Language Performance Definitions for the Levels of English Language Proficiency

	Across the curriculum…				
	Level 1 **Entering**	**Level 2** **Beginning**	**Level 3** **Developing**	**Level 4** **Expanding**	**Level 5** **Bridging**
R E C E P T I V E	**at the given level of English language proficiency, English language learners in Pennsylvania, can *process and understand.***				
	Pictorial or graphic representation of the language of the content areas with minimal comprehension.	General language related to the content areas.	General and some specific language of the content areas.	Specific and some technical language of the content areas.	The technical language of the content areas.
P R O D U C T I V E	**at the given level of English language proficiency, English language learners in Pennsylvania, can *use and produce.***				
	Non-verbal communication, single words or short phrases which may be demonstrated by repeating and copying words and phrases, or use of first language.	Common phrases or short sentences and some general academic language in oral and written communication with errors that may impede meaning.	Familiar oral and written language of expanded sentence length, short paragraphs, and academic language with occasional errors.	Oral and written academic and technical language of varying complexity in context with nominal errors.	Oral or written academic and technical language of varying complexity approaching that of English proficient peers with minimal errors.

Figure 1: Linguistic characteristics at levels of language proficiency

CAN DO Descriptors for the Levels of English Language Proficiency

The CAN DO Descriptors offer teachers and administrators working with English language learners a range of expectations for student performance within a designated English language proficiency level of the Pennsylvania English language proficiency standards.

The CAN DO Descriptors are broad in nature, focusing on language functions generally found in the school setting, rather than language skills related to specific academic topics. A distinguishing feature of these descriptors, although not explicitly mentioned, is the presence of a variety of supports or strategies including visual or graphic support to enable English language learners' access to the language and content requisite for success in school. Given the broad nature of these Descriptors and the fact that they are not distinguished by grade level cluster, educators need to keep in mind the variability of students' cognitive development, age and grade level differences, and their diversity of educational experiences.

The CAN DO Descriptors are an extension of the Performance Definitions for the Pennsylvania English Language Proficiency Standards. The Descriptors apply to Pennsylvania's Language Proficiency Standards for English Language Learners and *ACCESS for ELLs™* scores and may assist teachers and administrators in describing linguistic abilities as well as interpreting the meaning of the score reports. In addition, the Descriptors may help explain the speaking and writing rubrics associated with the English language proficiency test.

The Descriptors are not instructional or assessment strategies, per se. They are samples of what English language learners may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of model performance indicators (see D on page___), the descriptors do not scaffold from one English language proficiency level to the next, meaning that they do not form a developmental strand encompassing a shared topic or theme. Rather, each English language proficiency level is to be viewed as a set of independent descriptors.

Presented in matrix format similar to the English language proficiency standards, educators should have ease in examining the Descriptors across the language domains for the five levels of English language proficiency. **It should be noted that students who are Newcomers or "Port of Entry", may be working toward the skills noted in Entering. It can not be assumed that these students have mastered these skills in English upon entry into Pennsylvania schools. However, these students may be**

able to exhibit these linguistic skills in their first language (L1) and should be given the opportunity to do so to the extent practicable. English language proficiency level 6, Reaching, is reserved for those students who have reached parity with their English proficient peers.

For the most part, the Descriptors are drawn from the English Language Proficiency Standards' Framework for Large-Scale Assessment developed by the WIDA Consortium, and consistent with *Pennsylvania's Language Proficiency Standards for English Language Learners.* These serve as the foundation for the English language proficiency test. Teachers are encouraged to supplement these bulleted points with additional ones from *Pennsylvania's Language Proficiency Standards for English Language Learners Pre-K through Grade 12.* In that way, educators will have a full complement of what English language learners CAN DO as they move along the second language acquisition continuum.

CAN DO Descriptors for the Levels of English Language Proficiency, cont'd.

The characteristics within each box are target skills. For the given level of English language proficiency, English language learners can…

Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures, or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare and contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
Reading	• Match icons and symbols to words, phrases, or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicitly stated messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	**Level 6- Reaching**
Speaking	• Name objects, people, pictures • Answer WH questions	• Ask WH questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Re/ tell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples, and justify responses • Express and defend points of view	
Writing	• Label objects, pictures, diagrams • Draw in response to oral directions • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce simple expository or narrative texts • Compare/ contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms of writing	

The performance definitions provide a global overview of the language acquisition process. They serve as a summary and synthesis of the model performance indicators for each language proficiency level. Three criteria or descriptors have been used to form the definitions. They are based on the students' increasing 1.) comprehension and use of the technical language of the content areas, (Lexical Levels) 2.) linguistic complexity of oral interaction or writing (Discourse Levels), and 3.) development of phonological, syntactic, and semantic understanding or usage as they move through the second language acquisition continuum.

Attention has been given to guarantee that the academic language development delineated across the 5 levels of language proficiency incorporates various aspects of language (e.g. lexicon, syntax, grammar, and discourse). This is evident when noting that the language function at Level 1 targets the non-technical word and short phrase dimension of language whereas Level 5 addresses extended discourse incorporating technical vocabulary. Figure 3 provides the performance definitions for the language proficiency levels of the PA. ELPS.

