

English Language Proficiency Standards for LEP Students

Ohio English Language Proficiency Levels – Overview

Language domains → Levels ▼	Listening	Speaking	Reading	Writing
Level I Prefunctional	<ul style="list-style-type: none"> Has zero to very limited ability in understanding spoken English Relies on nonverbal cues, such as gestures and facial expressions, and requires frequent repetition and/or rephrasing to understand spoken language May understand isolated words, some social conventions and simple directions, commands and questions 	<ul style="list-style-type: none"> Has zero to very limited ability in speaking English May say or repeat common phrases, words and formulaic language May be able to provide basic information in response to requests and questions Asks one- or two-word questions without regard to structure and intonation 	<ul style="list-style-type: none"> Has zero to very limited ability in reading English May demonstrate basic concepts of print (front-to-back, top to-bottom, left-to-right) May distinguish letters from other symbolic representations May follow one-step directions depicted graphically 	<ul style="list-style-type: none"> Has zero to very limited ability in writing English Can participate in writing activities by drawing pictures May be able to copy letters or form them from memory May be able to copy some words May attempt to apply some writing conventions, but often does so inappropriately
Level II Beginning	<ul style="list-style-type: none"> Understands simple, short statements and questions on a well-known topic within a familiar context Can follow simple multistep directions Can identify the main idea and some details of short conversations or simple orally delivered text on a familiar topic May still need repetition and rephrasing 	<ul style="list-style-type: none"> Predominantly uses formulaic patterns and memorized phrases Uses language that is often marked by the lack of tense, number and agreement Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary Responds to questions usually with one- or two-word answers 	<ul style="list-style-type: none"> Begins to identify the names of both upper- and lowercase letters Can identify where words begin and end Can follow multistep directions depicted graphically During read-aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures 	<ul style="list-style-type: none"> Produces writing that is marked by the lack of tense, number and agreement Makes frequent errors in mechanics such as punctuation and capitalization Writes most effectively when supported by a visual, a shared experience or scaffolding Begins to revise or edit own writing with teacher support
Level III Intermediate	<ul style="list-style-type: none"> Shows understanding of simple questions and statements on familiar topics Often requires restatements in graphic terms or at a lower rate Follows simple directions Shows appropriate responses when read or told a story (e.g., laughs at humor) Has difficulty comprehending academic-related content 	<ul style="list-style-type: none"> Can communicate ideas and feelings in English but with difficulty Speaks coherently with hesitations and grammatical and syntactic errors Retells a simple story, but detail may be lacking Responds appropriately to questions, but with errors in grammar and vocabulary 	<ul style="list-style-type: none"> Reads simple printed material within a familiar context Understands short discourse on familiar topics Has a small repertoire of high frequency words Partially uses details to extract meaning Partially perceives the feeling and tone in a poem or story Has weaknesses in predicting from details 	<ul style="list-style-type: none"> Composes short paragraphs that are mostly intelligible Begins to edit for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary, usually with support of the teacher Writes with less dependence on visual supports, shared experiences and scaffolding
Level IV Advanced	<ul style="list-style-type: none"> Understands conversations in most school and/or social settings Understands main ideas and significant details of extended discussions or presentations on familiar and relevant academic topics Asks for clarification on oral information related to academic content Understands multiple meanings of words and uses context clues to understand messages 	<ul style="list-style-type: none"> Speaks in coherent, fluent sentences but with occasional errors in vocabulary and syntax Demonstrates sufficient vocabulary to communicate in nonacademic settings and most academic ones Responds appropriately to many questions in classroom settings, grammatical structures Begins to use language to connect, tell, expand on a topic and reason 	<ul style="list-style-type: none"> Reads familiar text with little teacher or visual support; needs supports to comprehend unfamiliar text Has oral fluency and uses self-monitoring and self-correction strategies when necessary Identifies main ideas of reading passages Identifies most specific facts within a text Has difficulty using details to make predictions 	<ul style="list-style-type: none"> Participates in writing activities with minimal teacher support Writes mostly coherent, unified and appropriately sequenced sentences Produces writing that meets creative demands of most social and academic situations Makes errors in modality, tense, agreement and other areas of grammar Produces writing that generally expresses complete thoughts
Level V Proficient – Trial Mainstream	<ul style="list-style-type: none"> Shows understanding of most grade-level content-area and school and/or social speech Understands main ideas and relevant details of extended discussions and presentations Makes interpretations of spoken communications Understands broad range of spoken vocabulary, including idiomatic expressions Understands oral information provided via electronic media 	<ul style="list-style-type: none"> Speaks English fluently in social and grade-level academic settings Produces speech that includes a variety of grammatical structures Participates in classroom discussions without difficulty Shows flexibility, creativity and spontaneity in speech in various settings Uses language effectively to connect, tell, expand, and to reason 	<ul style="list-style-type: none"> Reads for different purposes across a variety of text types Understands multiple word meanings Shows understanding of the main idea Understands figurative language in a poem Makes connections between written text and personal experiences or tasks Participates in reading activities with little or no teacher support 	<ul style="list-style-type: none"> Participates in writing activities with no teacher support Shows good control of sentence structure, spelling and vocabulary Writes effectively for different audiences and purposes Edits for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary