

**APPENDIX B
NEW EDUCATIONAL FUNCTIONING
LEVEL DESCRIPTORS FOR
ADULT BASIC EDUCATION AND
ENGLISH AS A SECOND LANGUAGE**

New Educational Functioning Level Descriptors for English as a Second Language (ESL)¹⁷

Introduction

In the National Reporting System for Adult Education (NRS), the Educational Functioning Level (EFL) descriptors are intended to guide teaching and assessment for adult learners. The descriptors for English as a second language (ESL) are divided into six educational functioning levels: Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, Low Intermediate ESL, High Intermediate ESL, and Advanced ESL. The descriptors do not provide a complete or comprehensive delineation of all of the skills at any given level but rather provide a description of the most critical concepts and skills for the level.

Although these narrative descriptors address the most critical concepts for assessment and instruction for adult learners, lesson plans and test items should be based on additional critical concepts from state instructional frameworks and standards, as appropriate for the learner and state requirements.

The EFLs for ESL are organized into three modalities: interpretive, productive, and interactive. These modalities include the domains of reading, writing, speaking, and listening. These modalities allow for an integrated or holistic approach to teaching and assessing English language learners (ELLs) in the adult education setting.

- **Interpretive** refers to the learner’s ability to process, understand, interpret, or engage with level-appropriate literary and informational written and spoken text to construct meaning. For example, an ELL exiting from the Low Intermediate ESL classroom should be able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.
- **Productive** refers to the learner’s ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning. For example, an ELL exiting from the Low Beginning ESL classroom should be able to, with support, communicate information and feelings about familiar texts, topics, and experiences.
- **Interactive** refers to the learner’s ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning. For example, ELLs exiting from the High Beginning ESL classroom should be able to, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Text Complexity and Familiar Topics

Teachers and assessment developers must select appropriately complex literary and informational texts, topics, and events to prepare learners for success. Complexity should show progress within

¹⁷ These ESL descriptors are included in the AEFLA information collection (OMB control number 1830-0027). They will not be implemented until the Secretary of Education has determined that there is at least one assessment that is aligned with these descriptors and suitable for use in the NRS.

EFLs and in successive levels that reflect increasingly complex and cognitively demanding language structures, academic vocabulary, and concepts.

Language in the revised NRS EFLs for ESL calls for progressive complexity without being prescriptive about the specific complexity measures at each EFL. Terminology in the EFLs such as emerging, developing, increasing, and growing are guides to indicate the needed progression of complexity from level to level.¹⁸

Instruction and assessment also should involve a progression of topics, from the more familiar to substantive and academic topics, with increasing levels of complexity within and across levels. Teachers and test developers are encouraged to refer to the guiding principles found in the *English Language Proficiency Standards for Adult Education*. The guiding principles recommend that instruction also include the use of digital tools and resources; academic language; a variety of informational texts and content areas, including science, technology, engineering, and mathematics; and college and career readiness skills as appropriate to learners at a given level.

Level 1: Beginning ESL Literacy

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)¹⁹

ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies.

ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.

ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use.

With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.

¹⁸ Additional guidance about text complexity in adult education may be found in the *College and Career Readiness Standards for Adult Education*, “Appendix D—Understanding Text Complexity.”

¹⁹ Numbers in parentheses represent ELP Standards.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

Level 2: Low Beginning ESL

(ELP Standards for AE Level 1)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)

ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.

ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.

Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion.

ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.

ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

Level 3: High Beginning ESL

(ELP Standards for AE Level 2)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.

ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.

ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.

ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.

ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.

ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.

ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words.

ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and wh- questions.

ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Level 4: Low Intermediate ESL

(ELP Standards for AE Level 3)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.

ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts.

In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.

ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.

ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

Level 5: High Intermediate ESL

(ELP Standards for AE Level 4)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis.

Using context, questioning, and an increasing knowledge of English morphology, ELLs ready to exit this level can determine the meaning of general academic and content-specific words and phrases,

figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.

ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express his or her own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question, gather information from multiple print and digital sources, evaluate the reliability of each source, and use search terms effectively. They are able to synthesize information from multiple print and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Level 6: Advanced ESL

(ELP Standards for AE Level 5)

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

Using context, questioning, and consistent knowledge of English morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter-claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms effectively. They can synthesize information from multiple print and digital sources, analyze and integrate information into clearly organized spoken and written texts, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.