

### Performance Level Definitions

Performance Level Definitions describe what an EL’s language use looks like at each level as he or she progresses toward independent participation in grade-appropriate activities. The ELPT has 5 Performance Levels and 3 Proficiency Determinations as described in the tables that follow:

| Performance Level | Descriptor         | Definitions (Includes degree of support needed)  |
|-------------------|--------------------|--|
| <b>Level 1</b>    | Beginning          | Displays few grade-level English skills and will benefit from EL program support.  |
| <b>Level 2</b>    | Early Intermediate | Presents evidence of developing grade-level English language skills and will benefit from EL program support                                 |
| <b>Level 3</b>    | Intermediate       | Applies some grade-level English language skills and will benefit from EL program support  |
| <b>Level 4</b>    | Early Advanced     | Demonstrates English language skills required for engagement with grade level academic content instruction at a level comparable to non-ELs. |
| <b>Level 5</b>    | Advanced           | Exhibits superior English language skills as measured by ELPT.   |

| Proficiency Determination | Rules  | Definition   | Sample Profile |
|---------------------------|--|--|----------------|
| <b>Emerging</b>           | A profile of 1s and 2s   | Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. Students scoring Emerging are eligible for ongoing program support.                     | <b>2 1 1 2</b> |
| <b>Progressing</b>        | A profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. | Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. Students scoring Progressing are eligible for ongoing program support.            | <b>3 3 2 1</b> |
| <b>Proficient</b>         | A profile of 4s and 5s indicates overall proficiency.  | Students are proficient when they attain a level of English language skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. Once proficient on ELPT, students can be considered for reclassification. | <b>5 5 4 4</b> |

### Exit Criteria

To exit the EL program and be reclassified as “monitored,” students will need a proficiency determination of **Proficient**.

## ELPT Reporting Categories

The design of the ELPT recognizes the multidimensional nature of English language development; therefore, the assessment measures students' progress in four domains: Reading, Writing, Listening, and Speaking. Separate scores are reported for each, and a determination about a student's proficiency in that specific domain can be made.

When a student has achieved the Proficiency Determination of **Proficient** in the specific domain or overall, he/she has demonstrated that:

|                  |   |
|------------------|---|
| <b>Listening</b> | The English language learner can listen and comprehend spoken English in the context of grade-appropriate activities. |
| <b>Speaking</b>  | The English language learner can produce comprehensible speech that is typical of grade-appropriate activities.       |
| <b>Reading</b>   | The English language learner can read and comprehend written English in the context of grade-appropriate activities.  |
| <b>Writing</b>   | The English language learner can write comprehensible texts that are the result of grade appropriate activities.      |

## Performance Level Scores Grades K-12

### Kindergarten

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 466 or below | 467-506 | 507-612 | 613-644 | 645 or above |
| Speaking  | 486 or below | 487-534 | 535-597 | 598-624 | 625 or above |
| Reading   | 472 or below | 473-513 | 514-591 | 592-626 | 627 or above |
| Writing   | 496 or below | 497-561 | 562-650 | 651-672 | 673 or above |

### Grade One

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 434 or below | 435-466 | 467-548 | 549-593 | 594 or above |
| Speaking  | 527 or below | 528-576 | 577-592 | 593-618 | 619 or above |
| Reading   | 478 or below | 479-514 | 515-583 | 584-628 | 629 or above |
| Writing   | 497 or below | 498-547 | 548-612 | 613-640 | 641 or above |

## Grade Two

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 407 or below | 408-437 | 438-511 | 512-563 | 564 or above |
| Speaking  | 489 or below | 490-528 | 529-554 | 555-587 | 588 or above |
| Reading   | 456 or below | 457-488 | 489-554 | 555-594 | 595 or above |
| Writing   | 451 or below | 454-492 | 493-554 | 555-590 | 591 or above |

## Grade Three

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 408 or below | 409-447 | 448-535 | 536-597 | 598 or above |
| Speaking  | 499 or below | 500-537 | 538-571 | 572-611 | 612 or above |
| Reading   | 494 or below | 495-540 | 541-609 | 610-643 | 644 or above |
| Writing   | 497 or below | 498-541 | 542-602 | 603-635 | 636 or above |

#### Grade Four

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 397 or below | 398-430 | 431-491 | 492-562 | 563 or above |
| Speaking  | 461 or below | 462-505 | 506-543 | 544-583 | 584 or above |
| Reading   | 452 or below | 453-487 | 488-549 | 550-593 | 594 or above |
| Writing   | 436 or below | 437-480 | 481-567 | 568-599 | 600 or above |

#### Grade Five

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 412 or below | 413-454 | 455-497 | 498-580 | 581 or above |
| Speaking  | 482 or below | 483-525 | 526-572 | 573-606 | 607 or above |
| Reading   | 467 or below | 468-510 | 511-587 | 588-626 | 627 or above |
| Writing   | 437 or below | 438-485 | 486-597 | 598-627 | 628 or above |

### Grade Six

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 409 or below | 410-439 | 440-497 | 498-564 | 565 or above |
| Speaking  | 464 or below | 465-510 | 511-561 | 562-594 | 595 or above |
| Reading   | 460 or below | 461-495 | 496-564 | 565-603 | 604 or above |
| Writing   | 424 or below | 425-471 | 472-563 | 564-593 | 594 or above |

