

## Work Group C Recommendations

TEA distributed a survey to collect feedback on the two proficiency level descriptor (PLD) models proposed by Work Group B. The next group, Work Group C, reviewed the proposed models and survey results and

- recommended expanding the current PLDs from four levels to five levels;
- made suggestions for new labels for each of the five levels (to be finalized by a future work group); and
- identified key concepts for each of the four domains of language (listening, speaking, reading, and writing).

For grade bands, Work Group C recommended maintaining the current organization for the PLDs:

- one set of PLDs for the listening and speaking domains (kindergarten–grade 12) and
- two grade bands for the reading and writing domains (kindergarten–grade 1 and grades 2–12).

The Work Group C recommendations document outlines the five proficiency levels and includes sample PLDs for one concept in each domain. For the reading and writing domains, which are proposed to have two grade bands, the document includes sample PLDSs for each grade band. Click on the item to download the PDF.

[Listening Domain \(Kindergarten–Grade 12\)](#)

[Speaking Domain \(Kindergarten–Grade 12\)](#)

[Reading Domain \(Kindergarten–Grade 1; Grade 2–Grade 12\)](#)

[Writing Domain \(Kindergarten–Grade 1; Grade 2–Grade 12\)](#)

## Listening Domain

**Concepts:** Spoken Vocabulary (sample provided below)  
 Conversations  
 Level of Support Needed  
 Clarification

### Kindergarten–Grade 12

| Concept                  | Entering   | Emerging  | Developing   | Approaching Fluency  | Fluent  |
|--------------------------|--|---|--|--|---|
| <b>Spoken Vocabulary</b> | The student understands <ul style="list-style-type: none"> <li>• short instructions with nonverbal support such as gestures, drawings, or labels</li> <li>• recently practiced and simple, high frequency words</li> </ul> | The student understands <ul style="list-style-type: none"> <li>• familiar words and phrases and routine instructions</li> <li>• high-frequency and routine academic vocabulary</li> </ul> | The student understands <ul style="list-style-type: none"> <li>• simple sentences and simple instructions</li> <li>• routine and some grade-appropriate academic vocabulary</li> </ul> | The student understands <ul style="list-style-type: none"> <li>• longer, more elaborate sentences and instructions</li> <li>• grade-appropriate academic vocabulary</li> </ul> | The student understands <ul style="list-style-type: none"> <li>• complex grammatical structures</li> <li>• extended, multi-step instructions at a level nearly comparable to native English-speaking peers</li> <li>• precise, specialized academic vocabulary</li> </ul> |

## Speaking Domain

**Concepts:** Spoken vocabulary  
 Expression (sample provided below)  
 Level of Support

### Kindergarten–Grade 12

| Concept           | Entering  | Emerging  | Developing   | Advancing   | Fluent   |
|-------------------|---|---|--|---|--|
| <b>Expression</b> | The student <ul style="list-style-type: none"> <li>uses gestures (head nod, pointing, etc.) to communicate</li> </ul> | The student <ul style="list-style-type: none"> <li>is able to participate in short discussions with peers and others</li> </ul> | The student <ul style="list-style-type: none"> <li>is able to participate in extended discussions with details on familiar topics</li> </ul> | The student <ul style="list-style-type: none"> <li>is able to participate in most conversations and have academic discussions on familiar topics</li> </ul> | The student <ul style="list-style-type: none"> <li>is able to participate in extended discussions on a variety of social and grade appropriate topics</li> </ul> |

## Reading Domain

**Concepts:** Vocabulary (sample provided below)  
 Level of Support  
 Interactive  
 Clarification

### Kindergarten–Grade 1

|                   | Entering  | Emerging  | Developing   | Approaching Fluency   | Fluent  |
|-------------------|---|---|--|---|---|
| <b>Vocabulary</b> | The student <ul style="list-style-type: none"> <li>• begins to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)</li> </ul> | The student <ul style="list-style-type: none"> <li>• occasionally recognizes and understands common environmental print in English (e.g., signs, labeled items, names of peers, logos)</li> </ul> | The student <ul style="list-style-type: none"> <li>• regularly recognizes and understands common environmental print in English (e.g., signs, labeled items, names of peers, logos)</li> <li>• begins to recognize some basic English vocabulary and high-frequency words in isolated print</li> </ul> | The student <ul style="list-style-type: none"> <li>• regularly recognizes some basic English vocabulary and high-frequency words in isolated print</li> </ul> | The student <ul style="list-style-type: none"> <li>• with some exceptions, recognizes sight vocabulary and high frequency words to a degree nearly comparable to that of native English-speaking peers</li> </ul> |

