Montana English Language Proficiency K-12 Content Standards
MONTANA OFFICE OF PUBLIC INSTRUCTION

2025 ELP Content Standards
English language learners communicate for social and instructional purposes within the school setting. (MT.ELP.1)
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. (MT.ELP.2)
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics. (MT.ELP.3)
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science. (MT.ELP.4)
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. (MT.ELP.5)

Montana English Language Proficiency Performance Descriptors

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Level	2025 ELP Performance Descriptors
Entering	At the **entering** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.1) • pictorial or graphic representation of the language of the content areas (MT.ELP.PD.1.a) • words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support (MT.ELP.PD.1.b) • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support (MT.ELP.PD.1.c)
Emerging	At the **emerging** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.2) • general language related to the content areas (MT.ELP.PD.2.a) • phrases or short sentences (MT.ELP.PD.2.b) • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support (MT.ELP.PD.2.c)
Developing	At the **developing** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.3) • general and some specific language of the content areas (MT.ELP.PD.3.a) • expanded sentences in oral interaction or written paragraphs (MT.ELP.PD.3.b) • 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 (MT.ELP.PD.3.c)
Expanding	At the **expanding** level of English language proficiency, English language learners will process, understand, produce or use: (MT.ELP.PD.4) • specific and some technical language of the content areas (MT.ELP.PD.4.a) • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs (MT.ELP.PD.4.b) • 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 (MT.ELP.PD.4.c)
Bridging	At the **bridging** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.5) • specialized or technical language of the content areas (MT.ELP.PD.5.a) • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports (MT.ELP.PD.5.b) • oral or written language approaching comparability to that of proficient English peers when presented with grade level material (MT.ELP.PD.5.c)
Reaching	At the **reaching** level of English language proficiency, English language learners will process, understand, produce, or use: (MT.ELP.PD.6) • specialized or technical language reflective of the content areas at grade level (MT.ELP.PD.6.a) • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level (MT.ELP.PD.6.b) • oral or written communication in English comparable to proficient English peers (MT.ELP.PD.6.c)