

Albuquerque Public Schools
Language and Cultural Equity
Access for ELLs Performance Definitions and Alternative Language and Bilingual Education Services

At the given level of English language proficiency, English language learners process, understand, produce or use:

Access for ELLs Language Proficiency Category	Performance Descriptors	Service Models	Staffing
Entering Level 1- 1.9	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases, or chunks of language when presented one-step commands, directions, WH-, choice, yes/no questions, or statements with sensory, graphic, or interactive support 	<hr/> ESL/Sheltered Content Bilingual Education Program Models*	<hr/> TESOL endorsed teachers TESOL and Bilingual Endorsed teachers Native Language & Culture Licensure
Emerging Level 2-2.9	<ul style="list-style-type: none"> General language related to the content areas Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that may impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory or interactive support 	<hr/> ESL/Sheltered Content Bilingual Education Program Models*	<hr/> TESOL endorsed teachers TESOL and Bilingual Endorsed teachers Native Language & Culture Licensure
Developing Level 3-3.9	<ul style="list-style-type: none"> General and some specific language related to the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support 	<hr/> ESL/Sheltered Content Bilingual Education Program Models*	<hr/> TESOL endorsed teachers TESOL and Bilingual Endorsed teachers Native Language & Culture Licensure
Expanding Level 4-4.9	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentence or paragraphs Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support 	<hr/> ESL/ELD Sheltered Content <hr/> Bilingual Education Program Models*	<hr/> TESOL endorsed or District Certificate in Teaching of LEP students <hr/> TESOL and Bilingual Endorsed teachers Native Language & Culture Licensure
Bridging Level 5-6.0 FEP M FEP E	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports Oral or written language approaching comparability to that of English –proficient peers when presented with grade-level material 	<hr/> Monitoring <hr/> Bilingual Education Program Models*	<hr/> District Certificate in Teaching of LEP students <hr/> Bilingual Endorsed teachers Native Language & Culture Licensure

*Bilingual education program models include: dual language, maintenance, heritage language and/or transitional programs

