Lexia® English Language Development™

Auto Placement and Guidance for Manual Placement

The Lexia English Language Development Auto Placement is a tool that places students into an appropriate starting level of Lexia English Language Development. The Auto Placement contains activities that target both receptive and productive language (speaking, grammar and syntax, and listening comprehension). It begins with 10 initial questions that were developed from content associated with the first level of the program, and then adjusts from there based on each student's performance.

The content and number of questions students see in the Auto Placement varies depending on their proficiency and which grade cluster they belong to. There are a varied number of placement levels in the program based on whether the student is in grades K–2 or 3 and above.

Grade Cluster	Possible Placement Levels
K–2	Level 01
	Level 03
	Level 06
3+	Level 01
	Level 04
	Level 07
	Level 10
	Level 13
	Level 16

Infrequently, you may need to manually adjust a student's placement. For example, if you feel the student was incorrectly placed by the Auto Placement tool, or to solve a technical issue with the program. If that is the case, Lexia recommends using data from additional sources, such as state and/or local proficiency tests, to determine the most appropriate placement for the student.

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Proficiency Standards

Select your state's proficiency standards below to view for
Lexia English placement guidance:

• WIDA™ English Language Proficiency Standards

• California English Language Development Proficiency Standards

• Texas English Language Proficiency Standards

• ELPA21 English Language Proficiency Standards

• NY ESL Performance Level Descriptors

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Lexia English: Manual Placement Guidance Based on WIDA™ English Language Proficiency Standards

Students rostered in Lexia English are guided through an Auto Placement tool the first time they login. The tool measures their knowledge and use of English, and assigns them to a corresponding level in Lexia English. When necessary, this placement can be adjusted based on classroom observations and any available assessment data on a student's current level of English proficiency. The following table provides information on levels for the WIDA English Language Proficiency Standards that may be used to confirm or adjust auto placements in Lexia English.

WIDA Proficiency Level Name	Description of WIDA Standards Proficiency Levels*	Place K–2 Student at:	Place 3–6 Student at:
Entering	Students possess a wide range of competencies in their home or native language appropriate to their age. As learners of English as a new language, students know and use minimal social language and minimal academic language with visual and graphic support. *Examples:* • Can repeat simple words and phrases • Can identify and name everyday objects • Can respond to visually-supported questions	Entering, K–2 (L1)	Entering, 3–6 (L1)
Emerging	Students know and use some social English and general academic language with visual and graphic support. *Examples:* • Can repeat facts or statements • Can compare real-life objects • Can ask simple, everyday questions	Emerging, K–2 (L3)	Emerging, 3–6 (L4)
Developing	Students know and use social English and some specific academic language with visual and graphic support. *Examples:* • Can make predictions or hypotheses • Can ask questions of a social nature • Can answer simple content-based questions	Developing, K–2 (L5)	Developing, 3–6 (L10)
Expanding	Students know and use some social English and technical academic language. *Examples:* • Can retell and sequence stories with details • Can ask questions for social and academic purposes • Can participate in class discussions on familiar topics	Expanding, K–2 (L7)	Expanding, 3–6 (L13)
Bridging	Students know and use some social English and academic language working with grade-level material. *Examples:* • Can express and support ideas with examples • Can give oral presentations on content-based topics approaching grade level • Can justify/defend opinions with evidence	Bridging, K–2 (L9)	Bridging, 3–6 (L16)
Reaching	Students know and use social English and academic language at the highest level measured by WIDA test. *Examples:* • Can consistently use social and academic language • Can engage in oral discourse, modes of inquiry, and problem-solving at or near grade-level	Reaching, K–2 (L11)	Reaching, 3–6 (L19)

*Sources: WIDA MODEL Interpretive Guide for Score Reports Grades K–12 (2019); Amplification of English Language Development Standards

For more detailed grade-level guidance, see the following documents:

• Detailed listening, speaking, reading, and writing descriptors for each WIDA proficiency band across K–12 grade level clusters: WIDA_Can Do Descriptors_K-12 PDF

• WIDA resource hub with links to *K–12 Can Do Descriptors, Key Uses and Early Years Can Do Descriptors* in both English and Spanish, along with *K–12 Can Do Descriptors, Original Edition* (organized by language domain): WIDA_Can Do Descriptors_General Website

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Lexia English: Manual Placement Guidance Based on California English Language Development Proficiency Standards

Students rostered in Lexia English are guided through an Auto Placement tool the first time they login. The tool measures their knowledge and use of English, and assigns them to a corresponding level in Lexia English. When necessary, this placement can be adjusted based on classroom observations and any available assessment data on a student's current level of English proficiency. The following table provides information on levels for the California English Language Development Proficiency Standards that may be used to confirm or adjust auto placements in Lexia English.