### Grade Seven

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 429 or below | 430-472 | 473-552 | 553-596 | 597 or above |
| Speaking  | 474 or below | 475-526 | 527-581 | 582-610 | 611 or above |
| Reading   | 485 or below | 486-533 | 534-608 | 609-641 | 642 or above |
| Writing   | 473 or below | 474-519 | 520-596 | 597-624 | 625 or above |

### Grade Eight

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 431 or below | 432-477 | 478-564 | 565-612 | 613 or above |
| Speaking  | 475 or below | 476-527 | 528-589 | 590-618 | 619 or above |
| Reading   | 493 or below | 494-546 | 547-639 | 640-668 | 669 or above |
| Writing   | 483 or below | 484-532 | 533-618 | 619-646 | 647 or above |

### Grades Nine-Twelve

| Domain    | Level 1      | Level 2 | Level 3 | Level 4 | Level 5      |
|-----------|--------------|---------|---------|---------|--------------|
| Listening | 450 or below | 451-490 | 491-570 | 571-612 | 613 or above |
| Speaking  | 480 or below | 481-535 | 536-592 | 593-618 | 619 or above |
| Reading   | 487 or below | 488-538 | 539-630 | 631-661 | 662 or above |
| Writing   | 484 or below | 485-532 | 533-614 | 615-640 | 641 or above |



## Performance Level Descriptors

Performance Level Descriptors (PLDs) indicate what a typical student at each level should be able to demonstrate based on his or her command of grade-level English. The tables that follow describe the PLDs for all grade levels in the four language domains.

### Kindergarten

| Listening<br>Level 1 Beginning  | Listening<br>Level 2 Early Intermediate   | Listening<br>Level 3 Intermediate   | Listening<br>Level 4 Early Advanced   | Listening<br>Level 5 Advanced  |
|---|---|---|---|--|
| Score Range: 466 or below   | Score Range: 467-506  | Score Range: 507-612  | Score Range: 613-644  | Score Range: 645 or above  |
| When listening, the student at <b>Level 1</b> is working on:  | When listening, the student at <b>Level 2</b> is working on:  | When listening, the student at <b>Level 3</b> is working on:  | When listening, the student at <b>Level 4</b> is working on:  | When listening, the student at <b>Level 5</b> is working on:   |
| responding to short conversations; recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; responding to simple yes/no and wh- questions; following simple directions. | responding to short conversations; recognizing and identifying the meaning of some key words and phrases from read-alouds and oral presentations; responding to yes/no and wh- questions; following simple and some multi-step directions without picture support; discriminating some details in longer conversations. | responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions. | responding to conversations and identifying key words, phrases, and details from long stories and presentations; answering questions and evaluating key vocabulary using details from long stories and conversations; demonstrating multiple-step thinking. | responding to conversations and identifying key words, phrases, and details from longer stories and informational presentations; answering questions and evaluating key details from long informational presentations; demonstrating multiple step thinking. |

## Kindergarten

| Speaking Level 1 Beginning  | Speaking Level 2 Early Intermediate  | Speaking Level 3 Intermediate   | Speaking Level 4 Early Advanced  | Speaking Level 5 Advanced  |
|---|--|---|--|--|
| Score Range: 486 or below   | Score Range: 487-534   | Score Range: 535-597  | Score Range: 598-624   | Score Range: 625 or above  |
| When speaking, the student at <b>Level 1</b> is working on:   | When speaking, the student at <b>Level 2</b> is working on:  | When speaking, the student at <b>Level 3</b> is working on:   | When speaking, the student at <b>Level 4</b> is working on:  | When speaking, the student at <b>Level 5</b> is working on:  |
| responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic. | responding to conversations and questions, following commands; describing actions and objects using frequently occurring nouns, verbs, and short phrases; communicating simple information; retelling and sequencing a story; using prepositional phrases to describe location; categorizing vocabulary; forming questions related to prompts. | responding to conversations, questions and commands by describing details and actions using nouns, verbs, and prepositions; communicating information and expressing an opinion about a familiar topic; making inferences to answer questions; retelling and sequencing an oral presentation. | responding to conversations, questions and prompts by identifying multiple items and explaining choices; answering questions about a variety of topics using supporting details; expressing an opinion about a variety of topics; demonstrating correct use of prepositions; describing an object's location; retelling and sequencing an oral presentation. | responding to conversations, questions and prompts on a variety of topics by identifying items and explaining choices; answering questions about key details on a variety of topics; expressing an opinion or a preference about a variety of topics; retelling stories and multiple step directions in an event using sequencing. |

## Kindergarten

| Reading Level 1 Beginning  | Reading Level 2 Early Intermediate   | Reading Level 3 Intermediate   | Reading Level 4 Early Advanced   | Reading Level 5 Advanced  |
|--|--|--|--|---|
| Score Range: 472 or below  | Score Range: 473-513   | Score Range: 514-591   | Score Range: 592-626   | Score Range: 627 or above   |
| When reading grade-appropriate text, the student at <b>Level 1</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 2</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 3</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 4</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 5</b> is working on:   |
| determining the meaning of words and phrases in texts and dialogues; responding to simple yes/no and wh-questions; recognizing the meanings of some frequently occurring words in read-alouds. | identifying key words and phrases from read-alouds of texts and dialogues; responding to yes/no and wh-questions; recognizing the meaning of some frequently occurring and key words in read-alouds. | identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds. | categorizing words and phrases in read-alouds of texts and dialogues; answering questions about key details in a variety of text types; recognizing words and phrases in read-alouds that may have multiple meanings in context. | analyzing details from read-alouds and dialogues on familiar and unfamiliar topics; analyzing information to answer questions about key details in read-alouds; categorizing words; demonstrating comparing and contrasting skills in read-alouds; inferring meaning from words using text and pictures; listening to and following directions from a text. |

