PERFORMANCE DEFINITIONS AND DESCRIPTORS

LISTENING
English Language Learners at the **Entering level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. single statements or questions  
b. words, phrases or chunks of language  
c. simple grammatical constructions  
d. common social and instructional forms and patterns  
e. general language arts-related vocabulary  
f. everyday social and instructional words and expressions

English Language Learners at the **Emerging level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. multiple related and simple sentences  
b. an idea with details  
c. compound grammatical constructions  
d. repetitive phrasal and sentence patterns across the language arts curriculum  
e. general and some specific language arts vocabulary and expressions, including cognate identification  
f. social and instructional words and expressions across the language arts curriculum

English Language Learners at the **Developing level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. discourse with a series of extended sentences  
b. related ideas  
c. compound and some complex grammatical constructions  
d. sentence patterns across the language arts curriculum  
e. specific language arts-related vocabulary and expressions  
f. words or expressions with common collocations and idioms across the language arts curriculum

English Language Learners at the **Expanding level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. connected discourse with a variety of sentences  
b. expanded related ideas  
c. a variety of complex grammatical constructions  
d. sentence patterns characteristic of the language arts curriculum  
e. specific and some technical language arts content-area language
f. words and expressions with multiple meanings or collocations and idioms across the language arts curriculum

English Language Learners at the **Bridging level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. rich, descriptive discourse with complex sentences

b. cohesive and organized related ideas

c. compound, complex grammatical constructions

d. a broad range of sentence patterns characteristic of the language arts curriculum

e. technical and abstract language arts vocabulary

f. words and expressions with shades of meaning across the language arts curriculum
SPEAKING

English Language Learners at the **Entering level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

- a. words, phrases, or chunks of language
- b. single words used to represent ideas
- c. simple grammatical constructions
- d. phrasal patterns associated with common social and instructional situations
- e. general language arts-related vocabulary
- f. everyday social and instructional words and familiar expressions

English Language Learners at the **Emerging level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

- a. phrases or short sentences
- b. emerging expression of ideas
- c. formulaic grammatical structures and variable use of conventions
- d. repetitive phrasal and sentence patterns across the language arts curriculum
- e. general language arts vocabulary and expressions, including common cognates
- f. social and instructional words and expressions across the language arts curriculum

English Language Learners at the **Developing level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

- a. short and some expanded sentences with emerging complexity
- b. organized expression of ideas with emerging cohesion
- c. a variety of grammatical structures and generally consistent use of conventions
- d. sentence patterns characteristic of the language arts curriculum
- e. specific and some technical language arts content and vocabulary
- f. words and expressions with multiple meanings or common collocations and idioms across the language arts curriculum

English Language Learners at the **Expanding level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

- a. short, expanded, and some complex sentences
- b. organized expression of ideas with emerging cohesion
- c. a variety of grammatical structures and generally consistent use of conventions
- d. sentence patterns characteristic of the language arts curriculum
- e. specific and some technical language arts content and vocabulary
- f. words and expressions with multiple meanings or common collocations and idioms across the language arts curriculum
English Language Learners at the **Bridging level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

a. multiple, complex sentences
b. organized, cohesive, and coherent expression of ideas
c. a variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect
d. a broad range of sentence patterns characteristic of the language arts curriculum
e. technical and abstract language arts vocabulary
f. words and expressions with precise meaning related to the language arts curriculum
READING
English Language Learners at the **Entering level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. single statements or questions
b. words, phrases or chunks of language
c. simple grammatical constructions
d. common social and instructional forms and patterns
e. general language arts-related vocabulary
f. everyday social and instructional words and expressions

English Language Learners at the **Emerging level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. multiple related and simple sentences
b. an idea with details
c. compound grammatical constructions
d. repetitive phrasal and sentence patterns across the language arts curriculum
e. general and some specific language arts vocabulary and expressions, including cognate identification
f. social and instructional words and expressions across the language arts curriculum

English Language Learners at the **Developing level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. discourse with a series of extended sentences
b. related ideas
c. compound and some complex grammatical constructions
d. sentence patterns across the language arts curriculum
e. specific language arts-related vocabulary and expressions
f. words or expressions with common collocations and idioms across the language arts curriculum

English Language Learners at the **Expanding level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. connected discourse with a variety of sentences
b. expanded related ideas
c. a variety of complex grammatical constructions
d. sentence patterns characteristic of the language arts curriculum
e. specific and some technical language arts content-area language
f. words and expressions with multiple meanings or collocations and idioms across the language arts curriculum
English Language Learners at the **Bridging level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

a. rich, descriptive discourse with complex sentences  
b. cohesive and organized related ideas  
c. compound, complex grammatical constructions  
d. a broad range of sentence patterns characteristic of the language arts curriculum  
e. technical and abstract language arts vocabulary  
f. words and expressions with shades of meaning across the language arts curriculum
WRITING
English Language Learners at the **Entering level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The written language these students produce includes:
   a. words, phrases, or chunks of language
   b. single words used to represent ideas
   c. simple grammatical constructions
   d. phrasal patterns associated with common social and instructional situations
   e. general language arts-related vocabulary
   f. everyday social and instructional words and familiar expressions

English Language Learners at the **Emerging level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The written language these students produce includes:
   a. phrases or short sentences
   b. emerging expression of ideas
   c. formulaic grammatical structures and variable use of conventions
   d. repetitive phrasal and sentence patterns across the language arts curriculum
   e. general language arts vocabulary and expressions, including common cognates
   f. social and instructional words and expressions across the language arts curriculum

English Language Learners at the **Developing level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The written language these students produce includes:
   a. short and some expanded sentences with emerging complexity
   b. organized expression of ideas with emerging expression of multiple related ideas
   c. repetitive grammatical structures with occasional variations
   d. emerging use of conventions
   e. sentence patterns across the language arts curriculum
   f. words and expressions (including content-specific cognates) related to the language arts curriculum

English Language Learners at the **Expanding level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The written language these students produce includes:
   a. short, expanded, and some complex sentences
   b. organized expression of ideas with emerging cohesion
   c. a variety of grammatical structures and generally consistent use of conventions
   d. sentence patterns characteristic of the language arts curriculum
   e. specific and some technical language arts content and vocabulary
   f. words and expressions with multiple meanings or common collocations and idioms across the language arts curriculum
English Language Learners at the **Bridging level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The written language these students produce includes:

a. multiple, complex sentences
b. organized, cohesive, and coherent expression of ideas
c. a variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect
d. a broad range of sentence patterns characteristic of the language arts curriculum
e. technical and abstract language arts vocabulary
f. words and expressions with precise meaning related to the language arts curriculum