

Continuum of Second Language Abilities

ELD LEVEL	Listening/Speaking	Reading/Writing
Advanced 5	<ul style="list-style-type: none"> • Participates confidently in verbal exchanges with teachers and peers about both academic and personal topics. • Uses and understands idioms and slang without repetition. • Understands and participates in academic presentations, drama, and forensics, at parity with native English speaking peers. 	<ul style="list-style-type: none"> • Comprehends factual and figurative language presented in core texts and materials. • Reads independently and expresses ideas clearly and confidently in writing for various purpose at a level comparable to native speakers.
Early Advanced 4	<ul style="list-style-type: none"> • Participates with fluency in social and academic conversations. • Uses complex structures such as idiomatic expressions, passive voice, adjectival and adverbial clauses. • Errors may occur as students attempt to use more complex language. • Understands and describes academic content learned in specially-designed lessons. • Sometimes needs clarification to develop meaning. • Uses a wide variety of grammatical structures to describe concrete and abstract concepts. 	<ul style="list-style-type: none"> • Comprehends core text or other complex materials with clarification of ideas or vocabulary. • Writes with increasing length and complexity for various purposes, both personal and academic. • Uses expressive language and figures of speech with a richer, more precise vocabulary. • Errors continue to occur as students take more risks in writing. • Reads age appropriate books with understanding of main ideas; needs specially-designed academic lessons to make inferences, draw conclusions, understand idioms and figurative language. • Reads simpler text independently. • Writing is clear and understandable and may begin to incorporate descriptive language.
Intermediate 3	<ul style="list-style-type: none"> • Understands academic content presented in context-rich specially-designed lessons. • Formulates and expresses ideas using a well-developed vocabulary, varied verb tenses and sentence structures. 	<ul style="list-style-type: none"> • Reads authentic materials, articles, reference books, poetry, if presented in the context of a specially-designed lesson. • Begins to write with clarity and ease and may incorporate abstract ideas based on concrete experience. • Mechanics and spelling are still developing.
Early Intermediate 2	<ul style="list-style-type: none"> • Understands and engages in a discussion of lesson content and ideas. • Errors in word choice and grammar are common as students move from simple to complex sentence structures. 	<ul style="list-style-type: none"> • Reads short, simplified paragraphs on familiar themes containing previously learned vocabulary and sentence structures. • Writes a series of related simple sentences based on personal experiences and thematic content areas. • Errors are very common as students apply their knowledge of print from L1 to the L2.
Beginning 1	<ul style="list-style-type: none"> • Understands and makes statements related to thematic lesson content using previously learned words, phrases and simple sentences. • Relies on context and visual cues to understand and use new vocabulary. • Expresses basic needs with words or short fixed phrases drawn from learned materials. • Demonstrates understanding of common expressions related to personal information and thematic content. • Communicates understanding non-verbally by pointing, gesturing, pantomiming, nodding and/or drawing. 	<ul style="list-style-type: none"> • Reads and writes simple words, phrases, sentences given a model, pattern or example. • Reads and writes words and phrases that have been taught in context given a structured model. • Reads and copies for own purpose written words related to lesson and/or environmental print.