## Kindergarten

| Writing<br>Level 1 Beginning  | Writing<br>Level 2 Early Intermediate  | Writing<br>Level 3 Intermediate   | Writing<br>Level 4 Early Advanced   | Writing<br>Level 5 Advanced  |
|---|--|---|---|--|
| Score Range: 496 or below   | Score Range: 497-561   | Score Range: 562-650  | Score Range: 651-672  | Score Range: 673 or above  |
| When writing, the student at <b>Level 1</b> is working on:  | When writing, the student at <b>Level 2</b> is working on:   | When writing, the student at <b>Level 3</b> is working on:  | When writing, the student at <b>Level 4</b> is working on:  | When writing, the student at <b>Level 5</b> is working on:   |
| recognizing and using a small number of frequently occurring nouns and verbs in writing; creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs in written text; responding to simple questions about familiar topics. | recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics. | recognizing and using frequently occurring nouns, verbs, and short phrases in writing; writing and completing words with missing letters; using question words to create simple questions; expressing an opinion or preference; creating complete simple sentences by placing words in the correct order. | recognizing and using frequently occurring regular plural nouns, verbs, and prepositions in writing; writing common grade level words, writing sentences with few errors; expressing an opinion with a reason; creating complete sentences by placing words in the correct order. | recognizing and using frequently occurring regular plural nouns, verbs, prepositions, and question words in writing; writing common words and accurate grade-level sentences; expressing an opinion or a preference, including a reason for that opinion; creating complete sentences by placing words in the correct order. |

## Grade 1

| Listening<br>Level 1 Beginning  | Listening<br>Level 2 Early Intermediate   | Listening<br>Level 3 Intermediate  | Listening<br>Level 4 Early Advanced  | Listening<br>Level 5 Advanced  |
|---|---|--|--|--|
| Score Range: 434 or below   | Score Range: 435-466  | Score Range: 467-548   | Score Range: 549-593   | Score Range: 594 or above  |
| When listening, the student at <b>Level 1</b> is working on:  | When listening, the student at <b>Level 2</b> is working on:  | When listening, the student at <b>Level 3</b> is working on:   | When listening, the student at <b>Level 4</b> is working on:   | When listening, the student at <b>Level 5</b> is working on:   |
| identifying the main topic in oral presentations; determining meaning of words and phrases; participating in conversations and discussions. | identifying key words and phrases in oral presentations of texts; participating in short conversations about familiar topics and responding to simple questions and wh-questions; gathering information and identifying summaries of information from oral sources; identifying a reason a speaker gives to support a point; determining the meaning of frequently occurring words and phrases. | identifying the main topics and answer questions about some key details in oral presentations of texts; participating in short conversations and discussions on familiar topics and answering simple questions; gathering and summarizing information from oral sources; identifying one or two reasons a speaker gives to support a main point. | identifying the main topics, answering questions about an increasing number of key details in oral presentations of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point. | identifying main topics and key details in oral presentations of literary and informational texts; participating in extended conversations and discussions and answering questions on a variety of topics and texts; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point. |

## Grade 1

| Speaking Level 1 Beginning   | Speaking Level 2 Early Intermediate  | Speaking Level 3 Intermediate   | Speaking Level 4 Early Advanced   | Speaking Level 5 Advanced   |
|--|--|---|---|---|
| Score Range: 527 or below  | Score Range: 528-576   | Score Range: 577-592  | Score Range: 593-618  | Score Range: 619 or above   |
| When speaking, the student at <b>Level 1</b> is working on:  | When speaking, the student at <b>Level 2</b> is working on:  | When speaking, the student at <b>Level 3</b> is working on:   | When speaking, the student at <b>Level 4</b> is working on:   | When speaking, the student at <b>Level 5</b> is working on:   |
| responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic; expressing an opinion. | participating in short conversations; responding to simple yes/no and wh-questions about familiar topics; communicating simple messages about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences. | participating in short discussions and conversations; asking and answering simple questions about familiar topics; delivering short simple oral presentations about familiar topics; expressing an opinion about a familiar topic and giving a reason; summarizing information from sources; retelling a simple sequence of events and presenting simple information. | participating in discussions and conversations; delivering short simple oral presentations about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from provided sources; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences. | participating in extended discussions and conversations; delivering oral presentations with a few descriptive details about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from sources; recounting a more complex sequence of events and providing some facts; producing and expanding simple and compound sentences. |

**Grade 1**

| Reading<br>Level 1 Beginning  | Reading<br>Level 2 Early Intermediate  | Reading<br>Level 3 Intermediate  | Reading<br>Level 4 Early Advanced  | Reading<br>Level 5 Advanced  |
|---|--|--|--|--|
| Score Range: 478 or below   | Score Range: 479-514   | Score Range: 515-583   | Score Range: 584-628   | Score Range: 629 or above  |
| When reading grade-appropriate text, the student at <b>Level 1</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 2</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 3</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 4</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 5</b> is working on:  |
| determining the meaning of words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh-questions about familiar topics; identifying main topic in read-aloud sentence; recognizing the meaning of some frequently occurring words in read-alouds. | identifying key words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identify a reason an author gives to support the main point; determining the meaning of frequently occurring words and phrases in read-alouds. | identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases. | identifying main topics in texts and read-alouds; asking and answering questions about key details in written texts and read-alouds; retelling stories and information; identifying reasons an author gives to support a main point; answering questions about a variety of topics to determine the meaning of words, phrases, and simple idiomatic expressions. | identifying main topics in texts and read-alouds; asking and answering questions about key details in texts and read-alouds; retelling key points of stories and information; identifying reasons an author gives to support a main point; summarizing information from provided sources; answering questions on a variety of topics to determine or clarify the meaning of words, phrases, and idiomatic expressions. |

