**Proficiency Level Descriptions**

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| **Levels** | **Descriptors** | **Accommodations and Recommended** |
| **Beginning**  **Newcomer-Level 1** | The MLL has little no ability to understand spoken English used in academic or social settings.  The MLL struggles to understand simple conversations and simple discussions even when the topics are familiar.  The MLL struggles to identify and distinguish individual words and phrases during social and instructional interactions.  The MLL may not seek clarification in English when failing to comprehend the English they hear.  The MLL will frequently remain silent, watching others for cues. | The teacher should be aware that MLL require extensive SLA  support such as:   * slower speech * visuals * verbal cues * gestures |
| **Intermediate**  **Level 2- Level 3** | The MLL has the ability to understand simple, high frequency spoken English used in routine academic and social settings.  The MLL usually understands: simple or routine directions, short simple conversations, and short simple discussions on familiar topics.  The MLL often identifies and distinguishes key words and phrases necessary to understand the general meaning.  The MLL has the ability to seek clarification in English, request the speaker to repeat, slow down, or rephrase speech when failing to comprehend. | The teacher should be aware that  when topics are unfamiliar, MLL requires:    SLA support  and adaptations such as slower speech, visuals, verbal cues, simplified language, gestures and pre-teaching to preview or build topic-related vocabulary |
| **Advanced**  **Level 4- Level 5** | The MLL has the ability to understand, with SLA support, grade-appropriate spoken English in social and academic settings.  Understand longer, elaborated directions, conversations, and discussions on familiar and some unfamiliar topics.  Understand main points, most important details, and some implicit information during social and basic instructional interactions.    Occasionally require/request the speaker to slow down, or rephrase to clarify the meaning of the English they hear. | The teacher should be aware that MLL, sometimes, to support understanding depend on:   * visuals * verbal cues * gestures and that   occasionally request the speaker to repeat, slow down, or rephrase speech |
| **Advanced High**  **Level 6** | The MLL has the ability to understand, with minimal SLA support, grade-appropriate spoken English used in academic and social settings.  Understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics.  Understand main points, important details, and implicit information, at a level nearly comparable to native English-speakers during social and basic instruction.   Rarely requires/requests the speaker to slow down, or rephrase to clarify the meaning of the English they hear. | The teacher should be aware that MLL have little dependence on:  Visuals, verbal cues and gestures to gain meanings; some exceptions when complex academic or highly specialized language is used and that MLL at this level rarely request the speaker to repeat, slow down, or rephrase speech. |