CA ELD Proficiency Level Name	Description of CA English Language Development Proficiency Levels*	Place K–2 Student at:	Place 3–6 Student at:
Emerging (Newcomer)	Students possess a wide range of competencies in their home or native language appropriate to their age. As learners of English as a new language, students have not yet developed understanding and ability to use English in social and academic contexts.	Newcomer, K–2 (L1)	Newcomer, 3–6 (L1)
Emerging	Students have emerging English communication skills in social and academic contexts, often needing substantial linguistic support for less familiar tasks or topics. *Examples:* • Can orally retell texts, recount experiences, and describe pictures by using keywords • Can describe ideas and text elements within grade-level texts with substantial support • Can ask and answer basic questions with prompting and support	Emerging, K–2 (L4)	Emerging, 3–6 (L4)
Expanding	Students can use English to learn and communicate about a range of topics and academic content areas, often needing moderate linguistic support for less familiar tasks or topics. *Examples:* • Can orally retell texts and recount experiences using complete sentences and a growing number of academic vocabulary words • Can describe ideas and text elements in greater detail with moderate support • Can ask and answer detailed questions with occasional prompting and support	Expanding, K–2 (L7)	Expanding, 3–6 (L10)
Bridging	Students can communicate effectively with various audiences in English on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. They may benefit from light linguistic support for less familiar tasks or topics. *Examples:* • Can orally retell texts and recount experiences using increasingly detailed complete sentences and a wide range of academic vocabulary • Can describe ideas and text elements using key details with light support • Can ask and answer increasingly detailed questions with light support	Bridging, K–2 (L10)	Bridging, 3–6 (L16)

*Source: CA ELD Proficiency Level Descriptors (2019)

For more detailed grade-level guidance, see the following document:

• Detailed descriptors for each CA ELD Proficiency Level for grades K–12, with corresponding links to CA CCSS for ELA/Literacy: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

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Lexia English: Manual Placement Guidance Based on Texas English Language Proficiency Standards

Students rostered in Lexia English are guided through an Auto Placement tool the first time they login. The tool measures their knowledge and use of English, and assigns them to a corresponding level in Lexia English. When necessary, this placement can be adjusted based on classroom observations and any available assessment data on a student's current level of English proficiency. The following table provides information on levels for the Texas English Language Proficiency Standards that may be used to confirm or adjust auto placements in Lexia English.

TX ELPS Proficiency Level Name	Description of TX English Language Proficiency Levels*	Place K–2 Student at:	Place 3–6 Student at:
Beginning (Newcomer)	Students possess a wide range of competencies in their home or native language appropriate to their age. As learners of English as a new language, students have not yet developed understanding and ability to use English in social and academic contexts.	Newcomer, K–2 (L1)	Newcomer, 3–6 (L1)
Beginning	Students have beginning understanding and use of English in social or academic settings. *Examples:* • Can speak using words and short phrases consisting of recently practiced, memorized, or highly familiar material to meet immediate needs • Can use a small bank of high-frequency vocabulary in basic communication • May need substantial support to engage in simple conversations and discussions	Beginning, K–2 (L3)	Beginning, 3–6 (L4)
Intermediate	Students can communicate using English in routine social and academic settings with scaffolded support. *Examples:* • Can express simple messages and produce short sentences • Can use vocabulary needed in routine social and academic contexts • Can engage in short conversations and discussions on familiar topics	Intermediate, K–2 (L6)	Intermediate, 3–6 (L10)
Advanced	Students can engage in grade-level academic instruction in English with some second language acquisition support. *Examples:* • Can produce increasingly complex sentences in varied settings • Can use content-based terms and common abstract vocabulary in academic contexts • Can participate comfortably in most conversations and academic discussions on familiar topics	Advanced, K–2 (L9)	Advanced, 3–6 (16)
Advanced High	Students can engage in regular, all-English academic instruction at their grade level with minimal second language acquisition support. *Examples:* • Can narrate, describe, and communicate using complex sentences across social and academic contexts • Can use a broad range of content-based terms and abstract vocabulary • Can participate in extended, grade-level discussions on a variety of topics	Advanced High, K–2 (L11)	Advanced, 3–6 (L19)

Source: TELPAS Global Definitions of the Proficiency Levels (2020)

For more detailed grade-level guidance, see the following document:
• Listening, speaking, reading, and writing descriptors for each TX ELPS proficiency level for K–12 grade levels: http://ipsi.utexas.edu/EST/files/standards/ELPS/ELPS.pdf

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Lexia English: Manual Placement Guidance Based on ELPA21 English Language Proficiency Standards

Students rostered in Lexia English are guided through an Auto Placement tool the first time they login. The tool measures their knowledge and use of English, and assigns them to a corresponding level in Lexia English. When necessary, this placement can be adjusted based on classroom observations and any available assessment data on a student's current level of English proficiency. The following table provides information on levels for the ELPA21 English Language Proficiency Standards that may be used to confirm or adjust auto placements in Lexia English.

