

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

Student Name: _____

Grade: _____

Domain: Listening/Speaking		Grade Cluster: Level D (Grades 9-12)	
Beginner (Beginning) Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Intermediate (Low Intermediate) Performance at this level indicates that ELLs have some ability to understand spoken English and /or use spoken English to meet basic communication needs in schools, and to use spoken English or to understand English heard in common academic settings.	Advanced (High Intermediate) Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	English Proficient (Proficient) Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this proficiency level:	ELLs at this proficiency level:	ELLs at this proficiency level:	ELLs at this proficiency level:
Demonstrate little to no ability to use vocabulary (single words and short phrases)	Demonstrate limited ability to use vocabulary (single words and short phrases)	Demonstrate moderate ability to use vocabulary (single words and short phrases)	Demonstrate full ability to use vocabulary (single words and short phrases)
Exhibit little to no understanding of information	Exhibit limited understanding of information	Exhibit moderate understanding of information	Exhibits full understanding of information
Rarely demonstrate ability to participate in and understand familiar topics	Sometimes demonstrate ability to participate in and understand familiar topics	Often demonstrate ability to participate in and understand familiar topics	Consistently demonstrate ability to participate in and understand familiar topics
Rarely speak with fluency in a variety of social and academic contexts	Sometimes speak with fluency in a variety of social and academic contexts	Often speak with fluency in a variety of social and academic contexts	Consistently speak with fluency in a variety of social and academic contexts
Rarely respond to basic speech	Sometimes respond to basic speech	Often respond to basic speech	Consistently respond to basic speech
Rarely exhibits pronunciation without errors that interfere with overall communication	Sometimes exhibits pronunciation without errors that interfere with overall communication	Often exhibits pronunciation without errors that interfere with overall communication	Consistently exhibits pronunciation without errors that interfere with overall communication
Rarely demonstrate ability to participate in and understand discussions using basic words and phrases	Sometimes demonstrate ability to participate in and understand discussions using basic words and phrases	Often demonstrate ability to participate in and understand discussions using basic words and phrases	Consistently demonstrate ability to participate in and understand discussions using basic words and phrases

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

Domain: Reading		Grade Cluster: Level D (Grades 9-12)	
Beginner (Beginning) Performance at this level indicates that ELLs have very limited vocabulary or ability to read and understand English text used either in social or academic contexts.	Intermediate (Low Intermediate) Performance at this level indicates that ELLs have some vocabulary and ability to read and understand simple, high frequency English text used in common social contexts and standard academic contexts.	Advanced (High Intermediate) Performance at this level indicates that ELLs understand grade level vocabulary and have the ability, with minimal support, to read and understand English text used in common social contexts and in grade level academic contexts.	English Proficient (Proficient) Performance at this level indicates that ELLs understand grade level vocabulary and have the ability to read and understand English text used in social contexts and in grade level academic contexts
Beginning ELLs read below grade level text and require continuous support.	Intermediate ELLs read at or below grade level text and require some support.	Advanced ELLs read at grade level text with minimal support.	Proficient ELLs read at grade level text in a manner similar to non-ELL students.
ELLs at this proficiency level:	ELLs at this proficiency level:	ELLs at this proficiency level:	ELLs at this proficiency level:
Demonstrate little to no ability to understand vocabulary	Demonstrate limited ability to understand vocabulary	Demonstrate moderate ability to understand vocabulary	Demonstrate full ability to understand vocabulary
Rarely derive meaning from content	Sometimes derive meaning from content	Often derive meaning from content	Consistently derive meaning from content
Rarely identify main idea and supporting details	Sometimes identify main idea and supporting details	Often identify main idea and supporting details	Consistently identify main idea and supporting details
Rarely make inferences and predictions	Sometimes make inferences and predictions	Often make inferences and predictions	Consistently make inferences and predictions
Rarely read and comprehend different genres	Sometimes read and comprehend different genres	Often read and comprehend different genres	Consistently read and comprehend different genres

Domain: Writing		Grade Cluster: Level D (Grades 9-12)	
Beginner (Beginning) Performance at this level indicates that ELLs have limited knowledge of English language structures and do not demonstrate the ability to write in English at grade level.	Intermediate (Low Intermediate) Performance at this level indicates that ELLs have some knowledge of English language structures and demonstrate some ability, with appropriate support, to write in English at grade level.	Advanced (High Intermediate) Performance at this level indicates that ELLs have sufficient knowledge of English language structures to demonstrate the ability, with minimal support, to write in English at grade level.	English Proficient (Proficient) Performance at this level indicates that ELLs have necessary knowledge of English language structures to write in English at grade level.
Beginning ELLs write below grade level and require continuous support.	Intermediate ELLs write at or below grade level and require some support.	Advanced ELLs write at grade level with minimal support.	Proficient ELLs write at grade level in a manner similar to non-ELLs.
ELLs at this proficiency level:	ELLs at this proficiency level:	ELLs at this proficiency level:	ELLs at this proficiency level:
Demonstrate little to no ability to use vocabulary	Demonstrate limited ability to use vocabulary	Demonstrate moderate ability to use vocabulary	Demonstrate full ability to use vocabulary
Demonstrate little to no ability to edit writing	Demonstrate limited ability to edit writing	Demonstrate moderate ability to edit writing	Demonstrate full ability to edit writing
Rarely write using proper grammar	Sometimes write using proper grammar	Often write using proper grammar	Consistently write using proper grammar
Rarely write using variety of sentence structure	Sometimes write using variety of sentence structure	Often write using variety of sentence structure	Consistently write using variety of sentence structure
Rarely organize writing effectively (e.g. topic sentence & supporting details)	Sometimes organize writing effectively (e.g. topic sentence & supporting details)	Often organize writing effectively (e.g. topic sentence & supporting details)	Consistently organize writing effectively (e.g. topic sentence & supporting details)
Rarely apply rules of punctuation	Sometimes apply rules of punctuation	Often apply rules of punctuation	Consistently apply rules of punctuation
Demonstrate little to no ability to write in a variety of genres	Demonstrate limited ability to write in a variety of genres	Demonstrate moderate ability to write in a variety of genres	Demonstrate full ability to write in a variety of genres