

Alternate English Language Proficiency Test (ELPT Connect) Performance Level Descriptors (PLDs)

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Performance Level Definitions by Modalities

Performance levels are defined by how well the student understands English and how well the student communicates using English, referred to as “modalities”. How well the student understands English (Receptive modality) is reported with the Listening and Reading domains; how well the student communicates using English (Productive modality) is reported with the Speaking and Writing domains.

Performance Level	Receptive Modality Definitions	Productive Modality Definitions
Level 1 Beginning	The Receptive modality measures English language performance in Listening and Reading. Students in Level 1 demonstrate Receptive performance reflected in the Alt EL Connectors that significantly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.	The Productive modality measures English language performance in Speaking and Writing. Students in Level 1 demonstrate Productive performance reflected in Alt EL Connectors that significantly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
Level 2 Intermediate	The Receptive modality measures English language performance in Listening and Reading. Students in Level 2 demonstrate Receptive performance reflected in the Alt EL Connectors that moderately limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.	The Productive modality measures English language performance in Speaking and Writing. Students in Level 2 demonstrate Productive performance reflected in the Alt EL Connectors that moderately limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
Level 3 Early Advanced	The Receptive modality measures English language performance in Listening and Reading. Students in Level 3 demonstrate Receptive performance reflected in the Alt EL Connectors that slightly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.	The Productive modality measures English language performance in Speaking and Writing. Students in Level 3 demonstrate Productive performance reflected in the Alt EL Connectors that slightly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
Level 4 Advanced	The Receptive modality measures English language performance in Listening and Reading. Students in Level 4 demonstrate Receptive performance reflected in the Alt EL Connectors that enables full participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.	The Productive modality measures English language performance in Speaking and Writing. Students in Level 4 demonstrate Productive performance reflected in the Alt EL Connectors that enables full participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.

Proficiency Determination

The proficiency determination – Proficient, Progressing, Emerging – is based on the student’s overall scale score and their grade level.

- **Proficient** – Students show a level of English language proficiency reflected in the Alt EL Connectors that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the ELPT Connect by attaining Level 3 or higher in all modalities. Once Proficient on the ELPT Connect, students may be considered for reclassification.
- **Progressing** – Students show a level of English language proficiency reflected in the Alt EL Connectors that moderately limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the

ELPT Connect by attaining above Level 1 and below Level 3 in at least one modality. Students scoring Progressing on the ELPT Connect are eligible for ongoing program support.

- **Emerging** – Students show a level of English language proficiency reflected in the Alt EL Connectors that significantly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the ELPT Connect by attaining a Level 1 in all modalities. Students scoring Emerging on the ELPT Connect are eligible for ongoing program support.

Performance Level Scaled Score Ranges by Grade and Modalities

Grade	Level	Receptive Modalities: Listening & Reading	Productive Modalities: Speaking & Writing	Grade	Level	Receptive Modalities: Listening & Reading	Productive Modalities: Speaking & Writing
Kindergarten	1	0-61	0-73	Grade 5	1	0-44	0-48
	2	62-70	74-83		2	45-57	49-77
	3	71-82	84-91		3	58-86	78-84
	4	83-99	92-99		4	87-99	85-99
Grade 1	1	0-56	0-67	Grade 6	1	0-33	0-41
	2	57-64	68-82		2	34-42	42-64
	3	65-83	83-94		3	43-79	65-83
	4	84-99	95-99		4	80-99	84-99
Grade 2	1	0-50	0-61	Grade 7	1	0-34	0-42
	2	51-60	62-80		2	35-44	43-66
	3	61-79	81-87		3	45-80	67-84
	4	80-99	88-99		4	81-99	85-99
Grade 3	1	0-55	0-66	Grade 8	1	0-35	0-44
	2	56-65	67-83		2	36-45	45-67
	3	66-82	84-89		3	46-80	68-85
	4	83-99	90-99		4	81-99	86-99
Grade 4	1	0-38	0-41	Grades 9-12	1	0-35	0-49
	2	39-51	42-72		2	36-46	50-67
	3	52-83	73-80		3	47-82	68-76
	4	84-99	81-99		4	83-99	77-99

