

### ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |  |  |   |  |
|---|--|--|--|---|--|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING  | 3 INTERMEDIATE   | 4 HIGH INTERMEDIATE   | 5 ADVANCED   |
|   | With highly scaffolded instruction and linguistic support, the EB student can:             | With highly scaffolded instruction and linguistic support, the EB student can:   | With moderately scaffolded instruction and linguistic support, the EB student can:   | With minimally scaffolded instruction and linguistic support, the EB student can:   | With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Phonology   | recognize and mimic differences in sounds and sound patterns                               | recognize and mimic differences in sounds and intonation   | identify when sounds or intonation are changed within spoken words   | recognize sounds or intonation in familiar multisyllabic words  | recognize sounds or intonation in familiar and unfamiliar newly acquired multisyllabic words within complex discourse                                  |
| Vocabulary  | match pre-taught content-area vocabulary presented orally with concepts, images, and print | use pictorial models; cognates; or Greek and Latin prefixes, suffixes, or roots to understand spoken content-area vocabulary | use explicitly taught content-area vocabulary; cognates; or Greek and Latin prefixes, suffixes, or roots to comprehend oral classroom instruction and interactions | demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy                    | demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy   |
| Following Directions  | follow simple oral directions by observing and imitating others                            | follow simple oral directions with the support of repeated instructions or visual supports                                   | follow multi-step oral directions with repetition or instructions in familiar contexts   | follow multi-step oral directions by identifying key details, deadlines, requirements, or expectations in familiar and unfamiliar contexts with increasing accuracy | follow or restate multi-step oral directions by identifying key details, deadlines, requirements, or expectations in unfamiliar contexts with accuracy |
| Language Structures   | demonstrate an understanding of single words or simple language structures with repetition | demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences       | demonstrate an understanding of high-frequency and familiar language structures heard in classroom interactions  | demonstrate an understanding of informal language structures heard in familiar and unfamiliar contexts  | demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts                                       |

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can:                | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can:   | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can:   | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:   | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Comprehension   | demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images | demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases | demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, asking clarifying questions, or asking to restate | demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy | demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy |

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### ELPS Listening: English Language Arts

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in English language arts and reading.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from silent period to discourse. |   |   |   |  |  |
|---|---|---|---|--|--|
| Language Patterns   | 1 PRE-PRODUCTION  | 2 BEGINNING   | 3 INTERMEDIATE  | 4 HIGH INTERMEDIATE  | 5 ADVANCED   |
|   | With highly scaffolded instruction and linguistic support, the EB student can:                                | With highly scaffolded instruction and linguistic support, the EB student can:  | With moderately scaffolded instruction and linguistic support, the EB student can:  | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Phonology   | repeat letter-sound associations, vowel sounds and consonant sounds, including consonant clusters, when heard | segment and blend multisyllabic words that include short and long vowels when heard   | identify and differentiate between short vowels, long vowel sounds, and consonant sounds, including consonant clusters, when heard      | identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in familiar spoken words | identify short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in spoken multi-syllabic words |
| Comprehension   | use non-verbal responses to engage with aural information or text read aloud                                  | use 1- to 2-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud | organize or categorize information presented orally using graphic supports to identify general meaning, key ideas, or important details | recall general meaning, key ideas, and important details about aural information or text read aloud  | paraphrase and seek clarification about aural information or text read aloud using key and expanded details                        |