ELPA21 ELP Proficiency Level Name	Description of ELPA21 ELP Levels*	Place K–2 Student at:	Place 3–6 Student at:
Level 1	Students possess a wide range of competencies in their home or native language appropriate to their age. As learners of English as a new language, students have not yet developed understanding and ability to use English in social and academic contexts. *Examples*: • Can understand and use some key words and frequently occurring phrases in oral presentations with prompting and support • Can respond to simple questions with support • Can communicate simple information or feelings about familiar topics	Level 1, K–2 (L1)	Level 1, 3–6 (L1)
Level 2	Students have beginning understanding and use of English in social or academic settings. *Examples*: • Can speak using words and short phrases consisting of recently practiced, memorized, or highly familiar material to meet immediate needs • Can use a small bank of high-frequency vocabulary in basic communication • May need substantial support to engage in simple conversations and discussions	Level 2, K–2 (L3)	Level 2, 3–6 (L4)
Level 3	Students can communicate using English in routine social and academic settings with scaffolded support. *Examples*: • Can express simple messages and produce short sentences • Can use vocabulary needed in routine social and academic contexts • Can engage in short conversations and discussions on familiar topics	Level 3, K–2 (L6)	Level 3, 3–6 (L10)
Level 4	Students can engage in grade-level academic instruction in English with some second language acquisition support. *Examples*: • Can produce increasingly complex sentences in varied settings • Can use content-based terms and common abstract vocabulary in academic contexts • Can participate comfortably in most conversations and academic discussions on familiar topics	Level 4, K–2 (L9)	Level 4, 3–6 (L16)
Level 5	Students can engage in regular, all-English academic instruction at their grade level with minimal second language acquisition support. *Examples*: • Can narrate, describe, and communicate using complex sentences across social and academic contexts • Can use a broad range of content-based terms and abstract vocabulary • Can participate in extended, grade-level discussions on a variety of topics	Level 5, K–2 (L11)	Level 5, 3–6 (L19)

*Source: The ELPA21 ELP Standards (2014)

For more information see the following guidance documents from ELPA21:

• Detailed proficiency level descriptors for the 10 ELP standards across K–12 grade-level clusters, with correspondences to content-area practices and CCSS: ELPA21 Standards
• Descriptors in an alternate format (1-page posters for K–12 grade-level clusters): ELPA21 Standards At a Glance (Source: Portland Public Schools)

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Lexia English: Manual Placement Guidance Based on NY ESL Performance Level Descriptors

Students rostered in Lexia English are guided through an Auto Placement tool the first time they login. The tool measures their knowledge and use of English, and assigns them to a corresponding level in Lexia English. When necessary, this placement can be adjusted based on classroom observations and any available assessment data on a student's current level of English proficiency. The following table provides information on levels for the NY ESL Performance Level Descriptors that may be used to confirm or adjust auto placements in Lexia English.

NY ESL Performance Level Name	Description of NY ESL Performance Levels*	Place K–2 Student at:	Place 3–6 Student at:
Entering	Students possess a wide range of competencies in their home or native language appropriate to their age. As learners of English as a new language, students begin to participate in discussions about academic topics and identify information in grade-level discourse with substantial support. *Examples:* • Can ask simple questions and may contribute to a conversation using words or short phrases • Can describe or convey relevant details and/or partially narrate a story • Can identify a few short words, phrases, or predictable sentences that signal important individuals, ideas, and events	Entering, K–2 (L1)	Entering, 3–6 (L1)
Emerging	Students participate in discussions about academic topics and identify information in grade-level discourse with moderate support. *Examples:* • Can ask questions and contribute to a conversation using phrases and simple sentences • Can describe or convey relevant details and/or partially narrate a story • Can identify some short words, phrases, or a few simple sentences that signal important individuals, ideas, and events	Emerging, K–2 (L3)	Emerging, 3–6 (L4)
Transitioning	Students participate in discussions about academic topics and identify information in grade-level discourse with limited support. *Examples:* • Can ask questions and contribute to a conversation using simple and/or compound sentences • Can describe or convey relevant details and narrate a story • Can identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, and events	Transitioning, K–2 (L6)	Transitioning, 3–6 (L10)
Expanding	Students participate in discussions about academic topics and identify information in grade-level discourse. *Examples:* • Can ask questions and contribute to a conversation using simple, expanded, and/or compound sentences • Can describe or convey relevant details and narrate a story • Can identify most simple or some expanded sentences that signal important individuals, ideas, and events	Expanding, K–2 (L9)	Expanding, 3–6 (L16)
Commanding	Students fluidly participate in discussions about academic topics and identify information in grade-level discourse. *Examples:* • Can ask questions and contribute to a conversation using simple, expanded, and compound sentences and fluid language • Can describe or convey relevant details and narrate a story • Can identify a variety of simple or expanded sentences that signal important individuals, ideas, and events	Commanding, K–2 (L11)	Commanding, 3–6 (L19)

*Source: NY ESL Standards (2018)

For more detailed grade-level guidance, visit the following page for NY ESL:

• Overview of the NYS Learning Standards, Targets of Measurement, and Performance Level Descriptions for K-12 ELL students: Overview of the NYSESLAT

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