

English Language Proficiency Standards - Simplified

	Beginning	Intermediate	Advanced	Advanced-High
Listen	<p><i>Emerging ability to understand spoken English</i></p> <ul style="list-style-type: none"> - Begin to construct simple conversations - Begin to identify words & phrases - Use sentence stems or frequent formulaic phrases to seek clarification 	<p><i>Understand simple, high-frequency spoken English in routine settings</i></p> <ul style="list-style-type: none"> - Understand simple conversations & directions - Require visuals, slower speech & verbal cues for unfamiliar topics - Often identify key words & phrases to understand meaning - Can independently seek clarification in English 	<p><i>Understand spoken English with some support</i></p> <ul style="list-style-type: none"> - Understand longer conversations & directions, with some processing time, visuals, verbal cues & gestures - Understand most main points, details & implicit information - Occasionally asks the speaker to repeat, slow down, or rephrase 	<p><i>Understand spoken English comparably to grade-level peers with minimal support</i></p> <ul style="list-style-type: none"> - Understand longer conversations & directions with occasional need for processing time, visuals, verbal cues & gestures - Understand main points, details and implicit information <i>comparably to grade-level peers</i> - Rarely asks speaker to repeat, slow down or rephrase
Speak	<p><i>Emerging ability to speak English</i></p> <ul style="list-style-type: none"> - Speak in single words/short phrases of practiced or memorized words for immediate needs - May require longer wait time or peer/instructor support to process and respond to oral language prompts - Tend to use high-frequency, high-need, concrete words - Tend to use simple grammar structures or phrases, begin to build complete sentences - Second language acquisition development hinder communication - Pronunciation may still mirror the student's first language 	<p><i>Speak English with moderate support</i></p> <ul style="list-style-type: none"> - Express simple, original messages in sentences. - May require wait time to process and respond to oral language prompts - Emerging grammar knowledge using simple sentences, often present tense - Second language acquisition differences may be present in more complex or unfamiliar English communication - Pronunciation can be understood by people who interact frequently with the student 	<p><i>Speak English with some support</i></p> <ul style="list-style-type: none"> - Discuss familiar topics comfortably in some detail with some pauses, using content terms & common vocabulary - Can use grammar to narrate, use past, present & future tense, and begin to use complex sentences - Can mostly use complex grammar, long sentences & strange words & phrases - Pronunciation can be understood by most people in the school setting 	<p><i>Speak English comparably to grade-level peers with minimal support</i></p> <ul style="list-style-type: none"> - Discuss a variety of topics with occasional pauses - Communicate abstract vocabulary using some low-frequency and academically demanding words. - Uses idioms and colloquialism comparable to peers - Grammar structures used include varied, genre- or discipline-specific nearly comparable or comparable to peers - Pronunciation enables communication with many people across the school setting
Read 2-12	<p><i>Emerging ability to read English</i></p> <ul style="list-style-type: none"> - Read recently practiced, memorized, familiar words including environmental print, high-frequency words, & concrete words (pictures) - Read at a slower pace, allowing for decoding and processing time - Comprehend isolated familiar words & some sentences in routine or familiar texts - Depend on visuals, prior knowledge, and/or life experiences to derive meaning from text 	<p><i>Read simple, high-frequency English in routine contexts with moderate support</i></p> <ul style="list-style-type: none"> - Read on a range of topics using everyday oral language, literal meanings of common words, routine academic language, common abstract language like basic feelings - Read at a slower pace, in short phrases, may re-read to clarify - Understand basic high-frequency English grammar structures - Understand simple sentences in short texts, and rely on visual cues, topic familiarity, pre-taught vocabulary, story predictability & teacher/peer assistance - Begin to read independently - Begin to apply a range of higher-order comprehension skills with moderate support 	<p><i>Read English with some support</i></p> <ul style="list-style-type: none"> - Read a variety of English words, including concrete and abstract words, require peer/teacher support with uncommon words - Begin to understand past literal meanings & understand multiple meanings of some words - Read longer phrases & simple sentences at an appropriate rate - Understand English language structures to construct meaning from text - Applies a range of higher-order comprehension skills with some support like visuals, teacher/peer assistance & other linguistically accommodated text features, particularly for unfamiliar topics 	<p><i>Read English comparably to grade-level peers with minimal support</i></p> <ul style="list-style-type: none"> - Read comparably to L1 English peers including low-frequency, specialized words with support - Read at an appropriate rate with intonation and expression - Construct meaning using English language structures comparable to L1 English peers - Demonstrate range of higher-order comprehension skills independently and/or comparably to their peers

Based on Texas Administrative Code §74.4 English Language Proficiency Standards (<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>). This is only an aid. "Peers" refer to English-speaking peers. Contact michael.vriesenga@utsa.edu or Kristen.lindahl@utsa.edu if you have suggestions regarding this document.