### ELPS Listening: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in mathematics.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |   |   |   |  |
|---|--|---|---|---|--|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING   | 3 INTERMEDIATE  | 4 HIGH INTERMEDIATE   | 5 ADVANCED   |
|   | With highly scaffolded instruction and linguistic support, the EB student can:   | With highly scaffolded instruction and linguistic support, the EB student can:  | With moderately scaffolded instruction and linguistic support, the EB student can:  | With minimally scaffolded instruction and linguistic support, the EB student can:   | With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Vocabulary  | match pre-taught mathematical vocabulary presented orally with images and concepts such as numbers, mathematical operations, symbols, and shapes | use pictorial models to understand spoken vocabulary for mathematical processes and concepts such as numbers, mathematical operations, symbols, and shapes  | use pre-taught and highly practiced mathematical vocabulary, cognates, or Greek and Latin roots to comprehend mathematical information, processes, and concepts presented orally                        | demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary in responses with increasing accuracy                      | demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary in responses with accuracy   |
| Following Directions  | participate in a simple, mathematical process provided orally by observing and imitating others  | follow a simple step-by-step process provided orally to complete a mathematical investigation or solve a problem with the support of repeated instructions or visual supports such as pictorial models or manipulatives                                       | follow a simple step-by-step process provided orally with visual support and repeated instruction to complete a mathematical investigation or solve a problem   | follow a multi-step process provided orally to complete a mathematical investigation or solve a problem with increasing accuracy  | follow or restate a multi-step process provided orally to complete a mathematical investigation or solve a problem with accuracy   |
| Language Structures/<br>Pragmatics  | respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing to, matching, or choosing objects                | use concrete or pictorial representations to comprehend common language structures such as compare/contrast (less than, greater than, equal to); descriptions; (attributes); sequence (order of operations); and operations (plus and minus) presented orally | respond to questions with or repeat common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations and represent mathematical ideas | participate in and summarize mathematical discussions using familiar language structures heard such as comparative, descriptive, sequential, and operational structures | participate in mathematical discussions using familiar and unfamiliar language structures such as comparative, descriptive, sequential, and operational structures modeled orally in the classroom |

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |  |   |  |   |
|---|---|--|---|--|---|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can:                             | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can: | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:        | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can: |
| Comprehension   | use gestures, concrete objects, visuals, or primary language support to respond to mathematical information or ideas presented orally | represent, model, or label key mathematical information, concepts, or relationships presented orally | recall and represent key mathematical information, ideas, concepts, or relationships presented orally       | retell and ask clarifying questions about mathematical information, ideas, concepts, or relationships presented orally | explain or justify and ask clarifying questions about mathematical ideas or reasoning presented orally    |

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### ELPS Listening: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in science.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |   |  |  |  |
|---|--|---|--|--|--|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING   | 3 INTERMEDIATE   | 4 HIGH INTERMEDIATE  | 5 ADVANCED   |
|   | With highly scaffolded instruction and linguistic support, the EB student can:   | With highly scaffolded instruction and linguistic support, the EB student can:  | With moderately scaffolded instruction and linguistic support, the EB student can:   | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Vocabulary  | match pre-taught scientific vocabulary with images and concepts when prompted orally   | use pictorial models, cognates, or Greek and Latin prefixes, suffixes, and roots to understand spoken scientific vocabulary, including ordinal words  | use explicitly taught vocabulary, including ordinal words, cognates, or Greek and Latin prefixes, suffixes, and roots to comprehend scientific vocabulary heard in the classroom | demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with increasing accuracy                                      | demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with accuracy   |
| Following Directions  | participate in a simple step-by-step process provided orally to complete a scientific procedure or investigation by observing and imitating others | follow a simple step-by-step process provided orally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawings, charts, graphs, or diagrams | follow a simple step-by-step process provided orally with visual support and repeated instructions to complete a scientific procedure or investigation                           | follow a multi-step process provided orally to complete a scientific procedure or investigation with increasing accuracy   | follow or restate a multi-step process provided orally to complete a scientific procedure or investigation with accuracy   |
| Language Structures   | respond to new vocabulary and concepts orally presented during science lessons by gesturing, pointing to, matching, or choosing objects            | use visual supports and manipulatives to comprehend orally presented scientific concepts that signal common language structures such as sequential, compare/contrast, and cause/effect structures                   | use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect structures to participate in scientific discussions | participate in scientific discussions of familiar science content using common language structures heard such as sequential, compare/contrast, and cause/effect structures | participate in scientific discussions of familiar and unfamiliar science content using language structures heard such as sequential, compare/contrast, and cause/effect structures |

### ELPS Listening: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in social studies.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |   |   |  |  |
|---|---|---|---|--|--|
| Language Patterns   | 1 PRE-PRODUCTION  | 2 BEGINNING   | 3 INTERMEDIATE  | 4 HIGH INTERMEDIATE  | 5 ADVANCED   |
|   | With highly scaffolded instruction and linguistic support, the EB student can:  | With highly scaffolded instruction and linguistic support, the EB student can:  | With moderately scaffolded instruction and linguistic support, the EB student can:  | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Vocabulary  | match pre-taught social studies vocabulary with images and concepts when prompted orally  | use pictorial models to understand spoken social studies vocabulary, including directional and chronological words  | use explicitly taught vocabulary, including directional and chronological words and cognates to comprehend social studies vocabulary heard in the classroom   | demonstrate comprehension of familiar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words with increasing accuracy           | demonstrate comprehension of familiar and unfamiliar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words with accuracy               |
| Language Structures   | respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing to, matching, or choosing objects | use visual supports to comprehend orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast | use key words from orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast in classroom discussions | participate in discussions of familiar social studies content using common language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place | participate in discussions of familiar and unfamiliar social studies content using language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place |