## Grade 1

| Writing Level 1 Beginning   | Writing Level 2 Early Intermediate   | Writing Level 3 Intermediate   | Writing Level 4 Early Advanced  | Writing Level 5 Advanced  |
|---|--|--|---|---|
| Score Range: 497 or below   | Score Range: 498-547   | Score Range: 548-612   | Score Range: 613-640  | Score Range: 641 or above   |
| When writing, the student at <b>Level 1</b> is working on:  | When writing, the student at <b>Level 2</b> is working on:   | When writing, the student at <b>Level 3</b> is working on:   | When writing, the student at <b>Level 4</b> is working on:  | When writing, the student at <b>Level 5</b> is working on:  |
| responding to simple yes/no and wh- questions about familiar topics; creating words by filling in a missing letter with or without a provided example; using a small number of frequently occurring nouns and verbs when writing. | responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics or objects; expressing an opinion about a familiar topic; retelling an event and presenting simple information using some frequently occurring linking words; producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions. | participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about a familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences. | participating in written exchanges about a variety of texts and topics; composing written texts about a variety of topics; answering questions expressing opinions about a variety of topics; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences. | participating in extended written exchanges of information; composing written texts about a variety of topics; expressing opinions about a variety of topics; recounting a more complex sequence of events; producing and expanding simple and some compound sentences. |



**Grades 2-3**

| <b>Listening<br/>Level 1 Beginning</b>  | <b>Listening<br/>Level 2 Early Intermediate</b>   | <b>Listening<br/>Level 3 Intermediate</b>  | <b>Listening<br/>Level 4 Early Advanced</b>   | <b>Listening<br/>Level 5 Advanced</b>  |
|---|---|--|---|--|
| 2nd Score Range: 407 or below<br>3rd Score Range: 408 or below  | 2nd Score Range: 408-437<br>3rd Score Range: 409-447  | 2nd Score Range: 438-511<br>3rd Score Range: 448-535   | 2nd Score Range: 512-563<br>3rd Score Range: 536-597  | 2nd Score Range: 564 or above<br>3rd Score Range: 598 or above   |
| When listening, the student at <b>Level 1</b> is working on:  | When listening, the student at <b>Level 2</b> is working on:  | When listening, the student at <b>Level 3</b> is working on:   | When listening, the student at <b>Level 4</b> is working on:  | When listening, the student at <b>Level 5</b> is working on:   |
| identifying and gathering information from an oral presentation; determining the meaning of a few key words and phrases; participating in a short conversation and responding to basic questions; following basic directions. | identifying and gathering information from an oral presentation; determining the meaning of basic vocabulary and common content vocabulary; participating in longer conversations and responding to basic questions; identifying main topic and some key details; following directions. | identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details; asking and answering questions; determining the meaning of higher-level vocabulary and content vocabulary; following multistep directions. | identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions based on conversations. | identifying, gathering and sequencing information from a long oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions and making comparisons based on a long conversation. |

## Grades 2-3

| Speaking<br>Level 1 Beginning  | Speaking<br>Level 2 Early Intermediate   | Speaking<br>Level 3 Intermediate  | Speaking<br>Level 4 Early Advanced   | Speaking<br>Level 5 Advanced  |
|--|--|---|--|---|
| 2nd Score Range: 489 or below<br>3rd Score Range: 499 or below   | 2nd Score Range: 490-528<br>3rd Score Range: 500-537   | 2nd Score Range: 529-554<br>3rd Score Range: 538-571  | 2nd Score Range: 555-587<br>3rd Score Range: 572-611   | 2nd Score Range: 588 or above<br>3rd Score Range: 612 or above  |
| When speaking, the student at <b>Level 1</b> is working on:  | When speaking, the student at <b>Level 2</b> is working on:  | When speaking, the student at <b>Level 3</b> is working on:   | When speaking, the student at <b>Level 4</b> is working on:  | When speaking, the student at <b>Level 5</b> is working on:   |
| responding to basic questions about familiar topics and participating in short conversations; communicating basic information using frequently occurring words and simple sentences about familiar texts and topics; expressing opinions on familiar topics. | responding to basic questions about familiar texts and topics and participating in short conversations; delivering basic oral presentations about familiar texts and topics; communicating basic information; recounting two sequential events and using linking words to connect ideas; producing simple sentences and using common word choices; expressing opinions on familiar topics. | participating in short discussions including asking questions and adding comments; delivering short oral presentations about familiar topics; presenting information, recounting short sequences of events, and using linking words to connect ideas; expanding simple sentences, word choice and verbs; expressing opinions on familiar topics with at least one reason for the opinion. | participating in discussions by asking and answering questions; delivering short oral presentations on a variety of topics; introducing topics and presenting facts using temporal and linking words to connect ideas; expanding use of compound sentences, word choices, and verbs; expressing opinions and reasons on a variety of topics. | participating in extended discussions by asking and answering questions; delivering oral presentations on a variety of topics; introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; expanding use of complex sentences, word choices and verbs; expressing opinions by giving several reasons for the opinions; articulating conclusions about the opinions. |

