

<p>INTERMEDIATE</p>	<p>Level 2</p>	<p>Early intermediate (Speech emergent) Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation.</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
<p>INTERMEDIATE</p>	<p>Level 3</p>	<p>Intermediate At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings.</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text.</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>

<p>INTERMEDIATE</p>	<p>Level 4</p>	<p>Transitional Intermediate At this level students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems.</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing). (TESOL, 1999, p. 21)</p>
<p>PROFICIENT</p>	<p>Level 5</p>	<p>Monitored (Advanced Proficiency) Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (English Language Proficiency Test - ELPT). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

LISTENING

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
L.1 Follow simple and complex directions								
	L.1.1.a Demonstrate understanding through non-verbal gestures or with single words or learned phrases	√	√	√	√	√	√	√
	L.1.1.b Follow simple two-step oral directions to complete a task in English	√	√	√	√	√	√	√
	L.1.1.c Interpret gestures and visual cues used in instruction	√	√	√	√	√	√	√
	L.1.1.d. Perform basic classroom tasks when prompted	√	√	√	√	√	√	
	X	L.1.2.a Follow simple three or four-step oral directions to complete a classroom task	√	√	√	√	√	√
	X	L.1.2.b Restate and execute multi-step oral directions	√	√	X	√	√	√
	X	L.1.2.c Respond appropriately and courteously to directions and questions	√	√	√	√	√	√
	X	X	L.1.3.a Perform most uncomplicated classroom tasks when prompted	√	√	√	√	√
	X	X	X	L.1.4.a Clarify classroom assignments with teacher and/or peers	√	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
L.2 Understand spoken English to participate in social contexts								
	L.2.1.a Understand highly contextualized simple speech with frequent repetition and rephrasing	√	√	√	√	√	√	√
	L.2.1.b Understand basic language such as, greetings, leave-taking, questions, and directions	√	√	√	√	√	√	√
	X	L.2.2.a Understand simple speech produced by peers and adults on familiar topics with repetition and rephrasing	√	√	√	√	√	√
	X	X	L.2.3.a Understand age-appropriate social discourse with occasional repetition and rephrasing	√	√	√	√	√
	X	X	X	L.2.4.a Understand age-appropriate social discourse	√	√	√	√
	X	X	X	L.2.4.b Respond to messages by asking questions, challenging statements or offering examples that affirm the message	X	√	√	√
	X	X	X	L.2.4.c Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately	X	X	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
L.3 Identify main ideas and supporting details from spoken English								
	L.3.1.a Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	√	√	√	√	√	√	√
	L.3.1.b Listen attentively to stories and information read aloud	√	√	√	√	√	√	√
	X	L.3.2.a Listen and respond to stories and other texts read aloud, including classic and contemporary works	√	√	√	√	√	√
	L.3.1.c Demonstrate comprehension of oral presentations and instructions through nonverbal responses	√	√	√	√	√	√	√
	X	L.3.2.b Orally identify main points of simple conversations and stories read aloud	√	√	√	√	√	√
	X	X	L.3.3.a Identify main ideas and fact versus fiction in broadcast media	√	X	√	√	√
	X	X	X	L.3.4.a Critique accuracy and intent of media presentation	X	X	√	√
	X	L.3.2.c Understand the major ideas and supporting evidence in spoken messages	√	√	X	√	√	√

	X	L.3.2.d Identify some supporting details from a variety of media messages	√	√	X	√	√	√
	X	L.3.2.e Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses	√	√	√	√	√	√
	X	L.3.2.f Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content	√	√	X	√	√	√
	X	X	L.3.3.b Listen attentively to stories or content information and identify key details and concepts using both verbal and written responses	√	X	√	√	√
	X	X	X	L.3.4.b Listen attentively to more complex stories/information on new topics across content areas in order to identify the main points and supporting details	X	√	√	√