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

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Kindergarten: Receptive – Listening			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words from read-alouds and oral presentations Recognizing the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events Listening with limited participation in short conversations Responding to simple yes/no questions about familiar topics Recognizing information from experience or from a provided source 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying some key words from read-alouds and oral presentations Recognizing the meaning of some familiar, concrete words in simple oral presentations and read-alouds about familiar topics, experiences, or events Listening with some participation in short conversations Responding to simple yes/no questions and wh- questions about familiar topics 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying key words and main topics from read-alouds and oral presentations Determining the meaning of a few novel words and a few abstract words and phrases occurring in simple oral presentations and read-alouds about familiar topics, experiences, or events Listening with some participation in short conversations Responding to simple yes/no questions and wh- questions about familiar topic 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Answering questions about key details from read-alouds and oral presentations Retelling basic information from read-alouds and oral presentations Answering simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events Participating in short conversations Responding to more complex yes/no questions and wh- question
Kindergarten: Receptive – Reading			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words in picture books or simple written text (e.g., labeled pictures) Recognizing the meaning of a few frequently occurring words in simple written texts about familiar topics, experiences, or events Responding to simple yes/no questions about familiar topics 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying some key words in picture books or simple written text Recognizing the meaning of some familiar, concrete words in simple written texts about familiar topics, experiences, or events Responding to simple yes/no questions and wh- questions about familiar topics 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying key words and main topics in picture books or simple written texts Determining the meaning of a few novel words and a few abstract words and phrases in simple written texts about familiar and novel topics, experiences, or events Responding to simple yes/no questions and wh- questions about familiar topics 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Answering questions about key details in picture books or simple written texts Retelling basic information from simple written texts Answering simple questions to help determine the meaning of some frequently occurring words and phrases in simple written texts about familiar and novel topics, experiences, or events Participating in short conversations

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
<ul style="list-style-type: none"> Recognizing information from experience or from a provided source 	<ul style="list-style-type: none"> Recalling information from experience or from a provided source to answer a question showing developing control 	<ul style="list-style-type: none"> Following simple rules for discussion about familiar topic 	<ul style="list-style-type: none"> Responding to more complex yes/no questions and wh- question
Kindergarten: Productive – Speaking			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> Communicate simple information, including a feeling or opinion, about a familiar topic or experience Listen with limited participation in short conversations Respond to simple yes/no questions about familiar topics Recognize information from experience or from a provided source 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> Communicate simple information or feelings about familiar topics, experiences, or events Indicate awareness of the difference between appropriate language for the playground and for the classroom Listen with some participation in short conversations Respond to simple yes/no questions and wh- questions about familiar topic 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> Communicate simple information or feelings about familiar and novel topics, experiences, or events Identify a feeling or opinion about a familiar topic Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> Tell or dictate simple information about familiar topics, stories, experiences, or events Express an opinion or preference about a familiar topic Use words, sounds, expressions, and gestures appropriate for social and academic contexts to demonstrate increasing awareness language appropriate for various contexts Participate in short conversations Respond to more complex yes/no questions and wh-questions
Kindergarten: Productive – Writing			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> Communicate simple information, including feelings, about a familiar topic or experience Respond to simple yes/no questions about familiar topics Recognize information from experience or from a provided source 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> Communicate simple information or feelings about familiar topics, experiences, or events Indicate awareness of the difference between appropriate language for the playground and for the classroom Respond to simple yes/no questions and wh- questions about familiar topics Recall information from experience or from a provided source to answer a question showing developing control 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> Communicate simple information or feelings about familiar and novel topics, experiences, or events Identify a feeling or opinion about a familiar topic Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> Tell or dictate simple information about familiar topics, stories, experiences, or events Express an opinion or preference about a familiar topic Use words and expressions appropriate for social and academic contexts to demonstrate increasing awareness of language appropriate for various contexts Participate in short conversations Respond to more complex yes/no questions and wh- question

Grade 1

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grade 1: Receptive – Listening			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words and phrases from read-alouds and oral presentations Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events Listening with limited participation in short conversations Responding to simple yes/no questions about familiar topics Participating in shared research projects 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying key words from read-alouds and oral presentations Determining the meaning of frequently occurring words and phrases in simple oral discourse about familiar topics, experiences, or events Listening with some participation in short conversations Responding to simple yes/no questions and wh- questions Participating in shared research projects Labeling information from some provided sources showing emerging control 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying key words and main topics from read-alouds and oral presentations Determining the meaning of a few novel words and a few abstract words and phrases occurring in simple oral presentations and read-alouds about familiar topics, experiences, or events Listening with some participation in short conversations Responding to simple yes/no questions and wh- questions about familiar topic 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Answering questions about key details from read-alouds and oral presentations Retelling basic information from read-alouds and oral presentations Determining the meaning of less-frequently occurring words and phrases from simple oral presentations and read-alouds Participating in short conversations Responding to simple yes/no questions and wh- questions Following some rules for discussion about familiar topics
Grade 1: Receptive – Reading			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events Responding to simple yes/no questions about familiar topics Participating in shared research projects Labeling information from a few provided sources showing limited control 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying key words in simple written texts Determining the meaning of frequently occurring words and phrases in simple written texts about familiar topics, experiences, or events Responding to simple yes/no questions and wh- questions Participating in shared research projects Labeling information from some provided sources showing emerging control 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying key words and the main topic in simple written texts Determining the meaning of general words and phrases in written texts about familiar and novel topics, experiences, or events Responding to simple yes/no questions and wh- questions Following simple rules for discussion about familiar topics Participating in shared research projects Retelling key information from provided sources showing emerging control 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Answering questions about key details from simple written texts Retelling basic information from simple written texts Determining the meaning of less-frequently occurring words and phrases from simple written texts Responding to simple yes/no questions and wh- questions Following some rules for discussion about familiar topics Participating in shared research projects

