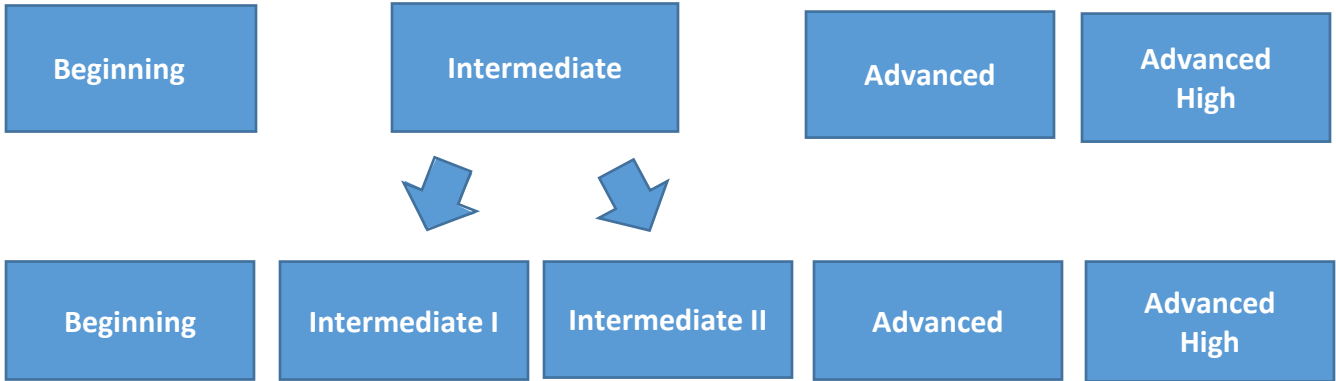


Five-level PLD Model and Six-level PLD Model Overview

Work Group B prepared an example of each model using the listening domain. The samples on the following pages are provided to demonstrate how PLDs would be organized within each model. Descriptors for the levels will be drafted once the model for the framework of the PLDs has been selected. A brief overview of the models is also provided below.

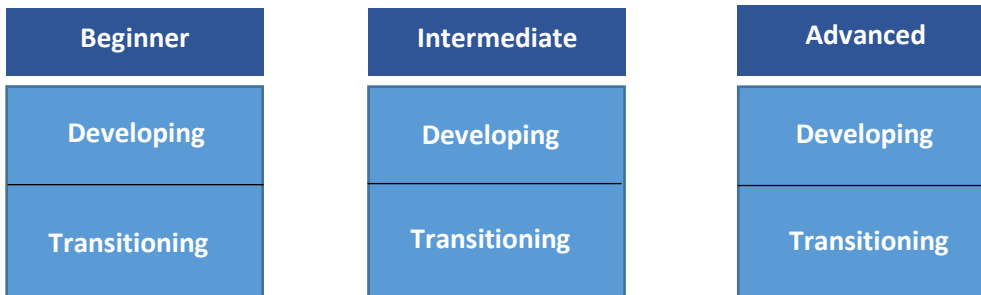
Five-level Model

In the ELPS review educator survey, there were a significant amount of respondents who expressed concern that students get "stuck" in the intermediate level for an extended period of time. The five-level model divides the current "Intermediate" proficiency level into two distinct levels to better reflect the language acquisition and development that occurs between the beginning and advanced levels. With the five-level model, each proficiency level has a distinct label (the final label for Intermediate I and II were left pending).



Six-level Model

Many students remain in one level for more than one school year, but the current four-level model does not distinguish or identify student progress within that level over time. Transitions between levels are also challenging for teachers to assess. The six-level model identifies three primary levels: Beginning, Intermediate, and Advanced. Within each primary level, this model focuses on a developing and transitioning stage that describe a student's proficiency as the student enters and prepares to transition from each level.



