### ELPS Proficiency Level Descriptors (PLDs) Accommodations

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<th>Writing</th>
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</table>
| **Beginning** (A) | • little except recently practiced terms, environmental print, high frequency words, concrete words represented by pictures  
• slowly, word by word  
• with very limited sense of English structure  
• with comprehension of practiced, familiar text  
• with need for visuals and prior knowledge  
• modified and adapted text | • Organize reading in chunks  
• Practice high frequency, concrete terms  
• Use visual and linguistic supports  
• Explain classroom environmental print  
• Use adapted text | • with little ability to use English  
• without focus and coherence, conventions, organization, voice  
• labels, lists, and copies of printed text and high-frequency words/phrases, short and simple, practiced sentences primarily in present tense with frequent errors that hinder of prevent understanding | • Allow drawing and use of native language to express concepts  
• Allow student to use high frequency recently memorized, and short, simple sentences |
| **Intermediate** (B) | • wider range of topics: and everyday academic language  
• slowly and rereads  
• basic language structures  
• simple sentences with visual cues, pretaught vocabulary and interaction  
• grade-level texts with difficulty  
• at high level with linguistic accommodation | • Allow wide range of reading  
• Allow grade-level comprehension and analysis of tasks including drawing and use of native language and peer collaboration  
• Provide high level of visual and linguistic supports with adapted text and pretaught vocabulary | • with limited ability to use English in content area writing  
• best on topics that are highly familiar with simple English  
• with simple oral tone in messages, high-frequency vocabulary, loosely connected text, repetition of ideas, mostly in the present tense, undetailed descriptions, and frequent errors | • Allow drawing and use of native language to express academic concepts  
• Allow writing on familiar, concrete topics  
• Avoid assessment of language errors in content area writing  
• Provide simple sentence stems and scaffolded writing assignments |
| **Advanced** (C) | • abstract grade appropriate text  
• longer phrases and familiar sentences appropriately  
• while developing the ability to construct meaning from text  
• at high comprehension level with linguistic support for unfamiliar topics and to clarify meaning | • Allow abstract grade-level reading comprehension and analysis with peer support  
• Provide visual and linguistic supports including adapted text for unfamiliar topics | • grade appropriate ideas with second language support  
• with extra need for second language support when topics are technical and abstract  
• with a grasp of basic English usage and some understanding of complex usage with emerging grade appropriate vocabulary and a more academic tone | • Provide grade-level appropriate writing tasks  
• Allow abstract and technical writing with linguistic support including teacher modeling and student interaction  
• Provide complex sentence stems for scaffolded writing assignments |
| **Advanced High** (D) | • nearly comparable to native speakers  
• grade appropriate familiar text appropriately  
• while constructing meaning at near native ability level  
• with high level comprehension with minimal linguistic support | • Allow abstract grade-level reading  
• Provide minimal visual and linguistic supports comprehension  
• Allow grade level and analysis tasks with peer collaboration | • grade appropriate content area ideas with little need for linguistic support  
• develop and demonstrate grade appropriate writing  
• nearly comparable to native speakers with clarity and precision, with occasional difficulties with naturalness of language | • Provide complex grade-level appropriate writing tasks  
• Allow abstract and technical writing with minimal linguistic support  
• Use genre analysis to identify and use features of advanced English writing |

Adapted from John Seidlitiz, "Help with The ELPS" training documents 1/28/2009

Handout 7
# ELPS Proficiency Level Descriptors (PLDs) Accommodations

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<th>Level</th>
<th>Listening</th>
<th>Accommodations</th>
<th>Speaking</th>
<th>Accommodations</th>
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</table>
| **Beginning (A)** | • few simple conversations with linguistic support  
• modified conversation  
• few words, does not seek clarification, watches others for cues | • Allow use of same language peer and native language support  
• Expect student to struggle to understand simple conversations  
• Use gestures and movement and other linguistic support to communicate language and expectations | • using single words and short phrases with practiced material; tends to give up on attempts  
• using limited bank of key vocabulary  
• with recently practiced familiar material  
• with frequent errors that hinder communication  
• with pronunciation that inhibits communication | • Provide short sentence stems and single words for practice before conversations  
• Allow some nonparticipation in simple conversations  
• Provide word bank of key vocabulary  
• Model pronunciation of social and academic language |
| **Intermediate (B)** | • unfamiliar language with linguistic supports and adaptations  
• unmodified conversation with key words and phrases  
• with requests for clarification by asking speaker to repeat, slow down, or rephrase speech | • Provide visuals, slower speech, verbal cues, simplified language  
• Pre-teach vocabulary before discussions and lectures  
• Teach phrases for student to request speakers repeat, slow down, or rephrase speech | • with simple messages and hesitation to think about meaning  
• using basic vocabulary  
• with simple sentence structures and present tense  
• with errors that inhibit unfamiliar communication  
• with pronunciation generally understood by those familiar with English language learners | • Allow extra processing time  
• Provide sentence stems with simple sentence structures and tenses  
• Model and provide practice in pronunciation of academic terms |
| **Advanced (C)** | • with some processing time, visuals, verbal cues, and gestures; for unfamiliar conversations  
• most unmodified interaction  
• with occasional requests for the speaker to slow down, repeat, rephrase, and clarify meaning | • Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations  
• Provide opportunities for student to request clarification, repetition and rephrasing | • in conversations with some pauses to restate, repeat, and clarify  
• using content-based and abstract terms on familiar topics  
• with past, present, and future using complex sentences and grammar with some errors  
• with pronunciation usually understood by most | • Allow extra time after pauses  
• Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms |
| **Advanced High (D)** | • longer discussions on unfamiliar topics  
• spoken information nearly comparable to native speaker  
• with few requests for speaker to slow down, repeat, or rephrase | • Allow some extra time when academic material is complex and unfamiliar  
• Provide visuals, verbal cues, and gestures when material is complex and unfamiliar | • in extended discussions with few pauses  
• using abstract content-based vocabulary except low frequency terms; using idioms  
• with grammar nearly comparable to native speaker  
• with few errors blocking communication  
• occasional mispronunciation | • Opportunities for extended discussions  
• Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms |

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