

## **Brief Explanation of Composite Proficiency Levels for Grades K-2**

**Level 1 – Pre-functional** indicates that the student who is limited English proficient:

- may understand some isolated spoken words, commands, and questions, but often requires non-verbal cues and frequent repetition
- may speak or repeat common phrases and words and can ask one- to two-word questions
- demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions depicted graphically
- achieves written communication only through drawing pictures; may be able to copy letters or words successfully; or may form letters from memory but is unable to transmit meaning

**Level 2 – Beginning** indicates that the student who is limited English proficient:

- understands short, simple oral statements on familiar topics; follows simple multi-step directions; requires frequent repetition and rephrasing
- predominantly uses formulaic speech patterns and memorized phrases; responds to questions with one- to two-word answers
- begins to identify the names of letters; begins to recognize the different functions of words; can follow multi-step directions depicted graphically
- achieves written communication through drawing pictures or dictating words; can revise or edit with teacher support; commits frequent mechanical errors

**Level 3 – Intermediate** indicates that the student who is limited English proficient:

- understands sentence-length statements and questions; understands main idea and some details from conversations and simple oral texts; is beginning to develop key vocabulary, interpret meaning, and understand some idioms
- restructures learned language into original speech; has limited vocabulary and marked errors in speech; can use language to retell, describe, narrate, question, and instruct, but not fluently
- comprehends single words and simple text, as well as simple sentence structure and simple compounding; recognizes the different functions of words, and that words have multiple meanings
- participates in writing activities with teacher support; writes simple and compound sentences; is beginning to write with phrases; uses transition words; can edit, usually with teacher support; most writing is descriptive, expository, procedural, or narrative

**Level 4 – Advanced** indicates that the student who is limited English proficient:

- understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms; is developing a wide range of vocabulary
- restructures language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations; is fluent but may hesitate or make errors in spontaneous communicative situations
- reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements; is beginning to read across text types and apply knowledge to other activities
- participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent, unified, and sequenced sentences; uses connective devices and a range of grammatical structures, with some errors; possesses a strong social vocabulary and a functional academic vocabulary; writes and edits all text types

**Level 5 – Full English Proficiency** indicates that the student who is limited English proficient:

- understands most grade-level speech, both social and academic; understands main ideas and relevant details at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary including idiomatic language
- responds orally in a coherent, unified, and sequenced manner; uses a variety of connective devices; understands and uses a range of simple and complex grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level
- participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary; understands multiple word meanings
- participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary