



# *Introductory Training on the PLDs Grades K–1*

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Student Assessment Division

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ELPS



TELPAS

## Proficiency Level Descriptors (PLDs)

- The PLDs are the rubrics teachers use to determine students' English language proficiency for ongoing formative assessment and the spring TELPAS administration.
- Originally developed for TELPAS, the PLDs were incorporated into the Texas English language proficiency standards (ELPS) in the 2007-2008 school year to reinforce their use in instruction.



# 6 Sets of PLDs

- **Listening** **Grades K–12**
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- **Speaking** **Grades K–12**
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- **Reading** **Grades K–1**  
**Grades 2–12**
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- **Writing** **Grades K–1**  
**Grades 2–12**



# Key Features of Each Proficiency Level

- **Beginning**
  - Little or no English ability
- **Intermediate**
  - Limited ability, simple language structures, high-frequency vocabulary, routine contexts
- **Advanced**
  - Grade appropriate, with second language acquisition support
- **Advanced High**
  - Grade appropriate, with minimal second language acquisition support

## ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Listening

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p>Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.</p>	<p>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p>	<p>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p>	<p>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)</li> <li>• struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li>• may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)</li> <li>• often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>• have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li>• understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>• occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>• understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>• rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>



# Reflect on how well the student understands the English he or she hears during activities such as:

- Reacting to oral presentations
- Responding to text read aloud
- Following directions
- Cooperative group work
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Individual student conferences

**Listening**



# Nonacademic Listening Sample

## What Might a Beginning Listener Understand?

I have some exciting news for you **today**. **We** are going to **go** on a field trip next week. On Thursday morning we will load the **buses** and be gone the whole day. In your **take-home folders** there is a note about the field trip for your parents to sign. **Please** remember to bring the signed note in your **take-home folder** back to **school**. You have to bring the note signed by your parents back to **school** or you will not be able to **go** with us.

Text in **bold, red** print represents text that might be understood.



## In Other Words

... today. We ... go ... buses ... take-  
home folders ... Please ... take-home  
folder ... school ... school ... go



# Nonacademic Listening Sample

## What Might an Intermediate Listener Understand?

**I have** some exciting news for **you today**. **We are going** to **go** on a **field trip** next week. On Thursday morning **we will** load the **buses** and be gone the whole **day**. In your **take-home folders** there is a **note** about the **field trip** for your **parents** to sign. **Please remember** to **bring** the signed **note** in your **take-home folder** back to **school**. **You have to bring** the **note** signed by your **parents** back to **school** or you will not be able to **go with us**.



# In Other Words

I have ... you today. We are going ... go ... field trip ...  
we will ... buses ... day ... take-home folders ... note  
... field trip ... parents ... Please remember ... bring ...  
note ... take-home folder ... school. You have to bring  
... note ... parents ... school ... go with us.



# Nonacademic Listening Sample

## What Might an Advanced Listener Understand?

I have some exciting news for you today. We are going to go on a field trip next week. On Thursday morning we will load the buses and be gone the whole day. In your take-home folders there is a note about the field trip for your parents to sign. Please remember to bring the signed note in your take-home folder back to school. You have to bring the note signed by your parents back to school or you will not be able to go with us.



## In Other Words

I have some ... for you today. We are going to go on a field trip ... morning we will ... the buses and be gone the ... day. In your take-home folders there is a note ... the field trip for your parents to sign. Please remember to bring the ... note in your take-home folder back to school. You have to bring the note ... parents back to school or you will not be able to go with us.



# Nonacademic Listening Sample

## What Might an Advanced High Listener Understand?

I have some exciting news for you today. We are going to go on a field trip next week. On Thursday morning we will load the buses and be gone the whole day. In your take-home folders there is a note about the field trip for your parents to sign. Please remember to bring the signed note in your take-home folder back to school. You have to bring the note signed by your parents back to school or you will not be able to go with us.



# Academic Listening Sample

## What Might a Beginning Listener Understand?

**Today** in **science** we are going to study some more about **spiders**. Then we will observe a few **spiders** in this glass vivarium for **one** week. **One** reason we will observe the **spiders** is to learn some important things about them. For example, we want to know what **spiders eat** and how they get their **food**. We also want to know if other animals **eat spiders**. Let's go **sit on the carpet** and **read a story** about how **spiders** catch their **food** and protect themselves from getting eaten.



# In Other Words

**Today ... science ... spiders ... spiders ...**

**one ... One ... spiders ... spiders eat ... food**

**... eat spiders ... sit on the carpet ... read a**

**story ... spiders ... food**



# Academic Listening Sample

## What Might an Intermediate Listener Understand?

**Today** in **science we are going to study** some more about **spiders**. **Then we** will observe a few **spiders** in this glass vivarium for **one** week. **One** reason **we** will observe **the spiders is to learn** some important things about them. For example, **we want to know what spiders eat** and how they get their **food**. **We** also **want to know** if other **animals eat spiders**. Let's **go sit on the carpet** and **read a story** about how **spiders** catch their **food** and protect themselves from getting eaten.



