

Sample Minimum Expectations for English Language Learner Progress

CELDT English Language Development and CST English language Arts based on years in US Schools

1	2	3	4	5		
Beginning	Early Intermediate	Intermediate		Early Advanced	Advanced	
Far Below Basic	Below Basic	Basic			Proficient	Advanced

Intervention considerations for ELL Students

1. Are groups of EL students progressing one CELDT level for every year in a US school?
If not, do CELDT sub area scale scores reflect an area(s) of focus for that student(s)?

2. Are groups of EL students progressing through the CST levels in English Language Arts and Math?
If no, what do sub skill scale scores on CST reveal?

3. Are groups of students scoring Intermediate or above on CELDT and Far Below or Below Basic on CST in ELA? Math?
If yes, what is the intervention program for these students?

4. Are groups of EL students scoring Early Advanced or Advanced on CELDT and Basic or Below on CST in ELA? Math?
If yes, what is the intervention program for these students?

5. Are there groups of R-FEP students who are scoring Basic or below on CST in ELA or Math?
What is the intervention program fro these students?

Sample EL Student Competencies

Proficiency Levels	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Comprehension	Severely limited comprehension	Developing use of literal interpretation, reorganizing information, inference, and evaluation	Inconsistent use of literal interpretation reorganizing information. inference and evaluation	Consistent use of literal and reorganizing information. Inconsistent use of inference and evaluation	Consistent all types of comprehension
Oral Response	Begin to use a few simple English words and phrases. Focus on common, simple vocabulary and sentence structures	Responds using phrases and simple sentences Focus on expanding noun and verb phrases.	Initiates and responds in compound & complex sentences using more variety in vocabulary and grammar. Focus on conjunctions and transitions.	Initiates and responds w/detail in compound & complex sentences that are extended and expanded. Focus on variety in all aspects of grammar.	Initiates and negotiates using flexible discourse styles appropriate to setting.
Usage	Numerous errors with severely limited communication	Some basic errors in speech	Fewer errors in speech.	Standard grammar with few random errors	Standard grammar with conventions for formal and informal use
Level of Text Difficulty	Predictable with visuals that match text and simple language structures	Familiar, patterned, predictable, decodable with contextualized vocabulary and language structures	Below grade level with greater variety in vocabulary and language structures	Approximates grade level text with varied vocabulary, language structures across genres	Grade-level text across a variety of genres
Written Response	Draw, circle, label, match, copy words, Write simple sentences from pictures and models	Write simple sentences with common vocabulary and grammatical forms.	Write with more complex/varied vocabulary and grammatical forms.	Write with consistent use of standard grammatical forms appropriate to varied genres	Write using varied elements of discourse appropriate to varied genres with no significant grammatical errors