### ELPS Speaking: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in each content area.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |  |   |   |  |
|---|--|--|---|---|--|
| Language Patterns   | 1 PRE-PRODUCTION<br>With highly scaffolded instruction and linguistic support, the EB student can: | 2 BEGINNING<br>With highly scaffolded instruction and linguistic support, the EB student can:  | 3 INTERMEDIATE<br>With moderately scaffolded instruction and linguistic support, the EB student can:  | 4 HIGH INTERMEDIATE<br>With minimally scaffolded instruction and linguistic support, the EB student can:  | 5 ADVANCED<br>With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Phonology   | imitates English pronunciation, sounds, and words  | produce some sounds and words with accuracy  | produce some sounds, words, and phrases with accuracy and fluency   | produce more sounds, words, and phrases with accuracy and fluency   | produce sounds, words, and phrases with accuracy and fluency   |
| Vocabulary  | repeat academic vocabulary   | name familiar objects used in everyday routines and activities   | speak using high-frequency and general content-specific words and phrases, including vocabulary terms and cognates  | speak using terms and collocations that can have multiple meanings across general academic content areas  | speak using academic language and collocations with occasional re-phrasing to express intended meaning   |
| Vocabulary  | repeat high-frequency question words   | speak in single word and short phrases of practiced or memorized words for basic communication during formal and informal classroom interactions | speak in phrases using some high-frequency vocabulary, including key words and expressions needed for basic communication during formal and informal classroom interactions | speak in sentences using some high-frequency vocabulary, including key words and expressions needed for communication during formal and informal classroom interactions | share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions             |
| Vocabulary  | repeat or recite modeled content-area words, including cognates                                    | recite high-frequency content area words, including cognates and Greek and Latin prefixes, suffixes, and roots                                   | speak using high-frequency content-area words in simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots                                | speak using content-area vocabulary in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots                                    | speak using content-area vocabulary with increasingly complex sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots |
| Language Structures/<br>Syntax  | use nonverbal responses or gestures to communicate   | speak using isolated words with some visuals or gestures   | speak in short phrases using high-frequency social language structures encountered in classroom interactions  | speak using high-frequency social language structures encountered in classroom interactions   | speak with academic language structures frequently used in content-area discourse  |



| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |  |  |  |  |
|---|---|--|--|--|--|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can:   | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can:      | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:  | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Register  | use nonverbal responses or gestures to communicate  | adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally  | adjust speech structure, form, vocabulary, and register to specific audiences and purposes to increase frequency | adjust speech structure, form, vocabulary, and register to specific audiences and purposes often   | adjust speech structure, form, vocabulary, and register to specific audiences and purposes   |
| Discourse   | communicate ideas, feelings, or opinions through gestures or visuals                                      | communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or highly familiar vocabulary | convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases                | participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences | engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types |
| Discourse   | communicate ideas, feelings, or opinions through gestures or visuals                                      | communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or highly familiar vocabulary | convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases                | participate in conversations and discussions on a variety of topics in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences  | engage in elaborate conversations and discussions on a variety of topics using connecting words to extend ideas, feelings, or opinions in a variety of sentence types  |
| Discourse   | communicate ideas through gestures and a few isolated words   | describe orally ideas and reasoning through isolated words and vocabulary  | express an opinion with evidence using phrases with language support   | express an opinion with evidence using sentences   | speak using complex sentences to evaluate or analyze ideas, reasoning, and arguments   |
| Respond to Information  |   | repeat some key word or details about an academic topic  | answer questions about an academic topic with short response, including some detail                              | retell or describe information about an academic topic with some key words and details in sentences  | describe an academic topic with elaboration using abstract vocabulary and in a variety of sentence types   |
| Respond to Information  | respond with gestures   | respond appropriately to the comments of others using single words   | respond with newly acquired vocabulary   | respond with newly acquired vocabulary in sentences  | respond with newly acquired vocabulary appropriate for grade level using a variety of sentence types   |

