




A Differentiated Look at English Proficiency Levels¹

ELL Proficiency Levels	What Students Can Do
<p style="text-align: center;">Beginner</p>  <p style="text-align: center;">I have little English proficiency.</p>	<ul style="list-style-type: none"> ◆ Point to the key words or answers ◆ Draw pictures to explain their answers ◆ Select and/or circle the correct answer ◆ Use picture cards to retell or relate information ◆ State ideas related to text in words and phrases ◆ Act out a story non-verbally ◆ Label pictures ◆ Sort key words and concepts ◆ Answer yes/no and choice questions ◆ Analyze and evaluate ideas using (e.g., yes/no, color cards) ◆ Respond in words and phrases ◆ Think-Pair Share with sentence starters
<p style="text-align: center;">Intermediate</p>  <p style="text-align: center;">I have functional oral skills in English. I am developing reading and writing skills.</p>	<ul style="list-style-type: none"> ◆ Recall simple facts ◆ Retell as story in simple sentences ◆ Define a concept in pictures and writing ◆ Compare and contrast ideas and concepts ◆ Summarize information learned ◆ Restate information with some support ◆ Analyze and evaluate ideas with scaffolding ◆ Synthesize information in a variety of ways Ask and answer factual questions ◆ Select information that completes an inferential statement ◆ Apply knowledge of word relationships when explaining ideas ◆ Think-Pair-Share
<p style="text-align: center;">Advanced</p>  <p style="text-align: center;">I have proficient oral skills and functional reading and writing skills. I need help to comprehend, interpret and articulate academic language.</p>	<ul style="list-style-type: none"> ◆ Explain ideas in detail and provide supporting information ◆ Express concepts using academic language ◆ Evaluate information using complex sentences ◆ Support ideas and use more complex grammatical structures ◆ Synthesize information learned in complex ways ◆ Apply word knowledge to comprehend texts with multiple meanings and idioms ◆ Participate in role-plays and simulations ◆ Analyze charts, graphs and other pictorial representations of information and explain what they see ◆ Use graphic organizers to scaffold writing activities ◆ Respond in detail to various academic topics when given extra time and support ◆ Predict outcomes and future events ◆ Think-Pair-Share

¹ Adapted from the Intercultural Development Research Association, *Reaching all Students: Matching Learning Styles with Teaching Strategies* (2003, November).