It should be noted that the language functions should not be considered synonymous with PSSA Assessment Key Word Lists nor Bloom's Taxonomy. Whereas Bloom's Taxonomy reflects cognitive ability, the language functions of the PA ELPS reflect linguistic ability. Linguistic ability is not necessarily a reflection of cognitive ability. Complex thinking can be revealed through simplistic language, especially when support is present.

Pennsylvania English Language Proficiency Standards: Classroom/Formative Framework

English Language Proficiency Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level Cluster: 1-3

	Standard or Anchor	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening		Position manipulatives or realia according to one-step oral commands to show spatial relations (such as: "Put the books on the table.").	Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: "Put the cubes in a row across the paper.").	Follow oral directions verifying requests with cues from teachers or peers (such as: "Fold the paper in half and place it on your table the long way.").	Follow simple oral directions with visual or nonverbal support (such as: "Write your name on the top left-hand side of the paper.").	Follow sequence from multiple oral directions (such as: "Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.").	**Level 6- Reaching**
Reading		Respond to icons, pictures, or words on board games or in activities.	Respond to words or phrases on board games or in activities.	Follow written directions supported visually.	Follow written directions, with peer or teacher assistance.	Follow high frequency written directions.	
Speaking		Give and ask for permission or make requests using gestures as needed.	Share feelings and emotions, likes or dislikes using visual supports.	Discuss interests, opinions, or preferences with a partner.	Persuade peers to join in activities or games by working in small groups.	Negotiate solutions to problems, interpersonal misunderstandings, or disputes by working with a partner.	
Writing		Illustrate personal experiences with a partner.	Label illustrations of personal experiences, with phrases and short sentences with a partner.	Participate in shared writing activity about a common experience (such as: a field trip or guest speaker).	Write an email message using a picture dictionary.	Write in dialogue journal about personal experiences.	

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS.**
Grade Level Cluster: 1-3

	Standard or Anchor	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	1.6.3B	Point to illustrations during teacher's reading of picture books.	Sort pictures of short segments of a read aloud using a graphic organizer.	Sequence pictures from a read-aloud using a graphic organizer.	Respond to a read-aloud by role-playing with a partner.	Draw conclusions from a read-aloud using a graphic organizer.	Level 6- Reaching
Reading	R3.A1.3	Retell stories using a series of pictures.	Match sentence strips to illustrations in a story.	Sequence a series of illustrated sentence strips to tell a story.	Identify phrases or sentences in a story that support the main idea with a partner.	Participate in a Reading/ Literature Circle to draw conclusions about grade level text.	
Speaking	1.6D 1.6E	Answer WH questions based on illustrations in response to stories, chants or poems	Describe a character from an illustrated story to a partner.	Retell a story using picture prompts with a partner.	Discuss reasons for a character's actions with a partner.	Justify reasons for a character's actions with visual supports.	
Writing	1.4.3A	Label family members in a drawing or picture using a word wall.	Write short sentences about a family picture or drawing using a word wall	Write a journal entry about a family event using a picture dictionary or word wall.	Write a paragraph describing a family trip using a guided model.	Write a letter to a friend describing a family vacation using a guided model.	

WIDA Consortium English Language Proficiency Standards
Summative Assessment Framework

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS.**
Grade Level Cluster: 4-5

	Standard or Anchor	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	1.6.5.A,B,D	Match pictures of characters from an illustrated story to oral descriptions.	Sequence key events after listening to an illustrated story.	Interact with teachers and/or peers during shared reading to show comprehension using visual cues.	Demonstrate similarities and differences among various characters in visually supported fiction.	Draw conclusions from orally read grade level fiction during literature circles.	Level 6- Reaching
Reading	1.3.5.A-F	Match icons and symbols to words and phrases from illustrated texts.	Select language patterns associated with a variety of illustrated literary works (such as "Once upon a time…").	Identify elements from a variety of illustrated literary works within a small group.	Identify figures of speech from various forms of literature using a graphic organizer.	Interpret grade level literature within small groups.	
Speaking	1.6.5.D,E	Answer WH questions based on visually supported information about stories.	Retell story elements using facts and illustrations.	Describe major issues and conflicts in various literary works within a small group.	Discuss issues and concepts in a variety of literary works within small groups.	Express and defend points of view of literary characters from a visually supported grade level text.	
Writing	1.4.5.E,F 1.5.5.A,C	Produce and organize symbols, words and phrases to convey messages using a picture dictionary.	List the steps to complete a given task using a graphic organizer.	Write a series of sentences with a main topic and supporting details using a guided model.	Write an essay based on a personal experience with a partner.	Revise writing for logic and order of ideas with feedback from teachers and peers.	

