

Proficiency Level Descriptions

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K Listening and Speaking	A	B	1					
Grade 1	A	B	1	2				
Grades 2-3	A	B	1	2	3			
Grades 4-6	A	B	1	2	3	4		
Grades 7-9	A	B	1	2	3	4	5	
Grades 10-12	A	B	1	2	3	4	5	6

Beginner

Intermediate

Advanced

Proficiency Level	Strand	Descriptions At each level, a student is learning to ...
A Emerging Literacy	Listening Speaking Reading Writing	understand a few words with repetition, visuals, and actions for support. Relies on home language(s). repeat one or two words. Uses home language(s) and shows needs using actions. May go through a silent period. read letters, understand pictures in books related to familiar words and develop book-handling skills. copy letters and numbers. May use home language(s) and digital tools.
B Emerging Literacy	Listening Speaking Reading Writing	understand classroom routines with pictures and actions for support. May rely on home language(s). use a few memorized words and phrases to communicate needs. May use home language(s) translation. read letter by letter and understand that letters relate to sounds. copy familiar words and use memorized letters and numbers with support. May use home language(s) and digital tools.
1	Listening Speaking Reading Writing	understand familiar routines, social situations, and instructions with support. use familiar social and classroom words and phrases to share needs and ask questions with support. read word by word by sounding out familiar sight words and understand a few common words with visual support. copy familiar words and phrases and use in patterned sentences. May use a personal bilingual dictionary.
2	Listening Speaking Reading Writing	understand information in familiar social and subject-area situations. May use translation tools. use familiar words to ask and respond to questions and speak with classmates. May use translation tools. read and understand familiar words and simple sentences with support from visuals and home language(s). use familiar words and basic simple sentences with support from sentence frames.
3	Listening Speaking Reading Writing	understand more details in familiar social and subject-area situations with support. use familiar words to ask and answer questions and speak on familiar subject-area topics. understand familiar words and sentences using visual supports. Uses information to predict events or next steps. use simple and familiar compound sentences in a paragraph on new topics with support from paragraph frames.
4	Listening Speaking Reading Writing	understand more details in new social and familiar subject-area situations with support. use familiar words and some new words to express ideas and ask questions about familiar subject-area topics. understand main ideas and supporting details on familiar subject-area topics with support. use compound sentences in sequenced paragraphs on familiar topics. Creates texts with support from graphic organizers.
5	Listening Speaking Reading Writing	understand more details in new social and subject-area situations. use more new words in detailed sentences to express ideas about new subject-area topics. read familiar information with expression and understand new subject-area topics with support. use complex sentences and familiar descriptive words to create texts with support from references.
6	Listening Speaking Reading Writing	understand a range of new subject-area information. use many specific words in different social and subject-area situations. read a range of new information with expression and understand new subject-area topics and themes. use new descriptive words and compound-complex sentences to create texts on many subject-area topics.

Note:

- In Pre-K-K, benchmark assessment is focused on the listening and speaking strands only.
- Students may work at different levels in their listening, speaking, reading, and writing.
- The time it will take to develop English is different for each student. Cultural adaptation, literacy in home language(s) and previous schooling experiences can all impact the rate of a student's English language development.
- Parents are encouraged to continue with developing the student's home language(s) as language skills are transferable. Strong language skills in any language(s) will help the student build English more quickly.