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |  |   |   |   |
|---|---|--|---|---|---|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can: | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can: | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can: |
| Respond to Information  | repeat high-frequency question words  | ask a question using high-frequency words or use gestures  | use question words in simple sentences when asking a question about a content-area topic                    | use question words in simple sentences when asking a question about a content-area topic                        | ask simple and complex questions about content- area topics   |

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### ELPS Speaking: English Language Arts

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in English language arts and reading.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from silent period to discourse. |  |  |  |   |   |
|---|--|--|--|---|---|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING  | 3 INTERMEDIATE   | 4 HIGH INTERMEDIATE   | 5 ADVANCED  |
| Register  | With highly scaffolded instruction and linguistic support, the EB student can:<br>use nonverbal responses or gestures to communicate | With highly scaffolded instruction and linguistic support, the EB student can:<br>speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements | With moderately scaffolded instruction and linguistic support, the EB student can:<br>speak in phrases using high-frequency, content-area vocabulary, or figurative language occasionally  | With minimally scaffolded instruction and linguistic support, the EB student can:<br>participate in discussions using sentences and literary or informational elements or figurative language | With little or no scaffolded instruction and linguistic support, the EB student can:<br>engage in longer discussions using sentences with literary or informational elements or figurative language |
| Response to Information   |  | With highly scaffolded instruction and linguistic support, the EB student can:<br>speak using high-frequency vocabulary to describe or respond to a literary or informational text with language support               | With moderately scaffolded instruction and linguistic support, the EB student can:<br>speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text with language support | With minimally scaffolded instruction and linguistic support, the EB student can:<br>speak using modeled language structures to describe or respond to a literary or informational text       | With little or no scaffolded instruction and linguistic support, the EB student can:<br>speak using language structures to narrate, describe, or respond to a literary or informational text        |

### ELPS Speaking: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in mathematics.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |  |   |  |   |
|---|--|--|---|--|---|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING  | 3 INTERMEDIATE  | 4 HIGH INTERMEDIATE  | 5 ADVANCED  |
|   | With highly scaffolded instruction and linguistic support, the EB student can: | With highly scaffolded instruction and linguistic support, the EB student can:                                       | With moderately scaffolded instruction and linguistic support, the EB student can:  | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Register  |  | speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms | speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context | participate in conversations during formal and informal classroom interactions on mathematical concepts using sentences and mathematical terms                                     | engage in longer conversations and discussions during formal and informal classroom interactions using sentences with mathematical terms  |
| Language Structures/<br>Syntax  |  |  | speak using mathematical language to describe a mathematical process sequentially using short phrases   | speak using mathematical language to describe a mathematical process sequentially using sentences  | speak using mathematical language to describe a mathematical process sequentially using a variety of sentence types   |
| Discourse   | communicate mathematical ideas through gestures and a few isolated words       | describe orally mathematical ideas and reasoning through isolated words and mathematical terms with support          | describe and justify orally mathematical ideas and reasoning using high-frequency mathematical terms and phrases                                      | describe and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, and graphs while using sentences often | explain and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, and graphs while using sentences and precise mathematical language |

### ELPS Speaking: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in science.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |   |   |  |   |
|---|---|---|---|--|---|
| Language Patterns   | 1 PRE-PRODUCTION  | 2 BEGINNING   | 3 INTERMEDIATE  | 4 HIGH INTERMEDIATE  | 5 ADVANCED  |
|   | With highly scaffolded instruction and linguistic support, the EB student can:  | With highly scaffolded instruction and linguistic support, the EB student can:  | With moderately scaffolded instruction and linguistic support, the EB student can:  | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Register  |   | speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary | speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context | participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms | engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms |
| Discourse   |   | repeat brief step-by-step lab procedures or directions  | explain a scientific investigation sequentially, including some evidence and reasoning for claims using phrases                                     | explain a scientific investigation sequentially, including some evidence and reasoning for claims using sentences  | explain a scientific investigation sequentially, including detailed evidence and reasoning for claims using a variety of sentence types   |
| Discourse   | communicate, scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words | communicate ideas or opinions based on scientific data using isolated words   | justify or convey a proposed solution or hypothesis, including some ideas or opinions based on scientific data using phrases                        | justify or convey a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions                                      | justify or convey a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions  |

