

Chapter 2. A discussion of Proficiency Level Descriptors is provided in Chapter Two of the CDE 2014 publication of the CA ELD Standards.)

Figure 1.11. English Language Proficiency Levels and General Extent of Support

Student Capacities	English Language Development: Proficiency Level Continuum			Lifelong Language Learning
	Emerging	Expanding	Bridging	
<p><b>Native Language</b></p> <p>English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p><b>Overall Proficiency</b></p> <p>English learners <b>enter</b> the Emerging level having limited receptive and productive English skills.</p> <p>As they <b>progress through</b> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p> <p>At <b>exit</b> from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p><b>Overall Proficiency</b></p> <p>As English learners <b>progress through</b> the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p> <p>At <b>exit</b> from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p><b>Overall Proficiency</b></p> <p>As English learners <b>progress through</b> the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts towards being able to refine and enhance their English language competencies in a broader range of contexts.</p> <p>At <b>exit</b> from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p><b>Overall Proficiency</b></p> <p>Students who have reached “proficiency” in the English language as determined by state and/or local criteria continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>
<p><b>High Level Thinking with Linguistic Support</b></p> <p>English learners possess cognitive</p>	<p><b>General Extent of Support: Substantial</b></p> <p>Students at the <b>early stages</b> of the Emerging level can</p>	<p><b>General Extent of Support: Moderate</b></p> <p>Students at the <b>early stages</b> of the Expanding level</p>	<p><b>General Extent of Support: Light</b></p> <p>Students at the <b>early stages</b> of the Bridging level can engage in</p>	<p><b>General Extent of Support: Occasional</b></p> <p>Students who have <b>exited</b> the Bridging level</p>

Student Capacities	English Language Development: Proficiency Level Continuum			Lifelong Language Learning
	Emerging	Expanding	Bridging	
abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need <b>varying linguistic support depending on the linguistic and cognitive demand of the task.</b>	engage in complex, cognitively demanding social and academic activities requiring language when provided <b>substantial</b> linguistic support; as they develop more familiarity and ease with understanding and using English, support may be <b>moderate or light</b> for familiar tasks or topics.	can engage in complex, cognitively demanding social and academic activities requiring language when provided <b>moderate</b> linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be <b>light</b> for familiar tasks or topics.	complex, cognitively demanding social and academic activities requiring language when provided <b>light</b> linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.	benefit from <b>occasional</b> linguistic support in their ongoing learning of English.

It is critical for teachers to recognize that EL students may demonstrate varying levels of English language proficiency on different CA ELD Standards. For example, while a student may demonstrate that she or he is at the Bridging level in contributing to discussions, she or he may be at the Expanding level in explaining ideas based on close readings of texts.

### Organization and Structure of the CA ELD Standards

Each set of grade-level (kindergarten through grade eight) or grade-span (grades nine and ten, eleven and twelve) standards contain two main sections. Section 1 describes the Goals and Critical Principles for Developing Language and Cognition in Academic Contexts (described earlier in this chapter as Goals and Critical Principles for ELD) and provides a preview of the detailed grade level standards in Section 2. Section 1 is generally consistent across all grades, with some variations in terminology to indicate relevant differences. Section 2 contains the grade-level or grade-span standards, with outcome expectations (statements for what students can do) at each proficiency level—Emerging, Expanding, Bridging. Therefore, teachers should use Section 2 to inform their instructional planning and evaluation of student progress.