**ELL Expectations According to Level**

# Helpful Acronyms

**ESL:** English as a Second Language

**ELL:** English Language Learner

**LEP:** Limited English Proficient

**BICS:** Basic Interpersonal Communication Skills

* Skills needed to be able to communicate in social settings
* Usually takes up to 3 years for an ELL to master

**CALP:** Cognitive Academic Language Proficiency

* Skills needed to be able to succeed in school
* Can take up to 7 years for an ELL to master

# Levels

The following provides you with what you can expect from your ELL students at each of the three levels. Please note that this is very general as each level (and student) has a wide range of abilities.

**BEGINNING ELLs:**

* Need to acquire both BICS (communication skills) and CALP (academic language)
* At first have what is called a “silent period” where they are absorbing language, but may be reluctant to speak
* When they do speak, they use short phrases and simple sentences
* Have trouble pronouncing and decoding words when speaking and reading in English
* May lack knowledge of basic sentence structures in English
* Write using invented and/or phonetic spelling
* Are usually extremely self-conscious of their accented English
* Are usually very shy and tend to feel frustrated as they struggle to communicate with peers and teachers

**INTERMEDIATE ELLs:**

* Are in the process of mastering BICS and are starting to increase their CALP
* May speak with some degree of fluency, but will still make several errors while speaking
* Read with greater fluency than beginners, but have a limited vocabulary
* Write longer texts than beginners but rely on simple sentence patterns
* Will most likely not struggle with listening comprehension
* Will make frequent errors in punctuation and grammar (especially with verb tense and prepositions!)
* Can retell a story recognizing beginning, middle and end o they should able to recognize plot, character traits and important events

**ADVANCED ELLs:**

* Have fully mastered BICS and but still struggle with CALP
* Sound fluent/more native-like when speaking
* Have slightly lower reading levels when compared with their non-ELL peers
* May struggle with inferring and recognizing tone when reading
* Tend to write shorter, simpler texts than their non-ELL peers
* Need help learning how organize their ideas in writing