**ELPS Speaking: Social Studies**

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in social studies.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |   |   |  |  |
|---|---|---|---|--|--|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can:        | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can: | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:                                | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Discourse   |   | describe social studies concepts or current or historical events using isolated words with language support | describe social studies concepts or current or historical events using some detail and phrases              | describe social studies concepts or current or historical events using sentences   | engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types   |
| Discourse   |   | communicate ideas or opinions about a decision-making process using isolated words                          | convey a decision-making process, including ideas or opinions using phrases                                 | participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions | engage in longer conversations and discussions during formal and informal interactions using sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process |

**ELPS Reading: General**

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in each content area.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |   |   |  |   |
|---|---|---|---|--|---|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can:   | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can:  | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can:   | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:  | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Vocabulary  | match pre-taught content-area vocabulary with images and concepts found in text   | use pictorial models; cognates or Greek and Latin prefixes, suffixes, affixes, or roots to understand content-area vocabulary found in text   | use explicitly taught content-area vocabulary; cognates, Greek and Latin prefixes, suffixes, or roots to comprehend text  | demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy   | demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary, with accuracy   |
| Print Concepts  | imitates others reading a book from top to bottom and turning pages from left to right  | attempts to read a book top to bottom and turns pages from left to right independently  |   |  |   |
| Purpose for Reading   | imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted | preview the text using pre-reading strategies, asking simple questions, or making predictions about the text with a combination of primary language and English when prompted                   | preview the text using pre-reading strategies, asking simple questions, or making predictions about the text when prompted  | preview the text using pre-reading strategies, asking questions, or making predictions about the text with increasing independence   | preview the text using pre-reading strategies, asking questions, or making predictions about the text independently   |
| Comprehension: Monitor and Adjust   | use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words   | use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information | use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in a content-area text to clarify unfamiliar word meanings or identify some relevant key information | use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information or | use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information |
| Comprehension: Responding to Text   | respond to questions about text with gestures, drawings, yes/no, or one-word answers  | respond to questions about text with short answers or simple sentences  | respond to questions or retell content-area texts using some information from the text  | respond to questions or paraphrase content-area texts using some relevant information from the text  | respond to questions or summarize content-area texts using relevant information from the text   |

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |  |   |   |   |
|---|---|--|---|---|---|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can:           | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:       | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:                                 |
| Fluency   | mimic word-by-word during shared or choral reading familiar grade-level content area text                 | read word-by-word when reading familiar grade-level content area text                                | read in two-word phrases with some three- or four-word groupings. when reading familiar grade-level content area text | reads in three- or four-word phrase groups up to simple sentences when reading familiar grade-level content area text | reads in larger, meaningful phrase groups or sentences when reading familiar grade-level content area text with expressive interpretation |

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### ELPS Reading: English Language Arts

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in English language arts and reading.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from silent period to discourse. |   |  |  |  |   |
|---|---|--|--|--|---|
| Language Patterns   | 1 PRE-PRODUCTION  | 2 BEGINNING  | 3 INTERMEDIATE   | 4 HIGH INTERMEDIATE  | 5 ADVANCED  |
|   | With highly scaffolded instruction and linguistic support, the EB student can:  | With highly scaffolded instruction and linguistic support, the EB student can:   | With moderately scaffolded instruction and linguistic support, the EB student can:   | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Phonology:<br>Vowels  | repeat words and distinguish between short and long vowel sounds during choral or shared reading  | segment and blend multisyllabic words that include short and long vowels when reading words from text  | segment and blend multisyllabic words that include short and long vowels, and the different vowel teams/phonemes such as ai, au, ea, ee, ie, oo, ou when reading words from text | decode multisyllabic words that include short and long vowels, and the different vowel teams/phonemes such as ai, au, ea, ee, ie, oo, ou when reading text     | read multisyllabic words that include short and long vowels, and the different vowel teams/phonemes such as ai, au, ea, ee, ie, oo, ou with accuracy when reading text                            |
| Phonology:<br>Consonant Clusters  | repeat words and distinguish between single consonant and consonant clusters during choral or shared reading                              | segment and blend multisyllabic words that include two-letter consonant clusters or digraphs at the beginning of words such as th, bl, cr when reading words in text | segment and blend multisyllabic words with two letters consonant clusters or digraphs at the beginning or end of words such as th, bl, cr, st, nd when reading words in text     | decode multisyllabic words that include two and three letters consonant clusters or digraphs at the beginning or end of a word such spl, tch when reading text | read multisyllabic words that include two and three letters consonant clusters or digraphs at the beginning or end of a word such spl, tch with accuracy when reading text                        |
| Language Structures:<br>Semantics/<br>Pragmatics  | use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared or familiar text | use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found text  | use context to construct meaning and demonstrate understanding of descriptive language, or words with multiple meanings found in familiar or shared text                         | use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings or figurative language found in text      | use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, figurative language, idiomatic expressions, or colloquialisms found in text |