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
Grade Level Cluster: 1-3

	Standard or Anchor	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	M3.B1 M3.C1	Point to pictures of figures based on teacher's oral descriptions of measurable attributes.	Sort and classify figures based on teacher's oral descriptions of measurable attributes with a partner.	Locate a figure from groups of objects based on oral descriptions of measurable attributes with a partner.	Compare and contrast measurable characteristics of different figures based on oral descriptions using models in a small group.	Construct a model of a figure by listening to oral criteria in a small group. (such as: It has four sides. The length is six inches…)	Level 6- Reaching
Reading	M3. B2	Match names of measurement tools to realia.	Locate from a chart, the correct tool to measure a figure with a partner.	Sequence the steps to measure an object using sentence strips with a partner.	Determine the tool used to solve a measurement problem with a partner.	Select and use the correct measurement tool to solve a word problem in a grade level text in a small group.	
Speaking	M3. A2	Name the operation to be used to solve a simple math story problem using a chart.	Restate the steps of an operation within a small group after a teacher explanation.	Describe the steps used in an operation to solve a math problem to a partner.	Discuss in a small group the operation necessary to solve a problem.	Justify the operation used to solve a math story problem using a graphic organizer.	
Writing	M3. C1	Draw and label two and three dimensional objects using a picture dictionary.	Write a list of characteristics of two and three dimensional objects with a partner	Write a description of two and three dimensional objects using realia with a partner.	List the steps of the procedure for constructing two and three dimensional objects within a small group.	Write an entry in a math journal analyzing how common real life objects have the attributes of two and three dimensional shapes using a guided model.	

WIDA Consortium English Language Proficiency Standards
Summative Assessment Framework

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
Grade Level Cluster: 6-8

	Standard or Anchor	**Level 1 Entering**	**Level 2 Beginning**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	
Listening	S8.A.1.1	Match spoken words or phrases, about scientific facts with illustrations (such as light, sound, water, stars and planets.)	Construct scientific models with visual supports from oral directions (such as – "Show how light travels; Show how sound travels;" "Show the water cycle;" "Show how the earth goes around the sun.").	Classify examples of properties (such as properties of light, water, sound, stars and planets) described orally and with visual supports.	Demonstrate how properties (such as properties of light, water, sound, stars and planets) apply to everyday life using oral descriptions and visual supports.	Verify explanations of the scientific properties of light, water, sound, stars or planets through oral scenarios and teacher-directed activities.	**Level 6- Reaching**
Reading	S8.A.1.1 S8.A.1.3 S8.A.3.1 S8.A.3.2 S8A.3.3 S8.B.3.2	Organize natural processes on a timeline, from headlines with illustrations.	Select key information regarding natural processes from information from illustrated text.	Identify characteristics and conditions related to natural processes from graphic organizers.	Create a graphic organizer with a partner comparing natural processes using multiple written sources.	Interpret impact of natural processes on people, places and the environment as presented in grade level text.	
Speaking	S8.B.3.2 S8.A.3.3 S8.A.3.1 S8.A.2.1 S8.A.1.3	Identify changes over time (such as phases of the moon; abacus to computer) with visuals.	Describe orally patterns occurring in nature with visuals.	Describe orally the sequential patterns occurring in technology or nature using visuals.	Discuss with a partner changes in patterns in technology and/or nature using a graphic organizer	Explain outcomes of patterns based on evidence from charts/graphs found in grade level material.	
Writing	S8.A.1.1 S8.A.1.2 S8.A.2.1 S8.A.3.2 S8.A.3.3	Label the symbols representing the steps of the scientific method in small groups using a word bank.	Develop a written list of the steps in the scientific method with a partner.	Create a brief outline for an exhibit following the scientific method in pairs or triads.	Create science exhibits with expanded written descriptions of each step of the scientific method.	Write a detailed report of a scientific investigation with a partner.	

WIDA Consortium English Language Proficiency Standards
Summative Assessment Framework

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**
Grade Level Cluster: 9-12

	Standard or Anchor	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	6.3.12C	Identify distribution of natural resources around the world from visually supported oral statements.	Indicate availability of natural resources from visually supported oral statements.	Compare availability of natural resources of two or more countries from visually supported oral statements.	Analyze distribution of products from natural resources among global markets from visually supported oral descriptions.	Interpret implications of distribution of products from natural resources among global markets from visually supported oral descriptions.	**Level 6- Reaching**
Reading	5.3.12A	Identify key vocabulary related to local, state, and national government supported visually	Locate and classify the roles and responsibilities of local, state, and national governments using graphic organizers.	Summarize the roles and responsibilities of local, state, and national government working in small groups.	Compare and contrast the roles of local, state, and national governments using a Venn diagram.	Draw conclusions about the responsibilities of local, state, and national governments based on implicit and explicit texts working with a partner.	
Speaking	8.4.12A	Respond to WH questions about current or past events in world history supported visually.	Describe current or past events in world history supported visually.	Discuss personal connections to current or past events in world history using realia.	Analyze current or past events in world history with a partner.	Critique current or past issues or policies in world history working with a partner.	
Writing	7.2.12A	Label the physical characteristics of places on a map or a chart, working in small groups.	Write short phrases describing the physical characteristics of places using a graphic organizer.	Produce an outline of the physical characteristics of places from information presented via a graphic organizer.	Create a multi-paragraph essay from an outline describing the physical characteristics of places and regions working with a partner.	Write a research paper analyzing the physical characteristics of places and regions using graphic organizers.	