## Grades 2-3

| Reading<br>Level 1 Beginning  | Reading<br>Level 2 Early Intermediate   | Reading<br>Level 3 Intermediate   | Reading<br>Level 4 Early Advanced  | Reading<br>Level 5 Advanced   |
|---|---|---|--|---|
| 2nd Score Range: 456 or below<br>3rd Score Range: 494 or below  | 2nd Score Range: 457-488<br>3rd Score Range: 495-540  | 2nd Score Range: 489-554<br>3rd Score Range: 541-609  | 2nd Score Range: 555-594<br>3rd Score Range: 610-643   | 2nd Score Range: 595 or above<br>3rd Score Range: 644 or above  |
| When reading grade-appropriate text, the student at <b>Level 1</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 2</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 3</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 4</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 5</b> is working on:   |
| recognizing and understanding the meaning of basic words, phrases, and expressions to make meaning of text; responding to basic questions; gaining basic information. | identifying and understanding common words, phrases, and expressions to make meaning of text; identifying main idea; responding to basic questions. | identifying main idea and some key details; responding to questions; understanding the meaning of content vocabulary and less common words and expressions to make meaning of text; beginning to understand how word structures affect meaning. | determining the main idea and a number of key details that support the main idea; answering more complex questions; understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; understanding how word structures affect meaning. | determining the main idea and explain how key details support the main idea; answering more complex questions; understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; understanding how word structures affect meaning. |

## Grades 2-3

| Writing<br>Level 1 Beginning  | Writing<br>Level 2 Early Intermediate   | Writing<br>Level 3 Intermediate  | Writing<br>Level 4 Early Advanced   | Writing<br>Level 5 Advanced  |
|---|---|--|---|--|
| 2nd Score Range: 451 or below<br>3rd Score Range: 497 or below  | 2nd Score Range: 452-492<br>3rd Score Range: 498-541  | 2nd Score Range: 493-554<br>3rd Score Range: 542-602   | 2nd Score Range: 555-590<br>3rd Score Range: 603-635  | 2nd Score Range: 591 or above<br>3rd Score Range: 636 or above   |
| When writing, the student at <b>Level 1</b> is working on:  | When writing, the student at <b>Level 2</b> is working on:  | When writing, the student at <b>Level 3</b> is working on:   | When writing, the student at <b>Level 4</b> is working on:  | When writing, the student at <b>Level 5</b> is working on:   |
| creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs; answering basic questions and producing basic information using isolated words or phrases. | creating words by filling in a missing letter; composing words, phrases, and simple sentences related to prompt; recognizing and using frequently occurring parts of speech; choosing basic words to communicate meaning. | creating words by filling in a missing letter; composing simple and compound sentences with clear meaning that relate to a prompt; recognizing and using parts of speech; developing control of verb tenses; expanding word choice to communicate meaning. | composing simple, compound, and some complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; increasing use of complex grammar structures; expanding word choice to communicate meaning. | composing compound and complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; accurately using complex grammar structures; expanding word choice to communicate meaning. |

**Grades 4-5**

| Listening<br>Level 1 Beginning  | Listening<br>Level 2 Early Intermediate   | Listening<br>Level 3 Intermediate  | Listening<br>Level 4 Early Advanced  | Listening<br>Level 5 Advanced   |
|---|---|--|--|---|
| 4th Score Range: 397 or below<br>5th Score Range: 412 or below  | 4th Score Range: 398-430<br>5th Score Range: 413-454  | 4th Score Range: 431-491<br>5th Score Range: 455-497   | 4th Score Range: 492-562<br>5th Score Range: 498-580   | 4th Score Range: 563 or above<br>5th Score Range: 581 or above  |
| When listening, the student at <b>Level 1</b> is working on:  | When listening, the student at <b>Level 2</b> is working on:  | When listening, the student at <b>Level 3</b> is working on:   | When listening, the student at <b>Level 4</b> is working on:   | When listening, the student at <b>Level 5</b> is working on:  |
| determining the meaning of a few basic words and phrases and formulaic expressions in oral presentations; listening to short conversations and responding to simple questions and some wh-questions; identifying a point a speaker makes. | determining the meaning of a few basic words and phrases and expressions in oral presentations; participating in short conversations and discussions and responding to simple questions; identifying the main idea and a key detail from a read-aloud or oral presentation; identifying a speaker’s main point, and agree or disagree with the speaker. | determining the meaning of words, phrases and some idiomatic expressions; participating in short conversations and discussions, asking and answering questions; identifying the main idea and key details about a familiar topic; identify how one or two reasons support the specific points a speaker makes. | determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details. | determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation. |

## Grades 4-5

| Speaking Level 1 Beginning   | Speaking Level 2 Early Intermediate   | Speaking Level 3 Intermediate  | Speaking Level 4 Early Advanced   | Speaking Level 5 Advanced   |
|--|---|--|---|---|
| 4th Score Range: 461 or below<br>5th Score Range: 482 or below   | 4th Score Range: 462-505<br>5th Score Range: 483-525  | 4th Score Range: 506-543<br>5th Score Range: 526-572   | 4th Score Range: 544-583<br>5th Score Range: 573-606  | 4th Score Range: 584 or above<br>5th Score Range: 607 or above  |
| When speaking, the student at <b>Level 1</b> is working on:  | When speaking, the student at <b>Level 2</b> is working on:   | When speaking, the student at <b>Level 3</b> is working on:  | When speaking, the student at <b>Level 4</b> is working on:   | When speaking, the student at <b>Level 5</b> is working on:   |
| participating in short conversations using a few words or phrases; communicating simple information about an event or topic using a narrow range of vocabulary and simple sentences; expressing an opinion about a familiar topic. | participating in short conversations, responding to simple wh- questions; delivering short oral presentations or describing pictures and graphs using simple language structures; recounting a simple sequence of events in order; constructing a claim with one supporting reason. | participating in short conversations and discussions, asking and answering questions, responding to the comments of others, and adding own comments; delivering short oral presentations including a few details and a conclusion; constructing a claim and providing a few supporting reasons or facts. | participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions. | participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim. |