**ELPS Reading: Mathematics**

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in mathematics.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |   |   |  |   |
|---|--|---|---|--|---|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can:  | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can:  | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can: | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:        | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:                         |
| Language Structures: Semantics/ Pragmatics  | use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read in mathematical problems | use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures read in simple mathematical problems | identify keywords or phrases that correspond to mathematical processes read in mathematical problems        | identify language structures that correspond to mathematical processes and relationships read in mathematical problems | distinguish between language structures that correspond to mathematical processes and relationships read in mathematical problems |
| Comprehension: Monitor and Adjust   | identifying key information to make connections to construct meaning from word problems  | use pictures, manipulatives, or primary language to identify information to solve the problem   | identify relevant information that signals the actions needed to solve the problem                          | distinguish between relevant information and extraneous information to solve the problem with increasing accuracy      | distinguish between relevant information and extraneous information to solve the problem with accuracy                            |

### ELPS Reading: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in science.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |  |  |  |   |
|---|--|--|--|--|---|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING  | 3 INTERMEDIATE   | 4 HIGH INTERMEDIATE  | 5 ADVANCED  |
|   | With highly scaffolded instruction and linguistic support, the EB student can:   | With highly scaffolded instruction and linguistic support, the EB student can:   | With moderately scaffolded instruction and linguistic support, the EB student can:   | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Language Structures: Semantics/ Pragmatics  | use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures, and science safety protocols | use pictures, manipulatives, or primary language to comprehend language structure read in scientific and engineering text that signal sequential, compare/contrast, or cause/effect analysis | identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read | read, identify, or distinguish relevant information from science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis               | read science and engineering text and distinguish relevant information from science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis |
| Comprehension: Monitor and Adjust   | demonstrate the use of inferential skills such as making a connection, to construct meaning from procedural or informational texts read                          | predict or make connections to construct meaning from procedural or informational texts read   | predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read             | predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy | predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with accuracy          |

**ELPS Reading: Social Studies**

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in social studies.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |  |  |   |  |
|---|--|--|--|---|--|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can:  | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can:   | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can:  | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:   | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Language Structures: Semantics/ Pragmatics  | use pictures, manipulatives, or primary language to demonstrate an understanding of social studies language structures and symbols   | use pictures, manipulatives, or primary language to demonstrate an understanding of social studies language structures, symbols, and scaffolded text                       | read social studies text and identify keywords or phrases that signal chronological order, location, and cause/effect  | read, identify, or distinguish relevant information from social studies text that signals chronological order, location, and cause/effect   | read the text and distinguish relevant information from social studies text that signals chronological order, location, and cause/effect   |
| Comprehension: Monitor and Adjust   | demonstrate the use of inferential skills such as making a connection, to construct meaning using text features such as maps, data charts, and images from historical narratives or informational text in shared reading | predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational text in shared read | predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational text read | predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read or informational text read with increasing accuracy | predict, make connections, and draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read, with some accuracy |