	X	X	X	L.3.4.c Listen and respond appropriately to presentations and performances of peer or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts	X	X	√	√
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Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
L.4 Identify meaning of vocabulary in the content areas								
	L.4.1.a Understand limited key content area vocabulary supported by visual representations and realia (real-life objects)	√	√	√	√	√	√	√
	X	L.4.2.a Understand key content area vocabulary supported by visuals and written text provided during classroom instruction	√	√	√	√	√	√
	X	X	L.4.3.a Understand vocabulary and discourse features of content areas	√	√	√	√	√
	X	X	L.4.3.b Use knowledge of language and develop content area vocabulary to support comprehension of the speaker's message	√	X	X	√	√
	X	X	X	L.4.4.a Take accurate notes based on classroom instruction; clarify questions regarding information with peers or teacher; and/or clarify from text or other references	X	X	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
L.5 Identify speaker attitude and point of view								
	L.5.1.a Demonstrate understanding of speaker's feelings and attitudes toward a topic	√	√	√	√	√	√	√
	X	L.5.1.a Use age-appropriate social conventions that characterize the new culture while listening, such as eye contact, physical proximity, and turn-taking	√	√	√	√	√	√
	X	X	L.5.3.a Interpret speaker's messages, purposes, and perspectives	√	X	√	√	√
	X	X	L.5.3.b Listen critically to interpret and evaluate	√	√	√	√	√
	X	X	L.5.3.c Evaluate a spoken message in terms of its content, credibility and delivery	√	X	X	√	√
	X	X	L.5.3.d Identify the main ideas, points of view, and fact/fiction in broadcast and print media	√	X	√	√	√
	X	X	X	L.5.4.a Identify strategies presented by the media to present information for various purposes, such as perform, entertain or persuade	X	X	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
L.6 Make inferences and predictions								
	L.6.1.a Respond to the implications of tones of voice	√	√	√	√	√	√	√
	X	L.6.2.a Infer speaker's implied meaning	√	√	√	√	√	√
	X	X	L.6.3.a Infer speaker's messages, purposes, and perspectives	√	X	√	√	√
	X	X	X	L.6.4.a Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and perspectives	X	√	√	√
	X	X	X	L.6.4.b Differentiate fact and opinion on topics or issues presented by broadcast media	X	√	√	√

SPEAKING

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S.1 Use spoken language for daily activities within and beyond the school setting								
	S.1.1.a Use learned phrases to respond to questions and directions	√	√	√	√	√	√	√
	X	S.1.2.a Make requests and obtain information from the community	√	√	√	√	√	√
	X	X	S.1.3.a Participate in conversations on social topics by asking and requesting information	√	√	√	√	√
	X	X	S.1.3.b Acquire goods, services, or information by spoken request	√	√	√	√	√
	X	X	X	S.1.4.a Draw conclusions from interactions with individuals from other cultures	X	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S.2 Engage in conversations for personal expression and enjoyment								
	S.2.1.a Communicate basic wants and needs in English	√	√	√	√	√	√	√
	S.2.1.b Use common social greetings and simple repetitive phrases	√	√	√	√	√	√	√
	X	S.2.2.a Participate in social conversations with peers and adults on familiar topics by asking and answering questions and requesting information	√	√	√	√	√	√
	X	X	S.2.3.a Participate in social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and requesting information	√	√	√	√	√
	X	X	X	S.2.4.a Negotiate and initiate social conversations by questioning, restating, requesting information and paraphrasing the communication of others	X	√	√	√

	X	X	S.2.3.b Demonstrate understanding of idiomatic expressions by responding to and using them appropriately	√	X	√	√	√
	X	X	X	S.2.4.b Talk about experiences using expanded vocabulary, descriptive words and paraphrasing	X	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S-3 Use spoken English and nonverbal communication in socially and culturally appropriate ways								
	S.3.1.a Maintain eye contact when communicating in person	√	√	√	√	√	√	√
	X	S.3.2.a Recognize some gestures, facial expressions and body language	√	√	√	√	√	√
	X	X	S.3.3.a Understand and interpret the significance of gestures, facial expressions, and body language	√	X	√	√	√
	X	X	X	S.3.4.a Produce appropriate gestures, facial expressions and body language	X	√	√	√
	X	X	X	S.3.4.b Use idiomatic expressions appropriately	X	√	√	√
	X	X	X	S.3.4.c Vary speech according to purpose, audience and subject matter	X	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S.4 Use English to interact in the classroom								
	S.4.1.a Recite rhymes, songs and simple stories	√	√	√	√	√	√	√
	S.4.1.b Respond orally to factual questions	√	√	√	√	√	√	√
	X	S.4.2.a Ask and respond to questions using phrases or simple sentences	√	√	√	√	√	√
	X	S.4.2.b Participate in classroom discussions	√	√	√	√	√	√
	X	S.4.2.c Restate in basic terms the main idea of oral presentations using subject area content	√	√	√	√	√	√
	X	S.4.2.d Ask and answer instructional questions using simple sentences	√	√	√	√	√	√
	X	S.4.2.e Give directions or instructions to classmates	√	√	√	√	√	√
	X	S.4.2.f Participate in guided discussions	√	√	√	√	√	√
	X	S.4.2.g Give simple oral reports	√	√	√	√	√	√
	X	X	S.4.3.a Participate actively in cooperative group activities and projects	√	√	√	√	√
	X	X	S.4.3.b Participate actively in content area discussions with peers and teachers	√	√	√	√	√

