ul style="list-style-type: none"> <li>● differences and similarities between their native language and English;</li> <li>● ways in which language may be different based on task, purpose, and audience;</li> <li>● 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;</li> <li>● 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;</li> <li>● how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts.</li> </ul>
<b>Metalinguistic Awareness</b>	<p>Apply to their learning of English a sophisticated awareness of:</p> <ul style="list-style-type: none"> <li>● differences and similarities between their native language and English;</li> <li>● ways in which language may be different based on task, purpose, and audience;</li> <li>● 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;</li> <li>● 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 disciplines;</li> <li>● how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across disciplines.</li> </ul>
<b>Accuracy of Production</b>	<ul style="list-style-type: none"> <li>● Be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics.</li> <li>● Produce English but may exhibit some minor errors in pronunciation, grammar, and writing conventions that do not impede meaning.</li> </ul>
	<ul style="list-style-type: none"> <li>● Be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics.</li> <li>● Produce English but may exhibit some minor errors in pronunciation, grammar, and writing conventions that do not impede meaning.</li> </ul>