### ELPS Writing: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in each content area.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |   |  |  |  |
|---|--|---|--|--|--|
| Language Patterns   | 1 PRE-PRODUCTION<br>With highly scaffolded instruction and linguistic support, the EB student can:                               | 2 BEGINNING<br>With highly scaffolded instruction and linguistic support, the EB student can:   | 3 INTERMEDIATE<br>With moderately scaffolded instruction and linguistic support, the EB student can:   | 4 HIGH INTERMEDIATE<br>With minimally scaffolded instruction and linguistic support, the EB student can:   | 5 ADVANCED<br>With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Encoding  | draw pictures and copy words to connect oral language to print   | copy to write phonetically spelled words  | match sounds to letters or combinations of letters to spell with increasing accuracy<br><br>write phrases that may include invented spelling | encode words while writing and sounding out phonemes or letter clusters  | write unfamiliar words applying syllable patterns  |
| Phonology   | copy or trace information  | connect sound to letters by relying on phonetic patterns  | connect sounds to letters with increasing consistency, including letter clusters, and different syllable patterns                            | spell content-area words with increasing accuracy  | spell content-area words accurately  |
| Vocabulary  | write academic vocabulary from primary language<br><br>illustrate or copy print to show understanding of content-area vocabulary | write using a combination of the student’s primary language and English high-frequency words to show understanding of content-area vocabulary | write phrases by using high-frequency words, cognates, or content area vocabulary  | write sentences using content-area vocabulary, including cognates, with increasing accuracy  | write sentences using content-area vocabulary with accuracy<br><br>write sentences using content-compatible academic terms such as estimate, value, and speculate            |
| Language structures/<br>Syntax  | draw pictures, label, list, and copy words   | write using simple phrases or patterns that may convey ideas or information   | write phrases that convey ideas or information   | write sentences using transition words that convey ideas or information with increasing accuracy<br><br>write questions using the words who, what, when, where, why, or how with increasing accuracy | write sentences using transition words that convey ideas or information with accuracy<br><br>write questions using the words who, what, when, where, why, and how accurately |

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |   |  |   |  |  |
|---|---|--|---|--|--|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can:                     | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can:           | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:          | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Grammar   | copy words following capitalization and punctuation conventions   | write words that use uppercase and lowercase letters, including personal information such as first and last name         | write phrases using standard conventions  | write sentences using standard conventions with increasing accuracy  | write a variety of sentence types using standard convention with increasing accuracy   |
| Discourse   | write in primary language or copy English print to show understanding of academic content                 | write using a combination of primary language, illustrations, and English text to narrate, describe, explain, or justify | write using frequently modeled content-area language to narrate, describe, explain, or justify understanding of ideas | write using language common to content-area language to narrate, describe, explain, or justify                           | write using precise content-area language to narrate, describe, explain, or justify  |
| Discourse   | write in primary language or copy English print to show descriptive language                              | write descriptive words to add details and evidence to written texts or pictures   | write an idea with specific and relevant details and evidence using descriptive phrases                               | write to explain an idea with specific and relevant details and evidence using simple sentences with increasing accuracy | write to explain an idea with specific and relevant details and evidence using a variety of sentence types<br><br>write using descriptive, literal, or figurative language to compose text |

**ELPS Writing: English Language Arts**

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in English language arts and reading.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from silent period to discourse. |   |  |   |   |  |
|---|---|--|---|---|--|
| <b>Language Patterns</b>  | <b>1 PRE-PRODUCTION</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>2 BEGINNING</b><br>With highly scaffolded instruction and linguistic support, the EB student can: | <b>3 INTERMEDIATE</b><br>With moderately scaffolded instruction and linguistic support, the EB student can: | <b>4 HIGH INTERMEDIATE</b><br>With minimally scaffolded instruction and linguistic support, the EB student can:                       | <b>5 ADVANCED</b><br>With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Phonology   | copy letters that represent the initial sound of words  | write letters that represent the initial sound of words  | encode words while writing phrases and sounding out the phonemes  | write pattern phrases and short sentences while sounding out the words (it may be some words written phonologically)                  | write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy                            |
| Spelling  | copy sight words and consonant vowel consonant (CVC) words  | identify and spell sight words and consonant vowel consonant (CVC) words                             | identify and spell words following a pattern such as diagraphs or consonant clusters                        | spell words that follow specific rules such as double vowel teams ee and oo, ending in e, and compound words with increasing accuracy | spell multisyllabic words following patterns and rules with increasing accuracy  |
| Language Structures/<br>Syntax  | copy sentences with appropriate structure   | write words in a phrase  | write simple phrases using high-frequency words   | write text using simple sentences and transition words to combine phrases and sentences with increasing accuracy                      | write text using a variety of sentence lengths and types of transition words to combine phrases, clauses, and sentences with increasing accuracy |
| Grammar   | label or draw nouns, adjectives, or verbs   | write nouns and adjectives   | write phrases with familiar parts of speech   | write simple sentences using common parts of speech with increasing accuracy  | write sentences using a variety of parts of speech with increasing accuracy  |
| Grammar   |   | write simple present tense verbs   | write simple phrases using present tense or present progressive tense verbs with subject-verb agreement     | write sentences using past, present, perfect, or progressive tense verbs with subject-verb agreement with increasing accuracy         | write sentences using past, present, perfect, progressive, or future tense verbs with subject-verb agreement with accuracy                       |