	X	X	X	S.4.4.a Exchange, support, and discuss opinions and individual perspectives with peers on a variety of topics dealing with content area information or issues	X	√	√	√
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Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S.5 Provide and obtain information; express and exchange opinions								
	S.5.1.a Answer instructional questions by using simple sentences	√	√	√	√	√	√	√
	X	S.5.2.a Answer instructional questions with supporting details	√	√	√	√	√	√
	X	X	S.5.3.a Respond to messages by asking questions, challenging statements, or offering examples that affirm the message	√	√	√	√	√
	X	X	X	S.5.4.a Talk about experiences using expanded vocabulary, descriptive words and paraphrasing	√	√	√	√
	X	X	X	S.5.4.b Negotiate and initiate conversations by questioning, restating, requesting information, and paraphrasing the communication of others	X	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S.6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication								
	S.6.1.a Use clearly spoken single words and learned phrases to be understood by a native speaker	√	√	√	√	√	√	√
	X	S.6.2.a Speak understandably with awareness of English intonation and phonological patterns	√	√	√	√	√	√
	X	X	S.6.3.a Speak clearly and comprehensibly by using standard English grammatical forms, pronunciation, phrasing and intonation	√	√	√	√	√
	X	X	X	S.6.4.a Demonstrate control of the English phonological system and patterns of intonation when conversing with a native speaker in spontaneous situations	X	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics								
	S.7.1.a Describe a concrete object or concept with prepared text	√	√	√	√	√	√	√
	X	S.7.2.a Prepare and deliver short oral presentations	√	√	√	√	√	√
	X	S.7.2.b Retell stories and participate in short conversations	√	√	√	√	√	√
	X	X	S.7.3.a Prepare and deliver short presentations on ideas, images and topics obtained from various common sources	√	X	√	√	√
	X	X	S.7.3.b Prepare and ask basic interview questions and respond to them	√	X	√	√	√
	X	X	X	S.7.4.a Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transitions, and appropriate conclusions	X	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
S.8 Use strategies to extend communicative competence								
	S.8.1.a Use gestures for clarification and to support communication	√	√	√	X	√	√	√
	X	S.8.2.a Ask for clarification and repetition	√	√	√	√	√	√
	X	S.8.2.b Identify orally the main points of simple conversations and stories that are read aloud	√	√	X	√	√	√
	X	S.8.2.c Make requests relevant to the teaching learning process (homework instructions)	√	√	√	√	√	√
	X	X	S.8.3.a Formulate and pose questions during classroom discussions	√	√	√	√	√
	X	X	X	S.8.4.a Respond to messages by asking questions or by challenging statements	√	√	√	√
	X	X	X	S.8.4.b Summarize orally with accurate representation of the content of the conversation	√	√	√	√

READING AND COMPREHENDING

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
R.1 Recognize concepts of print literacy								
	R.1.1.a Demonstrate initial print awareness that print carries message	√	√	√	√	√	√	√
	X	R.1.2.a Understand that printed materials provide information	√	√	√	√	√	√
	R.1.1.b Know the order of the alphabet; name and identify each letter of the alphabet	√	√	√	√	√	√	√
	R.1.1.c Know the difference between capital and lower case letters	√	√	√	√	√	√	√
	R.1.1.d Distinguish letters from words	√	√	√	√	√	√	√
	R.1.1.e Demonstrate directionality by tracking print from left to right, and using return sweep	√	√	√	√	√	√	√
	R.1.1.f Recognize that sentences in print are made up of separate words	√	√	√	√	√	√	√
	R.1.1.g Recognize that words have correct spelling	√	√	√	√	√	√	√
	X	R.1.2.b Use knowledge of simple spelling patterns when reading	√	√	√	√	√	√