# In Other Words

Today ... science we are going to study ...  
spiders. Then we ... spiders ... one ... One ... we  
... the spiders is to learn ... we want to know  
what spiders eat ... food. We ... want to know ...  
animals eat spiders ... go sit on the carpet ...  
read a story ... spiders ... food ...



# Academic Listening Sample

## What Might an Advanced Listener Understand?

Today in science we are going to study some more about spiders. Then we will observe a few spiders in this glass vivarium for one week. One reason we will observe the spiders is to learn some important things about them. For example, we want to know what spiders eat and how they get their food. We also want to know if other animals eat spiders. Let's go sit on the carpet and read a story about how spiders catch their food and protect themselves from getting eaten.



# In Other Words

Today in science we are going to study some more ... spiders. Then we will ... spiders in this glass ... for one ... One ... we will ... the spiders is to learn some important things ... we want to know what spiders eat and how they get ... food. We ... want to know ... other animals eat spiders ... go sit on the carpet and read a story ... how spiders catch ... food and protect ... from getting ...



# Academic Listening Sample

## What Might an Advanced High Listener Understand?

Today in science we are going to study some more about spiders. Then we will observe a few spiders in this glass vivarium for one week. One reason we will observe the spiders is to learn some important things about them. For example, we want to know what spiders eat and how they get their food. We also want to know if other animals eat spiders. Let's go sit on the carpet and read a story about how spiders catch their food and protect themselves from getting eaten.

## ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Speaking

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p><b>Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.</b></p>	<p><b>Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</b></p>	<p><b>Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</b></p>	<p><b>Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate</li> <li>• speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts</li> <li>• lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material</li> <li>• exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</li> <li>• typically use pronunciation that significantly inhibits communication</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning</li> <li>• speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</li> <li>• exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</li> <li>• exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</li> <li>• use pronunciation that can usually be understood by people accustomed to interacting with ELLs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning</li> <li>• discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</li> <li>• have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features</li> <li>• make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</li> <li>• may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</li> <li>• communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers</li> <li>• can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</li> <li>• make few second language acquisition errors that interfere with overall communication</li> <li>• may mispronounce words, but rarely use pronunciation that interferes with overall communication</li> </ul>



# Reflect on how well the student speaks English during activities such as:

- Cooperative group work
- Oral presentations
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Classroom discussions
- Articulation of problem-solving strategies
- Individual student conferences

**Speaking**



# Intermediate Speaker (Grade 1)

*Sample 1: The student and teacher are talking about pets.*

**Teacher:** Would you like to have a duck as a pet?

**Student nods.**

**Teacher:** Tell me about it. Why?

**Student:** Because to feed him.

**Teacher:** You could feed him. Would you take care of him?

**Student:** Feed...feed the...feed him with the bread.

**Teacher:** Bread. What kind of bread? You'd have to make it in really small pieces, right?

**(Student nods)**

**Teacher:** What else would you do with a duck as a pet?

**Student:** You give him a drink.

**Teacher:** You give him drink. What do you think ducks drink?

**Student:** Um, water.

**Teacher:** Water, ok. Why else do you think a duck would be a good pet? Do you think it would be fun for your friends to go visit him at your house?

**Student:** A spider could...good friend. A spider.

**Teacher:** You'd want to have a spider as a pet?

**Student:** (Nods) Or a snake.



# Intermediate Speaker, Continued

*Sample 2: He is asked to talk about his mom.*

**Teacher: Something that reminds you of your mom. Think of something different.**

**Student: Towels.**

**Teacher: What?**

**Student: Towel.**

**Teacher: Why would you choose that?**

**Student: Because...she like...Because she like a wash.**

**Teacher: Because your mom likes to wash?**

**(Student nods)**

**Teacher: Do you help her with that, too?**

**(Student nods)**



# Intermediate Speaker, Continued

*Sample 3: He explains a story using picture cards. The story is about breaking a piñata at a birthday party.*

