

CSDE ELL Framework Proficiency Levels	LAS Links Proficiency Level Descriptors (Descriptors excerpted from LAS Links, <i>Interpretation Guide</i> , CTB-McGraw-Hill, p. 27)	Stages of SLA Descriptors (Adapted with permission. From Jo Gusman, <i>Practical Strategies for Accelerating the Literacy Skills and Content Learning of Your English Language Learners</i> , New Horizons in Education, Inc., 2009, p. 16)
Beginning	Level 1 The student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.	Pre-production – The student may not speak, but can understand by pointing to an object, person, or picture, act out what they want to say, gesture, nod, or respond with a simple “yes” or “no.” This stage often involves a “silent period,” home language use to respond to others who have spoken to him/her in English, repeating English words and phrases one has heard as one’s complete response, and “I don’t know.”
	Level 2 The student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse feature of English are emerging.	Early Production – The student can speak in 1 or 2 word phrases and show his/her comprehension of new things by giving short answers to simple yes/no, either/or, or who/what/when/where questions.
Intermediate	Level 3 The student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are also often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Speech Emergence – The student can use short phrases and simple sentences to communicate. He/she can ask simple questions and answer simple questions. The student can generate longer sentences, but often with grammatical errors.
	Level 4 The student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Intermediate Fluency Proficiency – The student begins to generate complex statements, state opinions, ask for clarification, and share his/her thoughts.
Advanced	Level 5 The student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Advanced Fluency Proficiency – The student can fully participate in grade-level classrooms assignments and activities if given extra support via small group instruction and ESL content area materials, i.e. some adaptations and sheltered instructional strategies. The student is approaching or demonstrates native-like fluency.