**Grades 4-5**

| Reading<br>Level 1 Beginning  | Reading<br>Level 2 Early Intermediate   | Reading<br>Level 3 Intermediate   | Reading<br>Level 4 Early Advanced   | Reading<br>Level 5 Advanced   |
|---|---|---|---|---|
| 4th Score Range: 462 or below<br>5th Score Range: 467 or below  | 4th Score Range: 453-487<br>5th Score Range: 468-510  | 4th Score Range: 488-549<br>5th Score Range: 511-587  | 4th Score Range: 550-593<br>5th Score Range: 588-626  | 4th Score Range: 594 or above<br>5th Score Range: 627 or above  |
| When reading grade-appropriate text, the student at <b>Level 1</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 2</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 3</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 4</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 5</b> is working on:   |
| identifying a few key words and phrases in simple written text; gathering information from a few provided sources and labelling some key information. | determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources. | determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information. | determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions. | determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics. |

**Grades 4-5**

| <b>Writing<br/>Level 1 Beginning</b>   | <b>Writing<br/>Level 2 Early Intermediate</b>  | <b>Writing<br/>Level 3 Intermediate</b>  | <b>Writing<br/>Level 4 Early Advanced</b>   | <b>Writing<br/>Level 5 Advanced</b>   |
|--|--|--|---|---|
| 4th Score Range: 436 or below<br>5th Score Range: 437 or below   | 4th Score Range: 437-480<br>5th Score Range: 438-485   | 4th Score Range: 481-567<br>5th Score Range: 486-597   | 4th Score Range: 568-599<br>5th Score Range: 598-627  | 4th Score Range: 600 or above<br>5th Score Range: 628 or above  |
| When writing, the student at <b>Level 1</b> is working on:   | When writing, the student at <b>Level 2</b> is working on:   | When writing, the student at <b>Level 3</b> is working on:   | When writing, the student at <b>Level 4</b> is working on:  | When writing, the student at <b>Level 5</b> is working on:  |
| communicating basic information about an event or a topic using a narrow range of vocabulary and simple sentences; participating in short written exchanges and responding to simple and some wh- questions about familiar topics. | producing simple sentences using basic language structures; expressing an opinion or constructing a simple claim with a supporting reason; recounting a simple sequence of events, using basic linking words; asking a question about a topic or text. | producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments. | producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence. | participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; summarizing key ideas. |



**Grades 6-8**

| <b>Listening<br/>Level 1 Beginning</b>   | <b>Listening<br/>Level 2 Early Intermediate</b>   | <b>Listening<br/>Level 3 Intermediate</b>   | <b>Listening<br/>Level 4 Early Advanced</b>  | <b>Listening<br/>Level 5 Advanced</b>   |
|--|---|---|--|---|
| 6th Score Range: 409 or below<br>7th Score Range: 429 or below<br>8th Score Range: 431 or below                                      | 6th Score Range: 410-439<br>7th Score Range: 430-472<br>8th Score Range: 432-477  | 6th Score Range: 440-497<br>7th Score Range: 473-552<br>8th Score Range: 478-564  | 6th Score Range: 498-564<br>7th Score Range: 553-596<br>8th Score Range: 565-612   | 6th Score Range: 565 or above<br>7th Score Range: 597 or above<br>8th Score Range: 613 or above   |
| When listening, the student at <b>Level 1</b> is working on:   | When listening, the student at <b>Level 2</b> is working on:  | When listening, the student at <b>Level 3</b> is working on:  | When listening, the student at <b>Level 4</b> is working on:   | When listening, the student at <b>Level 5</b> is working on:  |
| recognizing a few key words or phrases; responding to simple questions and some wh-questions; identifying a point made by a speaker. | recognizing the main topic and retelling a few key points; responding to simple questions and wh-questions; determining the meaning of frequently occurring words, phrases and expressions. | determining the main idea and a few supporting details; paraphrasing the main idea; participating in discussions, building on the ideas of others and answering questions; determining the meaning of general education and content specific words. | determining the main idea and supporting evidence; paraphrasing and analyzing information to determine if the evidence supports the argument; posing and answering relevant questions; adding additional relevant information and evidence to key ideas. | determining main idea or ideas and how each idea is supported with evidence; gathering information from multiple oral sources and evaluating the credibility of the information; quoting or citing examples while paraphrasing data and conclusions; determining the meaning of general academic, context specific, figurative and idiomatic phrases. |