**Teacher:** Who's hanging it up there?

**Student:** The... the mom.

**Teacher:** Looks like the mom. Why is it the mom? Why don't the children put it up there?

**Student:** Because ch...Because children fall his head going hurt it. (lifts his hands up to his head)

**Teacher:** The kids are too small to be doing that. And then what's happening here?

**Student:** The kid will break it.

**Teacher:** What is she putting around her eyes?

**Student:** Uh...uh...(looks at other kids) um.

**Teacher:** A blindfold.

**Student:** A blindfold.

**Teacher:** And why is she doing that?

**Student:** Because, because, because he don't want to see it.

**Teacher:** Why?

**Student:** Because. Because he will cheating.

**Teacher:** Yeah, because if you can see... (shrugs)

**Student:** I did, I did that.



# Intermediate Speaker, Continued

*(Sample 3 continued.)*

**Teacher:** Did they blindfold you, too?

**Student:** Yeah.

**Teacher:** Were you able to see anything?

**Student:** Nope...It's too dark.

**Teacher:** It's too dark. And then what happened?

**Student:** They broked it and then all the candy fell out.

**Teacher:** Where's the candy?

**Student:** On the floor.

**Teacher:** Can you point to it?

**(Student points to it and teacher nods)**

**Teacher:** And what do you usually do when that happens?

**Student:** You eat them.

**Teacher:** Should all the kids run together?

**Student:** No. Need to walk.

**Teacher:** Why?

**Student:** Because, because they're going, because they're going to fall because the rock.

# Advanced Speaker (Grade 1)

*Sample 1: The student talks about a time she got angry about something her sister did.*

**Student: My sister and me are twins.**

**Teacher: Really, wow! What is it like to have a twin sister?**

**Student: I have twin sister. Um, I am, I am bigger and she is smaller and we are twins.**

**Teacher: So what kind of things do you do?**

**Student: Huh?**

**Teacher: What kind of things do you do?**

**Student: I play with her.**

**Teacher: Uh huh, like what?**

**Student: Some thing, like a ball. And we go swimming...each other.**

**Teacher: You go swimming at your, at your home? Or do you go to a pool?**

**Student: I go to the pool.**

**Teacher: So are you writing and drawing about a time that you were grumpy?**

**Student: (Nods head "yes.")**

**Teacher: Tell me about that. What happened?**

*Sample continued on next slide*



# Advanced Speaker, Continued

*Sample 1 (continued): The student talks about a time she got angry about something her sister did.*

**Student:** Um, she, I was giving her to play with it to don't broke it outside and she broke it and I was grumpy.

**Teacher:** Oh, what did she break?

**Student:** My necklace. Outside, and I was grumpy.

**Teacher:** Oh, yeah. OK, so after she broke it what happened?

**Student:** And I tell my mom and she brought me another one.

**Teacher:** Did you feel better then?

**Student:** (Nods head "yes.") And I was mad at my sister.

**Teacher:** Did your sister do anything after?

**Student:** No. I don't, I don't even give her to play.



# Advanced Speaker, Continued

*Sample 2: She is speaking about a story that was read aloud in class.*

**Teacher: What do you notice?**

**Student: The cat is scaring with the man. Cat is, the ca, the cat is scared.**

**Teacher: How can you tell the cat is scary?**

**Student: Because the man, man is being scary.**

**Teacher: The man does look like that. Can you tell me what the cat's doing that shows you he is scary?**

**Student: Umm...**

**Teacher: Or he's scared?**

**Student: Yeah. He's scared of the man.**



# Advanced Speaker, Continued

*Sample 3: She talks about the time she saw a fire.*

**Student:** Um, one day I was going to Chuck E. Cheese and I, I come in my house. I saw fire in another place and um, I saw fire, firemans and they were, they were taking outs the gir.., the babies. And I saw saw, I saw, I saw fireman, and...

**Teacher:** What was he doing?

**Student:** He was putting a wa, water in the fire.



# Advanced Speaker, Continued

*Sample 4: She speaks in a group discussion about a book.*

**Teacher: Can you think of an idea why he might be upset?**

**Student: Because um, the, the, the...**

**Other student: The lady.**

**Student: Yeah, lady. The man is...no, the grump, grumpy is mad at the lady because she give her a food. That's why he's so angry.**



# Advanced High Speaker (Grade 1)

*Sample 1: The student is asked to feel an object in a bag and describe it. The object is a clothespin.*

**Teacher: Tell us what it feels like.**

**Student: It's a hanger. It hangs clothes.**

**Teacher: Ohhhhh. How did you know that?**

**Student: I knew, I just know cuz I'm feeling it.**

**Teacher: You're feeling it.**

**Student: And it's hard.**

**Teacher: Ok, it's hard. What else does it feel like?**

**Student: And it, it claps the clothes on it, it dries...**



# Advanced High Speaker, Continued

*Sample 2: He describes what happened when he and his family went to the beach.*

**Teacher:** That sounds really nice.

**Student:** Cuz I been there.

**Teacher:** You've been to the beach?

**(Student nods)**

**Teacher:** Do you like it?

**Student:** Yeah, it was funner...You could see crabs. And my brother, my big one, he um, he got bit. He got snatched by the crab in his foot.