### ELPS Writing: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in mathematics.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |   |   |   |   |
|---|--|---|---|---|---|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING   | 3 INTERMEDIATE  | 4 HIGH INTERMEDIATE   | 5 ADVANCED  |
|   | With highly scaffolded instruction and linguistic support, the EB student can: | With highly scaffolded instruction and linguistic support, the EB student can:  | With moderately scaffolded instruction and linguistic support, the EB student can:  | With minimally scaffolded instruction and linguistic support, the EB student can:   | With little or no scaffolded instruction and linguistic support, the EB student can:  |
| Vocabulary  | identify common mathematical symbols such as (=), (+), (-), and (.)            | copy common mathematical words and symbols such as equal, (=), plus, (+), minus, (-), greater than, (>), (&), (.), and (.) in modeled word problems | write common mathematical phrases and symbols such as equal to, divided by, (=), greater than, (>), (&), (.), and (.) in dictated word problems | write common mathematical phrases and symbols such as equal to, divided by, (=), greater than, (>), (&), (.), and (.) in student generated word problems with increasing accuracy<br><br>write common science and engineering abbreviations such as unit of measurement and formulas with increasing accuracy | Write common mathematical phrases and symbols such as equal to, divided by, (=), greater than, (>), (&), (.), and (.) in student generated word problems with accuracy<br><br>write common science and engineering abbreviations such as unit of measurement and formulas with accuracy |
| Discourse   | illustrate or copy text to show understanding of mathematics content           | copy simple word problems using frequently modeled mathematical language  | write simple word problems and explain mathematical thinking using high frequency mathematical language   | write simple word problems and explain or justify mathematical thinking using high frequency mathematical language with relevant details  | write word problems and explain or justify mathematical thinking using precise mathematical language with relevant and accurate details   |



### ELPS Writing: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in science.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |  |  |   |  |
|---|--|--|--|---|--|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING  | 3 INTERMEDIATE   | 4 HIGH INTERMEDIATE   | 5 ADVANCED   |
|   | With highly scaffolded instruction and linguistic support, the EB student can:   | With highly scaffolded instruction and linguistic support, the EB student can:   | With moderately scaffolded instruction and linguistic support, the EB student can:   | With minimally scaffolded instruction and linguistic support, the EB student can:   | With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Vocabulary  | illustrate or copy frequently used academic terms or cognates                    | copy academic terms that are frequently used such as procedures, lab safety, or cognates such as cycle and ciclo or organism and organismo | write using high frequency science and engineering terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots | write using science and engineering terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy<br><br>write common science and engineering abbreviations such as unit of measurement and formulas with increasing accuracy | write using science and engineering terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy<br><br>write common science and engineering abbreviations such as unit of measurement and formulas with accuracy |
| Discourse   | Illustrate or copy text to show understanding of science and engineering content | Copy information using frequently modeled science and engineering language   | Record and explain information using high frequency scientific and engineering language with evidence  | Record, explain, and justify information using general scientific and engineering language with relevant evidence   | Record, explain, and justify information using precise science and engineering language with relevant and accurate evidence  |

### ELPS Writing: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in social studies.

| <b>Grades 4–12 Proficiency Level Descriptors:</b><br>Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse. |  |   |  |  |  |
|---|--|---|--|--|--|
| Language Patterns   | 1 PRE-PRODUCTION   | 2 BEGINNING   | 3 INTERMEDIATE   | 4 HIGH INTERMEDIATE  | 5 ADVANCED   |
|   | With highly scaffolded instruction and linguistic support, the EB student can: | With highly scaffolded instruction and linguistic support, the EB student can:  | With moderately scaffolded instruction and linguistic support, the EB student can:   | With minimally scaffolded instruction and linguistic support, the EB student can:  | With little or no scaffolded instruction and linguistic support, the EB student can:   |
| Vocabulary  | identify academic terms that are cognates                                      | copy academic terms that are frequently used such as timeline, place, date, or cognates such as community and comunidad or history and historia | write using high frequency social studies terms frequently used or simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots | write using social studies terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy | Write using social studies terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy |
| Discourse   | illustrate or copy text to show understanding of social studies content        | copy high-frequency social studies language   | write phrases to describe and explain information using high frequency social studies language   | write sentences to explain and justify information using high frequency social studies language with relevant details                                      | write sentences to explain and justify information using precise social studies language with relevant and accurate details              |