**Grades 6-8**

| <b>Speaking Level 1 Beginning</b>   | <b>Speaking Level 2 Early Intermediate</b>  | <b>Speaking Level 3 Intermediate</b>  | <b>Speaking Level 4 Early Advanced</b>   | <b>Speaking Level 5 Advanced</b>   |
|---|---|---|--|--|
| 6th Score Range: 409 or below<br>7th Score Range: 474 or below<br>8th Score Range: 475 or below   | 6th Score Range: 465-510<br>7th Score Range: 475-526<br>8th Score Range: 476-527  | 6th Score Range: 511-561<br>7th Score Range: 527-581<br>8th Score Range: 528-589  | 6th Score Range: 562-594<br>7th Score Range: 582-610<br>8th Score Range: 590-618   | 6th Score Range: 595 or above<br>7th Score Range: 611 or above<br>8th Score Range: 619 or above  |
| When speaking, the student at <b>Level 1</b> is working on:   | When speaking, the student at <b>Level 2</b> is working on:   | When speaking, the student at <b>Level 3</b> is working on:   | When speaking, the student at <b>Level 4</b> is working on:  | When speaking, the student at <b>Level 5</b> is working on:  |
| using basic and topical vocabulary; responding to simple and wh- questions about a presentation; expressing an opinion about a topic; recognizing and using frequently occurring nouns, phrases, and verbs. | offering an opinion or prediction using simple grammatical structures and vocabulary; responding to questions with words relevant to the topic; interpreting the information in a picture or graph about a familiar topic, constructing a claim and providing a supporting reason; producing simple and compound sentences. | describing a picture or graph using general academic and content-specific vocabulary, and compound as well as complex sentences; constructing a claim and providing several supporting reasons or facts in a logical order; adapting language choices to audience; delivering a short oral presentation, or recounting a brief sequence of events in order using linking words. | participating in conversations and discussions with appropriate grammatical structures; recounting a detailed sequence of events with a beginning, middle, and end; summarizing information using simple, compound and complex sentences; supporting main ideas clearly with relevant and specific evidence; deliver oral presentations about a variety of topics and experiences. | making predictions and drawing conclusions from a variety of sources; asking and answering questions, and stating opinions with appropriate grammatical structures and vocabulary; recounting a complex sequence of events; making a claim with simple, compound, and complex sentences. |

## Grades 6-8

| Reading Level 1 Beginning  | Reading Level 2 Early Intermediate   | Reading Level 3 Intermediate  | Reading Level 4 Early Advanced   | Reading Level 5 Advanced   |
|--|--|---|--|--|
| 6th Score Range: 460 or below<br>7th Score Range: 485 or below<br>8th Score Range: 493 or below  | 6th Score Range: 461-495<br>7th Score Range: 486-533<br>8th Score Range: 494-546   | 6th Score Range: 496-564<br>7th Score Range: 534-608<br>8th Score Range: 547-639  | 6th Score Range: 565-603<br>7th Score Range: 609-641<br>8th Score Range: 640-668   | 6th Score Range: 604 or above<br>7th Score Range: 642 or above<br>8th Score Range: 669 or above  |
| When reading grade-appropriate text, the student at <b>Level 1</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 2</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 3</b> is working on:   | When reading grade-appropriate text, the student at <b>Level 4</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 5</b> is working on:  |
| identifying a few key words and phrases in simple written texts; identifying basic information within text; responding to simple questions and some wh-questions on familiar topics. | identifying the main topic and a few key details in simple written texts; identifying key words and phrases; responding to simple comments and questions on a variety of topics as well as some wh-questions; gathering and recording information. | determining the central idea or theme and supporting details; responding to others' comments and answering questions on familiar topics; gathering information from a few sources; using context clues to determine the meanings of general academic and content-specific words and phrases; explaining an author's argument; analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not. | determining two or more central ideas and how they are supported by specific details; building on ideas of others, adding relevant and specific evidence; summarizing text; gathering information from multiple sources to summarize ideas, information and observations; analyzing the arguments and claims made in text, determining the sufficiency of supporting evidence; determining the meaning of content-specific words and phrases and some idiomatic expressions. | determining central ideas or themes and how they are supported by specific details; summarizing key ideas in text; responding to others' comments and answering questions on a variety of topics, adding relevant and specific evidence; gathering information from sources, evaluating its credibility, and paraphrasing the data; determining whether reasoning is sound and evidence is sufficient to support claims; determining the meaning of figurative and connotative language. |

**Grade 6-8**

| <b>Writing<br/>Level 1 Beginning</b>   | <b>Writing<br/>Level 2 Early Intermediate</b>   | <b>Writing<br/>Level 3 Intermediate</b>   | <b>Writing<br/>Level 4 Early Advanced</b>  | <b>Writing<br/>Level 5 Advanced</b>   |
|--|---|---|--|---|
| 6th Score Range: 424 or below<br>7th Score Range: 473 or below<br>8th Score Range: 483 or below  | 6th Score Range: 425-471<br>7th Score Range: 474-519<br>8th Score Range: 484-532  | 6th Score Range: 472-563<br>7th Score Range: 520-596<br>8th Score Range: 533-618  | 6th Score Range: 564-593<br>7th Score Range: 597-624<br>8th Score Range: 619-646   | 6th Score Range: 594 or above<br>7th Score Range: 625 or above<br>8th Score Range: 647 or above   |
| When writing, the student at <b>Level 1</b> is working on:   | When writing, the student at <b>Level 2</b> is working on:  | When writing, the student at <b>Level 3</b> is working on:  | When writing, the student at <b>Level 4</b> is working on:   | When writing, the student at <b>Level 5</b> is working on:  |
| participating in short written exchanges and presenting simple information; expressing an opinion about a familiar topic; responding to wh-questions about presentations using vocabulary from the presentation topic. | participating in short written exchanges; composing claims, narratives, or informational texts about familiar topics; providing a reason or fact to support the claim; responding to simple and wh-questions; recounting a brief sequence of events in order; using frequently occurring general academic and content-specific words and phrases. | participating in written exchanges with some details; constructing a claim about a topic, introducing the topic, and providing reasons and facts in logical order; providing a concluding statement; asking and answering questions, adding relevant information; expressing own ideas in writing; recounting a short sequence of events in order with a beginning, middle, and end; using common transitional words and phrases. | participating in written exchanges on a variety of topics and texts; asking and answering relevant questions; paraphrasing to restate information; composing narrative and informational texts with specific details about a variety of topics; constructing a claim and providing sufficient reasons to support it; analyzing an argument or claim; using simple, compound and complex sentences with transitional words and phrases to connect events and ideas. | participating in extended written exchanges on a variety of topics and texts; adding evidence and summarizing ideas; composing narrative and informational texts with relevant details about a variety of topics; constructing a claim, introducing the topic and providing compelling, ordered reasons to support the claim; recounting a complex sequence of events with a beginning, middle, and end; adapting language choices and style to the purpose and audience; precisely expressing ideas while maintaining a consistent style and tone. |

