

CA ELD Standards, ELPAC Performance Descriptors

(And CELDT Comparison Levels)

CA ELD Standards Proficiency Levels				
Emerging	Expanding		Expanding/Bridging	Bridging
ELPAC Performance Level Descriptors				
Level 1 – Minimally Developed	Level 2 – Somewhat Developed		Level 3 – Moderately Developed	Level 4 – Well Developed
CELDT				
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

Level	ELPAC Performance Level Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic

	support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.
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CA ELD Standards

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
<p>Native Language</p> <p>English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p>English learners enter the Emerging level having limited receptive and productive English skills.</p> <p>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p>	<p>Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p>	<p>Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</p>	<p>Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p>Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>
<p>High-Level Thinking with Linguistic Support</p> <p>English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support, depending on the linguistic and cognitive demand of the task.</p>	General Extent of Support						
	<p>Substantial</p> <p>Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</p>	<p>Moderate</p> <p>Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</p>		<p>Light</p> <p>Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.</p>		<p>Occasional</p> <p>Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.</p>	