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	Beginning	Intermediate	Advanced	Advanced-High
Write 2-12	<p><i>Emerging use of English vocabulary and structure for writing</i></p> <ul style="list-style-type: none"> - Beginning to use English to express ideas in writing - Use pictorial or graphic demonstrations to show events, plot, or key ideas - Can label, list & copy, write using high-frequency, memorized or familiar words, usually in present tense - L1 language words, invented or unique spelling patterns, word order, literal translations may be present in writing samples 	<p><i>Write in English with moderate support</i></p> <ul style="list-style-type: none"> - Uses English to express ideas in writing when topics are familiar & concrete; may use high-frequency English - Writes simple messages with short sentences and some errors - Writing sounds like speaking, with repetition coming from lack of vocabulary - Accurately uses present tense, with some past & future tense - Struggles with abstract ideas, lacks detail - Primary language features show up - Understood only by those used to ELLs 	<p><i>Write in English with some support</i></p> <ul style="list-style-type: none"> - English writing needs support when topics are abstract, unfamiliar or academically challenging - Uses basic verbs, tenses, grammar features & sentence patterns with some more complex - Writes with some academic tone & common cohesive devices - Writing includes more detail, which declines if abstract, academically challenging or unfamiliar - Understood by those not used to ELLs 	<p><i>Write in English with minimal support</i></p> <ul style="list-style-type: none"> - Writing clear & precise, similar to peers, unless academically complex, abstract or low-frequency vocabulary - Some trouble with naturalness - Second language
The following rows apply to Kindergarten and First Grade Students				
Read K-1	<p><i>Emerging use of English to build reading skills</i></p> <ul style="list-style-type: none"> - Begins to understand texts read aloud when they 1) are read in short chunks, 2) include known English words, & 3) have visual supports, careful teacher enunciation & slower speech - Recognizes environmental print English like signs, labels, logos - Begins to decode English with emerging understanding of high-frequency English words, begins to produce spoken English sounds & begins to recognize sound-symbol differences from the primary language 	<p><i>Reads in English with moderate support</i></p> <ul style="list-style-type: none"> - Understands key words & general meaning of texts read aloud when the story is predictable, has a familiar topic, has high frequency, concrete vocabulary & visual/linguistic supports - Understands common environmental print English such as signs, labels, logos - Can decode English with moderate support; Understands some high-frequency English words when read in text, produces some spoken English sounds & recognizes some sound-symbol connections in English 	<p><i>Reads in English with some support</i></p> <ul style="list-style-type: none"> - Understand main points and supporting ideas of texts read aloud with visual/linguistic supports - Recognizes basic & high-frequency words in isolated print Can decode English with moderate support; Understands many high-frequency English words when read in text, produces many spoken English sounds & recognizes many sound-symbol connections in English 	<p><i>Reads in English with minimal support</i></p> <ul style="list-style-type: none"> - Understand main points, explicit and implicit supporting ideas in stories read aloud comparably to L1 English-speaking peers - Recognize sight and high-frequency words comparably to L1 English-speaking peers - Decode English text comparably to L1 English-speaking peers with minimal support; Understands almost all high-frequency English words when read in text, produces spoken English sounds & recognizes almost all sound-symbol connections in English
Write K-1	<p><i>Emerging use of English to build writing skills</i></p> <ul style="list-style-type: none"> - Emerging use of English to explain personal expressions like pictures, letters, words, scribbling Use pictorial or graphic demonstrations to show events, plot, or key ideas - Begin to express in writing using self-generated, high-frequency and/or concrete words, phrases or recently-practiced/memorized short sentences - Begin to be aware of English print conventions 	<p><i>Developing ability to use English to build writing skills with moderate support</i></p> <ul style="list-style-type: none"> - Can briefly explain self-generated writing on familiar, concrete topics - Participates in writing activities in English if on a familiar, concrete topic - Can write short sentences in simple, concrete, familiar English - Somewhat aware of English print conventions 	<p><i>Use English to build writing skills with some support</i></p> <ul style="list-style-type: none"> - Explain self-generated writing in English - Participates in most writing activities with some support across some academic topics and some genres - Write comparably to L1 English-speaking peers with some support - Mostly aware of English print conventions 	<p><i>Use English to build writing skills with minimal support</i></p> <ul style="list-style-type: none"> - Explain self-generated writing in English like peers - Participates in most writing activities across academic topics and genres - Write comparably to L1 English-speaking peers with minimal support - Uses English print conventions appropriately

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