

ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY INDICATOR

	1	2	3	1	2	3	1	2	3	1	2	3
	BEGINNING			EARLY INTERMEDIATE			INTERMEDIATE			EARLY ADVANCED		
ORGANIZATION OF IDEAS	<ul style="list-style-type: none"> Central idea may be emerging/evident through illustration, isolated words and labels or phrases Short responses within structured contexts Thought pattern can be difficult to follow, ideas lack logical sequence Given a model and/or a familiar topic, may be able to write a series of simple sentences 			<ul style="list-style-type: none"> Communicates central idea without development Limited in appropriate details- insufficient or irrelevant information May have trouble with sequencing Ideas may be repetitive May use paragraphing 			<ul style="list-style-type: none"> Central idea carried throughout text Uses details for support or illustration (reasons, contrasts), but lacks sufficient elaboration Text structure follows a sequence Ideas organized into logical paragraphs 			<ul style="list-style-type: none"> Elaborates on central idea, incident, or problem Evidence of purposeful organization that is relevant to task 		
WORD/ LANGUAGE CHOICE	<ul style="list-style-type: none"> Repetitive and limited basic vocabulary Vocabulary errors and usage obscure meaning Beginning use of signal words and conjunctions (e.g., first, last, and) 			<ul style="list-style-type: none"> Some repetition and range of vocabulary Occasional vocabulary errors and meaning is sometimes obscured Uses simple signal words including conjunctions in sentences and phrases (e.g., before, when, or, because) 			<ul style="list-style-type: none"> Variation and range of vocabulary sufficient to express ideas Occasional vocabulary errors but meaning not obscured Uses signal words including conjunctions to show time, cause/effect and compare/contrast (e.g., until, leads to, also, however) 			<ul style="list-style-type: none"> Word choice that is appropriate to audience and purpose Strong evidence of academic/descriptive vocabulary Uses signal words including conjunctions to show time, cause/effect and compare/contrast (e.g., whenever, as a result, similarly, although) 		
SENTENCE FLUENCY	<ul style="list-style-type: none"> Uses short phrases and fragments Highly restricted short, simple sentences Repetitive sentence structure May have unrelated sentences 			<ul style="list-style-type: none"> Usually uses complete, simple sentence structure Uses one to two basic structural patterns (e.g., simple pattern using present/past tense, subject-verb agreement is evident) May have repetitive sentences 			<ul style="list-style-type: none"> Usually uses complete sentences Varied sentence structure (e.g., present, past, future) Attempts complex and compound structures (e.g., 2 independent. And at least 1 dependent clause) 			<ul style="list-style-type: none"> Uses complete sentences Purposefully employs a variety of structural patterns Experiments with complex structures (e.g., past perfect, conditional) 		
GRAMMAR/ SYNTAX	<ul style="list-style-type: none"> Frequent grammatical errors and basic word order problems Uses present tense verb forms; limited use of past tense Errors often obscure meaning 			<ul style="list-style-type: none"> Some grammatical errors May use grammatical structures from native language Limited use of past and future tense Errors may obscure meaning 			<ul style="list-style-type: none"> Uses appropriate grammar, but errors still evident Uses complex irregular verb forms, a variety of tenses and simple idioms Serious errors may obscure meaning 			<ul style="list-style-type: none"> Only sophisticated grammatical and syntactic errors are evident Uses correct verb tenses. Minor errors do not interfere with communication 		
CONVENTIONS	<ul style="list-style-type: none"> Inconsistent use of punctuation May use invented spelling, which may include primary language letter names and phonics 			<ul style="list-style-type: none"> Limited/emerging use of conventions such as capitals and ending punctuation Correctly spells most high frequency words Occasional spelling errors that may distract from meaning 			<ul style="list-style-type: none"> Experimenting with a range of punctuation Correctly spells commonly used words using English phonics patterns 			<ul style="list-style-type: none"> Use of punctuation and capitalization approaches grade-level Most words spelled correctly 		

Sources: California English Language Development Standards; CELDT Skill Area Proficiency Level Descriptors; ELD Matrix: Scope and Sequence of Levels of English Language Proficiency, Dutro, Herrick and Prestridge; Identifying and Developing Language Proficiency, Walter; 6+1 Traits of Writing: Grades 3 and Up, Culham; Nitty-Gritty Grammar, Fine and Josephson; Canadian Language Benchmarks, CIC Dept.; Mass. Eng. Lang. Proficiency Descriptors '03.