5-Level Model
Listening Domain

| Concept | Beginning Little to no comprehension | Intermediate – 1 Minimal comprehension | Intermediate – 2 Limited comprehension | Advanced Developed comprehension | Advanced High Elaborate comprehension |
|--------------------------------|---|---|--|---|--|
| Spoken Vocabulary | The student understands: - a few isolated words and high frequency phrases | The student understands: -familiar words and phrases -simple high frequency routine vocabulary | The student understands: -simple sentences and instructions - basic academic vocabulary | The student understands: -longer, more specific sentences -grade-appropriate academic vocabulary | The student understands: - complex grammatical structures - precise specialized academic vocabulary |
| Conversations | The student struggles to understand: - simple conversations and discussions even when the topics are familiar - individual words and phrases during social and instructional interactions | The student usually understands: -short, simple conversations and short, simple discussions on highly familiar topics -repeated key words and phrases necessary to understand the general idea or “the gist” during social interactions | The student understands: -longer conversations and discussions on familiar and some unfamiliar topics -most main points and important details during social and basic instructional interactions | The student understands: -longer directions, conversations, and discussions on familiar and unfamiliar topics -some implicit information during social and basic instructional interactions | The student understands -longer, elaborated conversations on a variety of topics, including new and abstract ideas - main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions |
| Level of Support Needed | The student extensively relies on: - linguistic supports such as visuals and gestures -and may need support in the student’s primary language | The student extensively relies on: - linguistic supports such as visuals, slower speech, and other verbal cues and gestures when topics are familiar | The student relies on: - linguistic supports such as visuals and verbal cues, to support understanding when topics are familiar and more frequently with unfamiliar | The student relies on: - linguistic supports when complex academic or highly specialized language is used | The student rarely or does not rely on: - linguistic supports when complex or highly specialized academic language is used. |
| Clarification | The student may not be comfortable seeking clarification and extensively relies on: -cues from others and may need clarification in the student’s primary language | The student has the ability to ask for help and extensively relies on: -clarification by requiring/requesting the speaker to repeat, slow down, or rephrase speech with familiar topics | The student relies on: - clarification by requiring/requesting the speaker to repeat, slow down, or rephrase speech with familiar topics and more frequently with unfamiliar topics | The student may rely on: -requiring/requesting the speaker to repeat, slow down, or rephrase with unfamiliar and academic topics. | The student rarely relies on: - requiring/requesting the speaker to repeat, slow down, or rephrase to clarify the meaning of a variety of topics. |

6-Level Model Listening Domain

| Performance Level | | Descriptors |
|--|----------------------|--|
| <p>Advanced Advanced English Learners are able to comprehend different tasks, information, and purposes in a variety of familiar and unfamiliar academic and social settings.</p> | Transitioning | <ul style="list-style-type: none"> • Can recognize a wide range of expressions, including idioms and colloquialisms. • Can understand any kind of spoken language with ease. • Can make appropriate inferences when links or implications are not made explicitly. • Can identify the socio-cultural implications of most of the language used. |
| | Developing | <ul style="list-style-type: none"> • Can understand instructions supported by minimal to no visuals or non-verbal cues/gestures. • Can comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communication settings. • Can understand most lectures, discussions, and debates with minimal to no second language support. • Will rarely request the speaker to repeat or rephrase for clarification. |
| <p>Intermediate Intermediate English Learners are able to increasingly comprehend the English language in more complex, cognitively demanding situations. They are able to comprehend a number of topics in academic content areas.</p> | Transitioning | <ul style="list-style-type: none"> • Can comprehend detailed information with fewer contextual clues on unfamiliar topics. • Can follow extended speech and complex arguments with some familiarity. • Can understand detailed instructions well enough to be able to follow them successfully. |
| | Developing | <ul style="list-style-type: none"> • Can comprehend information on familiar topics and some unfamiliar topics in contextualized settings. • Can understand the main points of clear standard speech on familiar topics. • Can comprehend basic concepts in content areas with moderate visuals and non-verbal cues/gestures. |
| <p>Beginner Beginning English Learners have limited to no ability to understand spoken English used in academic and social settings.</p> | Transitioning | <ul style="list-style-type: none"> • Can understand simple sentences and/or simple sequences of information on familiar topics. • Still relies occasionally on slow, articulated speech with pauses. • Can understand simple, routine directions and follow conversations on familiar topics. • Demonstrates understanding of words and phrases from previously learned content material. |
| | Developing | <ul style="list-style-type: none"> • Can understand basic phrases and some every day, familiar words. • Can understand slow, very articulated speech with long pauses. • Can understand short, simple instructions supported by substantial visuals and non-verbal cues/gestures. |