

Elementary Language Chart A

	A ¹	A ²	B ¹	B ²	C ¹	C ²
Listening Comprehension	Demonstrates understanding of only a few words or learned phrases. Unable to communicate in English.	Demonstrates limited understanding of familiar vocabulary when spoken slowly. Able to comprehend language only with high levels of contextual support with numerous repetitions.	Demonstrates understanding of familiar vocabulary at slower than normal speed. Able to comprehend language with some degree of contextual support with repetitions.	Demonstrates extensive understanding of familiar vocabulary and classroom discussion at slower than normal speed. Able to comprehend language with little contextual support. Some repetition may be needed.	Demonstrates understanding of social and academic language comparable to native speaker of same age and grade level.	Demonstrates thorough understanding comparable to that of native speakers of same age and grade level. Able to comprehend language without contextual support.
Verbal Expression	Unable to produce understandable speech, making conversation almost impossible.	Very difficult to understand. Generally reluctant to speak. Language difficulties often cause reticence. Can communicate with learned phrases.	Able to handle basic social conversation. Conversation/discussion is invariable interrupted due to the constant need to search for the “right words.”	Mispronounces words sporadically but can be understood clearly. Conversation/discussion is generally fluent, with occasional lapses while searching for the “right words.”	Participates effectively in social conversation and classroom discussions.	Conversation/discussion is as proficient and unconstrained as that of native speakers of same age and grade level.

Elementary Language Chart A

	A¹	A²	B¹	B²	C¹	C²
Vocabulary/ Grammar	Uses extremely limited vocabulary and incorrect grammar. Deficiencies in vocabulary/grammar make conversation almost unintelligible.	Uses limited vocabulary and incorrect grammar, which make comprehension very difficult. Can respond to simple questions using one- or two-word responses.	Uses limited conversation due to insufficient vocabulary/ grammar. Produces repeated errors in vocabulary and structure, which occasionally conceal meaning. Frequently rephrases to be understood.	Produces a few significant errors caused by language interference, but can be understood. Occasionally uses awkward terms and tries to rephrase to make meaning clear.	Demonstrates good control of more difficult grammar and uses advanced vocabulary.	Uses vocabulary, grammar, and idioms comparable to that of native speakers of same age and grade level.
Reading	May recognize some familiar letters/words/numbers, if applicable to age and grade level.	Recognizes a few short, simple words/phrases, if applicable to age and grade level.	Reads and comprehends short, simple sentences, if applicable to age and grade level.	Reads and comprehends short paragraphs with assistance, if applicable to age and grade level.	Reads and comprehends selections near grade level, if applicable.	Reads and comprehends selections on grade level, if applicable.
Writing	May print or write some familiar letters/words and/or basic information, if applicable to age and grade level.	Able to print or write short basic words/phrases with frequent mistakes, if applicable to age and grade level.	Able to print or write short, simple sentences, if applicable to age and grade level. Frequent errors occasionally conceal meaning.	Makes a few crucial mistakes with more complex academic tasks, but meaning is understood, if applicable to age and grade level.	Makes a few noticeable mistakes but is approaching native speaker writing competence, if applicable to age and grade level.	Writing competence is comparable to that of a native speaker, if applicable to age and grade level.