

Proficiency Level Descriptors		Specificity
1 Beginning	Beginning ELLs have little or no ability to use the English language to build foundational writing skills.	- are unable to use English to explain self-generated writing, including emergent forms of writing - are unable to participate meaningfully in grade-appropriate shared writing activities - cannot express themselves in self-generated, written text beyond the level of high-frequency, concrete words, phrases, or short sentences - may demonstrate little or no awareness of English print conventions
2 Intermediate	Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.	- are able to explain briefly and simply self-generated writing, including emergent forms of writing - can participate meaningfully in grade-appropriate shared writing activities - express themselves meaningfully in self-generated, written text using simple concrete words or sentences - exhibit features of their primary language when writing
3 Advanced	Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.	- are able to explain, in some detail, most self-generated writing, including emergent forms of writing - can participate meaningfully, in most grade-appropriate shared writing activities - have an emerging ability to express themselves in self-generated, connected written text - occasionally exhibit second language acquisition errors when writing
4 Advanced High	Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.	- are able to use English at a level of complexity nearly comparable to that of their peers when explaining self-generated writing - can participate meaningfully in most grade-appropriate shared writing activities - can express themselves in self-generated, connected written text in a manner nearly comparable to their peers

ELP Standards

Application	Instructional Focus
(5) <i>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.</i>	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as (i) using correct verbs, tenses, and pronouns/antecedents (ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired