

Draft: Needs of English Language Learners by Proficiency Level and Grade Level

Proficiency Level	Description	Pre K	Elementary (K-5)	Middle (6-8)	High School (9-12)
		Students are learning the very basics of reading, speaking, listening, writing, and math. (Students developing speaking and listening skills)	Elementary is the time when instruction is focused on learning how to read, expanding vocabulary, and developing comprehension skills. (Students are learning to read)	It is assumed that students at this point have strong literacy skills. Teachers focus on content. (Students are reading to learn)	Content is more complex and students must work toward meeting graduation requirements. (Students are reading to learn)
SIFE	<u>Student with Interrupted Formal Education</u> - typically have the lowest level of English proficiency and may have little to no knowledge of school culture and norms.	Since students also have low literacy, they cannot build off of existing literacy skills to acquire English or understand content area instruction. Students must be taught not just content but learning strategies that they can use when doing work on their own. For example, pre-reading exercises questions, using a dictionary, taking effective notes. Besides needing language and academic supports appropriate for their grade level, SIFE students may need intensive social and emotional support as well.			
Level 1	<u>Beginners</u> : Recent immigrants or refugees to the United States. Range from students literate and on grade level in native language to students with disrupted or weak educational background and below-grade level.	All Level 1 students need help acquiring some basic English skills and instruction in core content areas. Services are often best provided in a specialized program for newcomers. In addition, programs should strengthen native literacy. Programs for newcomers should also include assistance with acculturation to the school system in the U.S.			
		Students with limited or no formal schooling will need additional support understanding school culture and, depending on the circumstances, they will need social emotional support.			
Level 2	<u>Intermediate</u> : English language proficiency	Early learning programs focused on both developing native language skills and English language development.	ELL students benefit from full-day kindergarten programs because it provides more opportunity to build English language proficiency. When possible, ELL students should be provided programs that build on their native language as well as increase English language proficiency.	Students will need more time for instruction and support (after school, summer, and Saturdays) because the subject matter content is more difficult.	Students will need more time for instruction and support (after school, summer, and Saturdays) because the subject matter content is more difficult. High school students may need to stay in school more than four years. High school students coming in late in their high school careers with low language proficiency will need a transition plan into post-secondary programs serving ELL students. Students also need access to college and career preparation courses, regardless of proficiency level.
Level 3	<u>Advanced</u> English language Proficiency				
Longer Term ELL	English Learners who have been in U.S. schools for five or more years, may be orally fluent in English but have not made continuous gains in overall language proficiency. Students are below grade level in reading and writing and have poor academic performance in core content areas.				In addition to more time and access to college and career preparations courses, these students may need additional case management to help them out of the cycle of failure.
Level 4	<u>Transitional</u> : English language proficiency sufficient to instruct in an English-only program	Students may continue to need academic and language support for several years after transitioning out of program.			
Level 1- 4	Needs Across Proficiency Levels & Grades	All students need teachers, instructional aides, or early learning providers who have been provided specific training or have endorsements in English language acquisition. It is crucial that students also have access to all subject matter content and academic programs (math, science, career and technical education courses, and advanced placement). School staff need to recognize and adapt instruction to meet the linguistic and cultural needs of students. Schools with help from community-based partners should provide social and emotional support to students and their families. In addition, schools, in collaboration with community-based partners, must engage parents and guardians and provide tools for them to support the academic success of their children.			