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grade 1: Productive — Speaking			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information or feelings about a familiar topic or experience • Indicate the appropriate audience or task when presented with familiar phrases and simple sentences • Indicate appropriate language for the playground and for the classroom • Listen with limited participation in short conversations • Respond to simple yes/no questions about familiar topic • Participate in shared research projects 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information about familiar topics, experiences, or events • Demonstrate developing awareness of appropriate language for the playground and for the classroom • Listen with some participation in short conversations • Respond to simple yes/no questions and wh- questions • Participate in shared research projects • Label information from some provided sources showing emerging control 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information about familiar and novel topics, experiences, or events • By using some words, sounds, expressions, and gestures appropriate for the playground and for the classroom, demonstrate awareness of the difference between appropriate language for the playground and for the classroom • Listen with some participation in short conversations 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Express an opinion or preference about familiar topics, stories, experience, or events • Tell simple information about familiar topics, stories, experiences, or events • By using an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom), demonstrate awareness of the difference between appropriate language in various context
Grade 1: Productive — Writing			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information or feelings about a familiar topic or experience • Indicate the appropriate audience or task when presented with familiar phrases and simple sentences • Indicate appropriate language for the playground and for the classroom • Respond to simple yes/no questions about familiar topics • Participate in shared research projects • Label information from a few provided sources showing limited control 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information about familiar topics, experiences, or events • Demonstrate developing awareness of appropriate language for the playground and for the classroom • Respond to simple yes/no questions and wh- questions • Participate in shared research projects • Label information from some provided sources showing emerging control 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information about familiar and novel topics, experiences, or events • By using some words, expressions, and gestures appropriate for the playground and for the classroom, demonstrate awareness of the difference between appropriate language for the playground and for the classroom • Respond to simple yes/no questions and wh- questions • Follow simple rules for discussion about familiar topics 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Express an opinion or preference about familiar topics, stories, experience, or events • Tell or dictate simple information about familiar topics, stories, experiences, or events • By using an increasing number of words, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom), demonstrate awareness of the difference between appropriate language in various contexts

