

Appendix B: Vocabulary Level Description

BEGINNING LIMITED	HIGH BEGINNING BASIC	INTERMEDIATE ADEQUATE	HIGH INTERMEDIATE EXTENSIVE	ADVANCED COMPREHENSIVE
walk	walk, run	walk, run, stride	walk, run, stride, saunter	walk, run, stride, saunter, traipse
house	white house	the white house on the corner	the white house on the corner across from the grocery store	the white house on the corner across from the grocery store where I shop

ELs at the end of the beginning stage of language acquisition have a limited understanding and use of vocabulary. For example, they may understand the word “walk”, but not the differences in breadth and depth of other words that describe gait such as stride, run, etc. As their proficiency is expanded, their breadth and depth of vocabulary is also expanded. For example, in the high beginning level their vocabulary begins to expand from limited to basic, and they will acquire new words to describe gait such as “run”. In the Intermediate proficiency level their understanding becomes broader and deeper, and they may begin to have an adequate command of vocabulary and be able to use words such as “stride” in addition to those acquired previously.

limited vocabulary: students will have a narrow range of simple vocabulary, mostly of concrete words or familiar phrases. For example, “walk”, “sit”, “run”, “house”, “big”, “fast”.

basic vocabulary: students will have a fundamental grasp of words and phrases, some familiar and some new. Students will begin to understand some simple affixes that may change meaning or grammatical function of a word. For example, “walk →walks”; “give, giver, giving”; “look up” vs. “look out”; “white cat”; “open door”. Students will begin to incorporate other words such as occasional use of articles or modifiers.

adequate vocabulary: Students have sufficient command of vocabulary for most academic activities, and begin to incorporate more detail, specificity and sophistication in their use of vocabulary. For example, “she went” vs. “she drove”; “she ran” vs. “she jogged”; and use of prepositional phrases such as “on the corner”.

extensive vocabulary: Students have command of ample complexity and number of vocabulary items for full participation in more advanced academic work. Students begin to demonstrate understanding of how the context and syntax can change the meaning of words. For example, “walked”, “strolled”, “sauntered”; “on the corner”, “across from the grocery store”; etc.

comprehensive vocabulary: Students have command of sophisticated, grade-appropriate vocabulary. Students will use vocabulary that is specific, detailed, and appropriate to context. For example, “to table a bill” vs. “a table of contents”.