### Grade 2–Grade 12

|                   | Entering   | Emerging   | Developing  | Approaching Fluency   | Fluent   |
|-------------------|--|--|---|---|--|
| <b>Vocabulary</b> | The student <ul style="list-style-type: none"> <li>• begins to read and understand the very limited, recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes               <ul style="list-style-type: none"> <li>–environmental print</li> <li>–some very high frequency words</li> <li>–concrete words that can be represented by pictures</li> </ul> </li> </ul> | The student <ul style="list-style-type: none"> <li>• occasionally reads and understands English vocabulary on a variety of familiar topics and with increased depth; vocabulary predominantly includes               <ul style="list-style-type: none"> <li>–simple, high-frequency English used in social and some academic contexts</li> <li>–everyday oral language</li> <li>–literal meanings of common words</li> <li>–routine academic language and terms</li> <li>–commonly used abstract language such as terms used to describe basic feelings</li> </ul> </li> </ul> | The student <ul style="list-style-type: none"> <li>• regularly reads and understands, with second language acquisition support, increasingly grade-appropriate English vocabulary, including               <ul style="list-style-type: none"> <li>–increasingly complex English used in social and some academic contexts</li> <li>–concrete and some abstract vocabulary</li> <li>–an emerging ability to understand words and phrases beyond their literal meaning</li> <li>–some multiple meanings of commonly used words</li> </ul> </li> </ul> | The student <ul style="list-style-type: none"> <li>• regularly reads and understands, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts</li> <li>• reads and understands grade-appropriate concrete and abstract vocabulary, and some less commonly encountered words</li> <li>• demonstrates an ability to understand words and phrases beyond their literal meaning</li> <li>• understands multiple meanings of commonly used words</li> </ul> | The student <ul style="list-style-type: none"> <li>• reads and understands vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used</li> <li>• reads and understands grade appropriate concrete and abstract vocabulary at a level nearly comparable to that of their native English-speaking peers, including less commonly encountered words</li> </ul> |

## Writing Domain

**Concepts:** Vocabulary—social and academic  
 Language structures (sample provided below)  
 Levels of Support  
 Clarification

### Kindergarten–Grade 1

|                            | Entering  | Developing  | Expanding  | Advancing   | Bridging/Fluent   |
|----------------------------|---|---|--|---|---|
| <b>Language Structures</b> | Student may be able to <ul style="list-style-type: none"> <li>generate emergent forms of writing such as letter-like forms, mock words, scribbling and drawing.</li> <li>dictate or utilize recently practiced and/or memorized high frequency words or labels</li> </ul> | Student can <ul style="list-style-type: none"> <li>generate collaboratively simple, highly familiar and concrete text with very high frequency or memorized words</li> <li>demonstrate emerging awareness of English print conventions</li> </ul> | Student can <ul style="list-style-type: none"> <li>generate invented spellings and simple text, as long as the topic is highly familiar and concrete</li> <li>collaboratively use appropriate text organization</li> </ul> | Student can, with second language acquisition support, <ul style="list-style-type: none"> <li>compose grade-appropriate writing such as self-generated text with some detail</li> <li>collaboratively and with increasing independence use appropriate text organization</li> </ul> | Student can, with minimal or no 2nd language acquisition support, <ul style="list-style-type: none"> <li>develop or demonstrate elements of grade-appropriate writing, such as self-generated connected text</li> <li>independently or collaboratively use appropriate text organization</li> </ul> |

### Grade 2–Grade 12

|                            | Entering  | Developing  | Expanding   | Advancing  | Bridging/Fluent  |
|----------------------------|---|---|---|--|--|
| <b>Language Structures</b> | Student can utilize <ul style="list-style-type: none"> <li>high-frequency words, drawings, labels, copying, lists, recently practiced structures to express themselves</li> <li>primarily present tense;</li> </ul> | Student is able to <ul style="list-style-type: none"> <li>express ideas using information and short responses within structured contexts</li> <li>use high-frequency vocabulary</li> <li>write in an oral tone</li> <li>use present tense accurately and attempt to use simple, future, or past tenses</li> </ul> | Student is able to <ul style="list-style-type: none"> <li>express ideas in highly structured and scaffolded academic interactions</li> <li>write or use expanded language to provide information and extended responses in contextualized settings</li> <li>write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support</li> </ul> | Student is able to <ul style="list-style-type: none"> <li>produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific audiences</li> <li>write and express ideas to meet increasingly complex academic demands for specific purposes and audiences</li> <li>demonstrate a command of a variety of common, cohesive devices, including basic verbs, tenses, grammar features, and sentence patterns</li> <li>attempt to include complex verbs, tenses, grammar features in grade-appropriate writing assignments in content area instruction</li> </ul> | Student can, with minimal or no 2nd language acquisition support, develop or demonstrate elements of grade-appropriate writing, such as <ul style="list-style-type: none"> <li>clarity and precision about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary</li> </ul> |