	R.1.1.h Identify the front cover, back cover, and title page of a book	√	√	√	√	√	√	√
	X	R.1.2.c Recognize capitalization and punctuation to convey meaning	√	√	√	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
R.2 Demonstrate phonological awareness and the relationship of listening/speaking to decoding								
R.2.1.a Demonstrate that print represents spoken language		√	√	√	√	√	√	√
R.2.1.b Understand that as letters change, so do sounds		√	√	√	√	√	√	√
R.2.1.c Use knowledge of consonants and vowels sounds to match sounds to letters		√	√	√	√	√	√	√
R.2.1.d Use knowledge of consonants, consonant blends, and vowel sounds in decoding words		√	√	√	√	√	√	√
R.2.1.e Read common word families and rhyming words		√	√	√	√	√	√	√
R.2.1.f Use decoding skills to read known and unfamiliar words		√	√	√	√	√	√	√
R.2.1.g Match oral words to printed words		√	√	√	√	√	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
R.3 Build vocabulary to develop concepts								
	R.3.1.a Recognize high frequency words	√	√	√	√	√	√	√
	R.3.1.b Develop basic sight words	√	√	√	√	√	√	√
	X	R.3.2.a Use context clues as a strategy to figure out meaning of unfamiliar words and phrases	√	√	X	√	√	√
	X	R.3.2.b Use meaning clues and language structure to expand vocabulary (pictures, background knowledge, context clues)	√	√	X	√	√	√
	X	R.3.2.c Apply knowledge of letter-sound correspondences, language structure, and context to recognize words	√	√	X	√	√	√
	X	R.3.2.d Identify simple words with multiple meanings	√	√	√	√	√	√
	X	R.3.2.e Identify simple literary terms (title, author, illustrator)	√	√	√	√	√	√
	X	X	R.3.3.a Recognize common cognates	√	X	√	√	√

	X	X	R.3.3.b Demonstrate knowledge of prefixes and suffixes, root, antonyms, homonyms, synonyms and abbreviations to determine meaning	√	X	√	√	√
	X	X	R.3.3.c Recognize words that have multiple meanings in literature and texts in content areas	√	X	√	√	√
	X	X	R.3.3.d Recognize simple idioms and figures of speech	√	X	√	√	√
	X	X	R.3.3.e Identify simple literary terms across a variety of genre (title, author, illustrator)	√	X	√	√	√
	X	X	X	R.3.4.a Use knowledge of cognates and false cognates when reading	X	√	√	√
	X	X	X	R.3.4.b Recognize simple analogies and metaphors in literature and texts in content areas	X	X	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
R.4 Understand and use grammatical structures of English to improve reading comprehension								
	R.4.1.a Identify nouns and verbs (subjects and predicates)	√	√	√	X	√	√	√
	X	R.4.2.a Recognize basic English syntax (sentence structure) and grammar to derive meaning	√	√	X	√	√	√
	X	X	R.4.3.a Use knowledge of complex syntax (sentence structure) and grammatical features to derive meaning from narrative text	√	X	X	√	√
	X	X	X	R.4.4.a Apply knowledge of complex syntax (sentence structure) and advanced grammatical features to derive meaning from content area texts	X	X	√	√

Michigan English Language Proficiency Standards	Level 1	Level 2	Level 3	Level 4	K-2	3-5	6-8	9-12
R.5 Read and demonstrate comprehension of main idea and supporting details								
	R.5.1.a Name characters and identify setting of story	√	√	√	√	√	√	√
	R.5.1.b Recognize the beginning, middle and end of narratives	√	√	√	√	√	√	√
	R.5.1.c Answer factual, simple questions about content of text	√	√	√	√	√	√	√
	X	R.5.2.a Participate in discussions describing characters, setting, events and plot	√	√	√	√	√	√
	X	R.5.2.b Identify the topic or main idea of text	√	√	X	√	√	√
	X	R.5.2.c Restate facts and details of text	√	√	X	√	√	√
	X	R.5.2.d Distinguish between fact and opinion in informational text	√	√	X	√	√	√
	X	X	R.5.3.a Summarize informational or narrative selections	√	X	√	√	√
	X	X	R.5.3.b Compare and contrast characters; describe setting and events in text	√	X	√	√	√
	X	X	R.5.3.c Demonstrate knowledge of story structure and sequence	√	X	√	√	√

	X	X	R.5.3.d Describe the development of plot and identify how conflicts are addressed and resolved	√	X	√	√	√
	X	X	X	R.5.4.a Recognize the theme (general observation about life and human nature) within a text	X	√	√	√
	X	X	X	R.5.4.b Identify main ideas and supporting details from grade appropriate texts	X	√	√	√