**Grades 9-12**

| Listening<br>Level 1 Beginning   | Listening<br>Level 2 Early Intermediate   | Listening<br>Level 3 Intermediate   | Listening<br>Level 4 Early Advanced  | Listening<br>Level 5 Advanced  |
|--|---|---|--|--|
| 9-12 Score Range: 450 or below   | 9-12 Score Range: 451-490   | 9-12 Score Range: 491-570   | 9-12 Score Range: 571-612  | 9-12 Score Range: 613 or above   |
| When listening, the student at <b>Level 1</b> is working on:   | When listening, the student at <b>Level 2</b> is working on:  | When listening, the student at <b>Level 3</b> is working on:  | When listening, the student at <b>Level 4</b> is working on:   | When listening, the student at <b>Level 5</b> is working on:   |
| determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh-questions. | determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations. | determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges. | determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker’s development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim. | determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker. |

**Grades 9-12**

| Speaking<br>Level 1 Beginning  | Speaking<br>Level 2 Early Intermediate  | Speaking<br>Level 3 Intermediate  | Speaking<br>Level 4 Early Advanced  | Speaking<br>Level 5 Advanced   |
|--|---|---|---|--|
| 9-12 Score Range: 480 or below   | 9-12 Score Range: 481-535   | 9-12 Score Range: 536-592   | 9-12 Score Range: 593-618   | 9-12 Score Range: 619 or above   |
| When speaking, the student at <b>Level 1</b> is working on:  | When speaking, the student at <b>Level 2</b> is working on:   | When speaking, the student at <b>Level 3</b> is working on:   | When speaking, the student at <b>Level 4</b> is working on:   | When speaking, the student at <b>Level 5</b> is working on:  |
| communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic. | producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement. | speaking about informational and complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas. | using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence. | participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; asking and answering questions to probe reasoning and claims; summarizing key ideas and evidence; fully developing a claim or topic with relevant details, concepts, examples, and information; analyzing and integrating information into a clearly organized oral text. |

## Grades 9-12

| Reading Level 1 Beginning  | Reading Level 2 Early Intermediate   | Reading Level 3 Intermediate   | Reading Level 4 Early Advanced   | Reading Level 5 Advanced  |
|--|--|--|--|---|
| 9-12 Score Range: 487 or below   | 9-12 Score Range: 488-538  | 9-12 Score Range: 539-630  | 9-12 Score Range: 631-661  | 9-12 Score Range: 662 or above  |
| When reading grade-appropriate text, the student at <b>Level 1</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 2</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 3</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 4</b> is working on:  | When reading grade-appropriate text, the student at <b>Level 5</b> is working on:   |
| recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh-questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information. | identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text, recognizing the main idea/argument of a text and retelling key details; gathering information from provided sources and summarizing data and information. | determining the meaning of general academic and content-specific words and phrases in literary and informational texts; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources. | determining the meaning of figurative language and some idiomatic expressions; identifying main ideas, and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings. | determining the meaning of figurative language, and idiomatic expressions, accurately identifying, summarizing, analyzing, and critiquing key points; main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source. |

## Grades 9-12

| Writing Level 1 Beginning   | Writing Level 2 Early Intermediate   | Writing Level 3 Intermediate   | Writing Level 4 Early Advanced   | Writing Level 5 Advanced  |
|---|--|--|--|---|
| 9-12 Score Range: 484 or below  | 9-12 Score Range: 485-532  | 9-12 Score Range: 533-614  | 9-12 Score Range: 615-640  | 9-12 Score Range: 641 or above  |
| When writing, the student at <b>Level 1</b> is working on:  | When writing, the student at <b>Level 2</b> is working on:   | When writing, the student at <b>Level 3</b> is working on:   | When writing, the student at <b>Level 4</b> is working on:   | When writing, the student at <b>Level 5</b> is working on:  |
| communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts. | writing a clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic, writing one relevant question about a prompt. | using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, content-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding. | producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts and issues; introducing and developing an informational topic with facts, details and evidence. | producing a coherent narrative with details using compound and complex sentences, with complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; composing informational texts about a variety of topics with relevant details, concepts, examples and information; expressing ideas clearly and persuasively; introducing and distinguishing a claim from a counter-claim, providing logically ordered, relevant reasons and supporting evidence to refute the counter-claim. |