

English Proficiency Levels - Descriptions

| Language Domains ⇨ Levels ⇩ | LISTENING | SPEAKING | READING | WRITING |
|--------------------------------------|---|--|---|--|
| LEVEL 1 Pre-Functional | <ul style="list-style-type: none"> ✓ Has zero to very limited ability in understanding spoken English ✓ Relies on non-verbal cues such as gestures and facial expressions, and requires frequent repetition/rephrasing to understand spoken language ✓ May understand some isolated words, some social conventions, and simple directions, commands and questions | <ul style="list-style-type: none"> ✓ Has zero to very limited ability in speaking English ✓ May say or repeat common phrases, words and formulaic language ✓ May be able to provide some basic information in response to requests and questions ✓ Can ask one or two-word questions without regard to structure and intonation | <ul style="list-style-type: none"> ✓ Has zero to very limited ability in reading English ✓ May demonstrate some basic concepts of print(front-to-back, top-to-bottom, left-to-right) ✓ May distinguish letters from other symbolic representations ✓ May follow one-step directions depicted graphically | <ul style="list-style-type: none"> ✓ Has zero to very limited ability in writing English ✓ Can participate in writing activities by drawing pictures ✓ May be able to copy letters or form them from memory ✓ May be able to copy some words ✓ May attempt to apply some writing conventions, but often does so inappropriately |
| LEVEL 2 Beginning | <ul style="list-style-type: none"> ✓ Understands simple, short statements and questions on a well-known topic within a familiar context ✓ Can follow simple multi-step directions ✓ Can identify the main idea and some details of short conversations or simple orally-delivered text on a familiar topic ✓ May still need repetition and rephrasing | <ul style="list-style-type: none"> ✓ Predominantly uses formulaic patterns and memorized phrases ✓ Uses Language that is often marked by the lack of tense, number and agreement ✓ Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary ✓ Responds to questions usually with one or two-word answers | <ul style="list-style-type: none"> ✓ Begins to identify the names of both upper and lower case letters of the alphabet ✓ Can identify where words begin and end ✓ Can follow multi-step directions depicted graphically ✓ During read aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures | <ul style="list-style-type: none"> ✓ Produces writing that is marked by the lack of tense, number and agreement ✓ Makes frequent errors in mechanics such as punctuation and capitalization ✓ Writes most effectively when supported by a visual, a shared experience, or scaffolding ✓ Can begin to revise or edit own writing with teacher support |
| LEVEL 3 Intermediate | <ul style="list-style-type: none"> ✓ Shows understanding simple questions and statements on familiar topics ✓ Often requires restatements in graphic terms or at a lower rate ✓ Can follow many simple directions ✓ Shows appropriate responses when read or told a story (example-laugh at humor) ✓ Has Difficulty comprehending academic-related | <ul style="list-style-type: none"> ✓ Can communicate ideas and feelings in English, but with some difficulty ✓ Speaks coherently, but with hesitations and with grammatical and syntactic errors ✓ Can retell a simple story, but detail may be lacking ✓ Can respond appropriately to many questions, but with errors in grammar and vocabulary | <ul style="list-style-type: none"> ✓ Reads simple printed material within a familiar context ✓ Understands short discourse on familiar topics ✓ Has a small repertoire of high frequency words ✓ Partially uses details to extract meaning ✓ Partially perceives the feeling and tone in a poem or story ✓ Has some weaknesses in predicting from details | <ul style="list-style-type: none"> ✓ Composes short paragraphs that are mostly intelligible ✓ Begins to edit for sentence-level structure, spelling and mechanics and revises for content, organization and vocabulary, usually with the support of the teacher ✓ Writes with less dependency on visual supports, shared experiences and scaffolding |
| LEVEL 4 Advanced | <ul style="list-style-type: none"> ✓ Understands conversations in most school/social settings ✓ Understands main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics ✓ May ask for clarification on oral information related to academic content ✓ Understands multiple meanings of words and can use context clues to understand messages | <ul style="list-style-type: none"> ✓ Speaks in coherent, fluent sentences, but with occasional errors in vocabulary and syntax ✓ Has little difficulty communicating personal ideas and feeling in English ✓ Can respond appropriately to many questions in classroom settings, but make some errors in more complex grammatical structures ✓ Can often use language to connect, tell and expand on a topic; and can begin to use it to reason | <ul style="list-style-type: none"> ✓ Can read familiar text with little teacher or visual support; still needs those supports when reading to comprehend unfamiliar text ✓ Has oral fluency and uses self-monitoring and self correction strategies when necessary ✓ Can identify main idea of many reading passages ✓ Able to identify most specific facts within a text ✓ May have some difficulty using details to make predictions | <ul style="list-style-type: none"> ✓ Writes simple social correspondence with some errors in spelling and punctuation ✓ May have some difficulty in producing complex sentences ✓ Produces writing that generally addresses given topic ✓ Produces writing that is generally intelligible but lacking grade-level quality ✓ Produces writing that generally expresses complete thoughts |
| LEVEL 5 Proficient | <ul style="list-style-type: none"> ✓ Shows understanding of academic topical conversations without difficulty ✓ Can follow complex and multilevel directions without difficulty ✓ Shows understanding of oral information provided via electronic media | <ul style="list-style-type: none"> ✓ Speaks English fluently in social and grade-level academic settings ✓ Produces speech that includes a variety of adverbs and transitional signals ✓ Participates in classroom discussions without difficulty ✓ Demonstrates control of age-appropriate syntax and vocabulary when speaking ✓ Can use language effectively to connect, tell expand and reason | <ul style="list-style-type: none"> ✓ Reads and understands factual information in non-technical prose as well as discussion on concrete topics related to special events ✓ Comprehends standard newspaper items addressed to the general reader, correspondence reports and technical materials ✓ Shows understanding of the main idea ✓ Understands figurative language in a poem | <ul style="list-style-type: none"> ✓ Writes short papers and clearly expresses statements of position, points of view and arguments ✓ Shows good control of sentence structure, spelling and vocabulary ✓ Produces writing with wide range of vocabulary ✓ Edits for sentence-level structure, spelling and mechanics and revise for content, organization and vocabulary |