

## **TESOL 2011**

### **Inclusion of Five Levels of Language Proficiency**

The use of five levels reflects the complexity of language development and allows the tracking of student progress across grade levels within the same scale. The five levels of language proficiency reflect characteristics of language performance at each developmental stage. The language proficiency levels are intended to highlight and provide a model of the process of language acquisition that can be adapted by individual districts and states.

#### **Level 1-Starting**

At L1, students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and they begin to use English spontaneously.

At the earliest stage, these learners construct meaning from text primarily through illustrations, graphs, maps, and tables.

#### **Level 2-Emerging**

At L2, students can understand phrases and short sentences. They can communicate limited information in simple everyday and routine situations by using memorized phrases, groups of words, and formulae. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication.

#### **Level 3-Developing**

At L3, students understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading may vary considerably. Students are most successful constructing meaning from texts for which they have background knowledge upon which to build.

#### **Level 4-Expanding**

At L4, students' language skills are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract or has multiple meanings. They can read independently but may have occasional comprehension problems, especially when processing grade-level information.

#### **Level 5-Bridging**

At L5, students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance.

Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.