

Description of MCPS ESOL Levels – Grades 6-8

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>Comprehends and interprets:</p> <ul style="list-style-type: none"> ▪ basic vocabulary ▪ phrases and simple patterned sentences ▪ short oral presentations or discussions presented in words and simple patterned sentences with repetition and strong visual and contextual support 	<p>Comprehends and interprets:</p> <ul style="list-style-type: none"> ▪ a limited range of academic vocabulary ▪ simple and compound sentences ▪ short oral presentations or discussions presented in simple language structures with repetition and strong visual and contextual support 	<p>Comprehends and interprets:</p> <ul style="list-style-type: none"> ▪ a moderate range of academic vocabulary ▪ simple, compound and complex sentences ▪ oral presentations or discussions presented with repetition, rephrasing, and visual support 	<p>Comprehends and interprets:</p> <ul style="list-style-type: none"> ▪ a wide range of academic vocabulary ▪ a variety of sentence patterns ▪ oral presentations or discussions presented with some repetition and rephrasing 	<p>Comprehends and interprets:</p> <ul style="list-style-type: none"> ▪ an extensive range of academic vocabulary ▪ a variety of complex sentence patterns ▪ extensive oral presentations or discussions presented using academic language without difficulty
LISTENING	<p>Communicates using:</p> <ul style="list-style-type: none"> ▪ words, phrases and a few highly patterned sentences ▪ basic vocabulary ▪ pronunciation and fluency with errors that frequently interfere with meaning 	<p>Communicates using:</p> <ul style="list-style-type: none"> ▪ simple and compound sentences and questions in the present and past tenses ▪ limited description and detail ▪ basic academic vocabulary ▪ pronunciation and fluency with errors that often interfere with meaning 	<p>Communicates using:</p> <ul style="list-style-type: none"> ▪ ideas with adequate description and detail ▪ a moderate range of academic vocabulary and grammatical structures ▪ pronunciation and fluency with errors that sometimes interfere with meaning 	<p>Communicates in most situations using:</p> <ul style="list-style-type: none"> ▪ relevant description and detail ▪ a wide range of academic vocabulary and grammatical structures ▪ pronunciation and fluency with errors that rarely interfere with meaning 	<p>Communicates with ease in a range of situations using:</p> <ul style="list-style-type: none"> ▪ effective description and detail ▪ an extensive range of academic vocabulary and grammatical structures ▪ near native-like pronunciation and fluency with few errors
READING	<p>Comprehends, analyzes, and interprets written text with:</p> <ul style="list-style-type: none"> ▪ some academic vocabulary ▪ predictable, simple grammatical patterns ▪ phrases and simple patterned sentences ▪ strong picture support 	<p>Comprehends, analyzes, and interprets written text with:</p> <ul style="list-style-type: none"> ▪ a limited range of academic vocabulary ▪ simple grammatical structures ▪ simple and compound sentences ▪ some figurative language and picture support 	<p>Comprehends, analyzes, and interprets written text with:</p> <ul style="list-style-type: none"> ▪ a moderate range of academic vocabulary and grammatical structures ▪ simple, compound and complex sentences ▪ a limited range of figurative language 	<p>Comprehends, analyzes, interprets and evaluates written text with:</p> <ul style="list-style-type: none"> ▪ a wide range of academic vocabulary and grammatical structures ▪ a variety of sentence patterns ▪ a moderate range of figurative language 	<p>Comprehends, analyzes, interprets and evaluates written text with:</p> <ul style="list-style-type: none"> ▪ an extensive range of academic vocabulary and grammatical structures ▪ a variety of complex sentence patterns ▪ a wide range of figurative language
WRITING	<p>Composes text using:</p> <ul style="list-style-type: none"> ▪ phrases or simple, modeled sentence patterns ▪ basic, repetitive vocabulary ▪ a few basic writing conventions 	<p>Composes text using:</p> <ul style="list-style-type: none"> ▪ a limited range of details and basic academic vocabulary ▪ simple and compound sentences ▪ limited transitions and some writing conventions 	<p>Composes text using:</p> <ul style="list-style-type: none"> ▪ a moderate range of details, academic vocabulary, sentence patterns and grammatical structures ▪ limited transitions ▪ appropriate format and writing conventions 	<p>Composes text using:</p> <ul style="list-style-type: none"> ▪ a wide range of details, academic vocabulary, sentence patterns and grammatical structures ▪ transitions effectively ▪ appropriate format and accurate writing conventions 	<p>Composes text using:</p> <ul style="list-style-type: none"> ▪ an extensive range of details, academic vocabulary, sentence patterns and grammatical structures ▪ transitions fluently ▪ appropriate format and effective writing conventions

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