**Teacher:** Ohhhhhh.

**Student:** (giggles) It hurted. And we put him in the cup and it stinked and we had to put him somewhere but he died already.

**Teacher:** Would you still want a beach near your house when you grow up?

**Student:** Yeah.

**Teacher:** Even if that happened?

**Student:** Yeah, I would.



# Advanced High Speaker, Continued

*Sample 3: He tells his teacher about going fishing with his dad and brother.*

**Student:** Miss, yesterday, we were at fishing, and after that, we went to..., we caught a lot of fish, me and my big, my brother, his fishing rod wasn't working.

**Teacher:** His fishing rod wasn't working?

**Student:** Yeah.

**Teacher:** And then?

**Student:** After that, we caught a lot of fish, me and my little brother. He caught a lot, he caught a big fish and I caught a catfish, and another one, and my big brother...



# Advanced High Speaker, Continued

*Sample 4: He responds to a question about birthday parties.*

**Teacher: So have you had a lot of parties? Birthday parties?**

**Student: (nods) Yeah.**

**Teacher: How about you? Have you gone to other people's birthday parties?**

**Student: (nods) Uh huh. Always.**

**Teacher: You always go?**

**Student: Uh huh.**

**Teacher: Do you like them?**

**Student: Yeah, I been to my cousin, Isa, she was little, and we played games, played basketball, and baby thing for they could play too, and they had um, a bouncer, only for big kids, and they had a little one too.**

## ELPS-TELPAS Proficiency Level Descriptors Grades K–1 Reading

Beginning	Intermediate	Advanced	Advanced High
<p><b>Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational reading skills.</b></p>	<p><b>Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.</b></p>	<p><b>Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.</b></p>	<p><b>Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are               <ul style="list-style-type: none"> <li>– read in short “chunks”</li> <li>– controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced</li> <li>– accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech</li> </ul> </li> <li>• begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)</li> <li>• have difficulty decoding most grade-appropriate English text because they *               <ul style="list-style-type: none"> <li>– understand the meaning of very few words in English</li> <li>– struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English</li> </ul> </li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include               <ul style="list-style-type: none"> <li>– predictable story lines</li> <li>– highly familiar topics</li> <li>– primarily high-frequency, concrete vocabulary</li> <li>– short, simple sentences</li> <li>– visual and linguistic supports</li> </ul> </li> <li>• regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)</li> <li>• have difficulty decoding grade-appropriate English text because they *               <ul style="list-style-type: none"> <li>– understand the meaning of only those English words they hear frequently</li> <li>– struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</li> </ul> </li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning</li> <li>• recognize some basic English vocabulary and high-frequency words in isolated print</li> <li>• with second language acquisition support, are able to decode most grade-appropriate English text because they *               <ul style="list-style-type: none"> <li>– understand the meaning of most grade-appropriate English words</li> <li>– have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</li> </ul> </li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English</li> <li>• with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers</li> <li>• with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *</li> </ul>

\* The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).



# Reflect on how well the student understands the English used during activities such as:

- Paired reading
- Sing-alongs and read-alongs, including chants and poems
- Shared reading with big books, charts, overhead transparencies, other displays
- Guided reading with leveled readers
- Reading subject-area texts and related materials
- Independent reading
- Cooperative group work
- Reading response journals

**K-1 Reading**

## ELPS-TELPAS Proficiency Level Descriptors Grades K–1 Writing

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p>Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational writing skills.</p>	<p>Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.</p>	<p>Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</p>	<p>Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)</li> <li>• know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language</li> <li>• cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized *</li> <li>• may demonstrate little or no awareness of English print conventions</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English</li> <li>• can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English</li> <li>• express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class *</li> <li>• frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) *</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing</li> <li>• can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language</li> <li>• although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner *</li> <li>• occasionally exhibit second language acquisition errors when writing in English *</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing</li> <li>• can participate meaningfully in most grade-appropriate shared writing activities using the English language</li> <li>• although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *</li> </ul>

\* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.



# Reflect on how well the students write in English during activities such as:

- Journal writing for personal reflections
- Shared writing for literacy and content area development
- Language experience dictation
- Organization of thoughts and ideas through prewriting strategies
- Publishing and presenting
- Making lists for specific purposes
- Labeling pictures, objects, and items from projects
- Cooperative group work
- First drafts

**K-1 Writing**

# Writing in Content Areas

## Sample ELPS Student Expectations

**Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired (c)(5)(G)**

In science, this expectation can be addressed through writing assignments in which students, for example, observe, describe, and compare physical properties.

**Write using newly acquired basic vocabulary and content based grade-level vocabulary (c)(5)(B)**

In math, this expectation can be addressed by having students, for example, write about the shapes they are studying and name items at home that are the same shapes.