

## Description of MCPS ESOL Levels - Elementary

This document describes expectations for student performance in each skill area *by the end of the ESOL level*. ELL Teams use this document to determine appropriate level placement in the ESOL instructional program. This document is also used to determine strategies for differentiated instruction and to assign assessment accommodations that are appropriate for various levels of English language proficiency.

ESOL LEVEL	ESOL LEVEL 1		ESOL LEVEL 2		ESOL LEVEL 3
	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
SPEAKING	<p>Communicates using:</p> <ul style="list-style-type: none"> <li>▪ words, phrases and a few highly patterned sentences</li> <li>▪ some basic vocabulary</li> <li>▪ pronunciation and fluency with errors that frequently interfere with meaning</li> </ul>	<p>Communicates using:</p> <ul style="list-style-type: none"> <li>▪ simple sentences and questions, mostly in the present tense</li> <li>▪ limited description and detail</li> <li>▪ basic vocabulary</li> <li>▪ pronunciation and fluency with errors that often interfere with meaning</li> </ul>	<p>Communicates using:</p> <ul style="list-style-type: none"> <li>▪ ideas with some description and detail</li> <li>▪ a limited range of grade-level vocabulary and grammatical structures</li> <li>▪ pronunciation and fluency with errors that sometimes interfere with meaning</li> </ul>	<p>Communicates in most situations using:</p> <ul style="list-style-type: none"> <li>▪ adequate description and detail</li> <li>▪ a moderate range of grade-level vocabulary and grammatical structures</li> <li>▪ pronunciation and fluency with errors that rarely interfere with meaning</li> </ul>	<p>Communicates with ease in a range of situations using:</p> <ul style="list-style-type: none"> <li>▪ relevant description and detail</li> <li>▪ a wide range of grade-level vocabulary and grammatical structures</li> <li>▪ near-native like pronunciation and fluency with few errors</li> </ul>
LISTENING	<p>Comprehends:</p> <ul style="list-style-type: none"> <li>▪ some basic vocabulary</li> <li>▪ phrases and some simple patterned sentences</li> <li>▪ short oral presentations or discussions presented in words and simple patterned sentences with repetition and strong visual and contextual support</li> </ul>	<p>Comprehends:</p> <ul style="list-style-type: none"> <li>▪ basic vocabulary</li> <li>▪ simple sentences</li> <li>▪ short oral presentations or discussions presented in simple language structures with repetition and strong visual and contextual support</li> </ul>	<p>Comprehends:</p> <ul style="list-style-type: none"> <li>▪ a limited range of grade-level vocabulary</li> <li>▪ simple or compound sentences</li> <li>▪ short oral presentations or discussions presented with repetition, rephrasing, and visual support</li> </ul>	<p>Comprehends:</p> <ul style="list-style-type: none"> <li>▪ a moderate range of grade-level vocabulary</li> <li>▪ simple, compound and some complex sentences</li> <li>▪ oral presentations or discussions presented with some repetition and rephrasing</li> </ul>	<p>Comprehends:</p> <ul style="list-style-type: none"> <li>▪ a wide range of grade-level vocabulary</li> <li>▪ a range of complex sentences</li> <li>▪ oral presentations or discussions presented in grade-level language without difficulty</li> </ul>
READING	<p>Comprehends short, leveled text with:</p> <ul style="list-style-type: none"> <li>▪ a few grade-level words</li> <li>▪ predictable, simple grammatical patterns</li> <li>▪ strong picture support</li> </ul>	<p>Comprehends short, leveled text with:</p> <ul style="list-style-type: none"> <li>▪ some grade-level words</li> <li>▪ simple grammatical structures</li> <li>▪ strong picture support</li> </ul>	<p>Comprehends leveled text with:</p> <ul style="list-style-type: none"> <li>▪ a limited range of grade-level words and</li> <li>▪ grammatical structures</li> <li>▪ some figurative language</li> <li>▪ picture support</li> </ul>	<p>Comprehends leveled text with:</p> <ul style="list-style-type: none"> <li>▪ a moderate range of grade-level words and grammatical structures</li> <li>▪ a limited range of figurative language</li> </ul>	<p>Comprehends leveled text with:</p> <ul style="list-style-type: none"> <li>▪ a wide range of grade-level words and grammatical structures</li> <li>▪ a moderate range of figurative language</li> </ul>
WRITING	<p>Composes text using:</p> <ul style="list-style-type: none"> <li>▪ phrases or simple, modeled sentence patterns</li> <li>▪ basic, repetitive vocabulary</li> <li>▪ a few basic writing conventions</li> </ul>	<p>Composes text using:</p> <ul style="list-style-type: none"> <li>▪ a few details and basic vocabulary</li> <li>▪ simple sentences mostly in the present tense</li> <li>▪ some writing conventions</li> </ul>	<p>Composes text using:</p> <ul style="list-style-type: none"> <li>▪ a limited range of details, grade-level vocabulary, and grammatical structures</li> <li>▪ limited use of transitions</li> <li>▪ a limited range of writing conventions</li> </ul>	<p>Composes text using:</p> <ul style="list-style-type: none"> <li>▪ a moderate range of details, grade-level vocabulary, and grammatical structures</li> <li>▪ some use of transitions</li> <li>▪ appropriate format and most writing conventions</li> </ul>	<p>Composes text using:</p> <ul style="list-style-type: none"> <li>▪ a wide range of details, grade-level vocabulary, and grammatical structures</li> <li>▪ mostly effective transitions</li> <li>▪ appropriate format and writing conventions</li> </ul>

Speaking, listening, reading, and writing proficiency may develop at different rates and should be assessed and graded separately.