Grades 2-3

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 2-3: Receptive – Listening			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words/ phrases from read-alouds and oral presentations Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events Listening with occasional participation in short conversations Responding to simple yes/no questions about familiar topics Participating in shared research projects Labeling information from a few provided sources 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters from read-alouds and oral presentations Determining the meaning of frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events Listening to and participating in short conversations Responding to simple yes/no questions about familiar topics Participating in shared research project 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters from read-alouds and oral presentations Sequencing information from read-alouds and oral presentations Determining the meaning of a few general academic and content-specific words and frequently occurring expressions in oral discourse about familiar topics, experiences, or events Listening to and participating in short conversations Responding to simple yes/no questions about familiar topic 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Determining the main idea or theme from read-alouds and oral presentations Identifying some details that support the main idea or theme from read-alouds and oral presentations Retelling parts of a story from read-alouds and oral presentations Determining the meaning of a growing number of general academic and content-specific words and an increasing number of expressions about a variety of topics, experiences, or events
Grades 2-3: Receptive – Reading			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events Responding to simple yes/no questions about familiar topics Participating in shared research projects Labeling information from a few provided sources Analyzing and critiquing arguments of others 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Responding to simple yes/no questions about familiar topics Participating in shared research projects Labeling information from some provided sources 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Sequencing information from simple written texts Determining the meaning of general academic and content-specific words and frequently occurring expressions in written texts about familiar and novel topics, experiences, or events Responding to simple yes/no questions about familiar topics Following simple rules for discussion about familiar topic 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Determining the main idea or theme from simple written texts Identifying some details that support the main idea or theme in simple written texts Retelling parts of a story from simple written texts Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 2-3: Productive – Speaking			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including a preference about a familiar topic, story, experience, or event • Communicate understanding of the meaning of some words learned through conversations, reading, and being read to • Listen with occasional participation in short conversations • Respond to simple yes/no questions about familiar topics • Participate in shared research project 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including a preference about familiar topics, stories, experiences, or events • Communicate understanding of words appropriate for social versus academic contexts (e.g., playground, classroom) • Listen to and participate in short conversations • Respond to simple yes/no questions about familiar topics • Participate in shared research projects • Label information from some provided sources 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate information, including a preference about familiar and novel topics or stories • Provide one or two reasons or facts for a preference about a familiar topic or story • Use some words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) • Listen to and participate in short conversation 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Deliver short presentations or information (e.g., about familiar and novel topics, stories, experiences, or events) • Provide a few reasons to support information or a preference about a familiar topic or story • Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) • Participate in short conversations
Grades 2-3: Productive – Writing			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including opinions, about familiar texts, topics, and experiences • Communicate understanding of the meaning of some words learned through conversations, reading, and being read to • Respond to simple yes/no questions about familiar topics • Participate in shared research projects • Label information from a few provided sources • Analyze and critique arguments of others 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose simple written text about familiar texts, topics, experiences, or events • Communicate understanding of words appropriate for social versus academic contexts (e.g., playground, classroom) • Respond to simple yes/no questions about familiar topics • Participate in shared research projects • Label information from some provided sources 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose written text about familiar texts, topics, experiences, or events • Provide one or two reasons or facts to support the information about familiar and novel topics • Use some words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) • Respond to simple yes/no questions about familiar topic 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose written text about familiar texts, topics, experiences, or events • Provide a few reasons or facts to support the information about familiar and novel topics • Use an increasing number of words, sounds, expressions, and gestures appropriate for social and academic contexts (e.g., playground, classroom) • Ask and answer simple questions to exchange ideas or information, or to clarify for understanding

Grades 4-5

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 4-5: Receptive – Listening			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words and phrases from read-alouds and oral presentations Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events Listening with occasional participation in short conversations Respond to simple yes/no questions about familiar topics Participating in shared research project 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters from read-alouds and oral presentations Determining the meaning of frequently occurring words, phrases, and expressions in simple oral discourse about familiar topics, experiences, or events Participating in short conversations about familiar topics and texts Participating in shared research projects Labeling information from some provided source 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters from read-alouds and oral presentations Sequencing information from read-alouds and oral presentations Determining the meaning of a few general academic and content-specific words and frequently occurring expressions in oral discourse about familiar topics, experiences, or events Participating in short conversations about familiar topics and texts Recall information from experience 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Determining the main idea or theme from read-alouds and oral presentations Identifying some details that support the main idea or theme from read-alouds and oral presentations Retelling parts of a story from read-alouds and oral presentations Determining the meaning of a growing number of general academic and content-specific words and an increasing number of expressions about a variety of topics, experiences, or events
Grades 4-5: Receptive – Reading			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few keywords and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in simple written texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics Participating in shared research projects Labeling information from a few provided sources Identifying a point an author makes 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Determining the meaning of frequently occurring words and expressions in simple written texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Participating in shared research projects Labeling information from some provided sources 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic or characters in simple written texts Sequencing information from simple written texts Determining the meaning of general academic and content-specific words and frequently occurring expressions in written texts about familiar and novel topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions about familiar topics and texts 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Determining the main idea or theme from simple written texts Identifying some details that support the main idea or theme in simple written texts Retelling parts of a story from simple written texts Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 4-5: Productive – Speaking			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including opinions about familiar texts, topics, and experiences • Recognize the meaning of some words learned through conversations, reading, and being read to • Participate in short conversations about familiar topics • Participate in shared research projects • Label information from a few provided sources • Identify a point an author or speaker makes 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including opinions about familiar topics, experiences, or events • Use language appropriate for a task and audience • Use some frequently occurring words and phrases • Participate in short conversations about familiar topics and texts • Participate in shared research projects • Label information from some provided sources • Identify a reason a speaker gives to support a main idea 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate information, including an opinion and one or two reasons or facts to support the information about a familiar topic • Use language appropriate for a task and audience • Use some general academic and content-specific words and phrases • Participate in short conversations about familiar topics and texts • Respond to simple questions about familiar topics and texts 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Deliver short presentations or information (e.g., about familiar and novel topics, experiences, or events) • Provide a few reasons or facts to support information about a familiar topic • Use language appropriate for a purpose, task, and audience • Use an increasing number of general academic and content-specific words and phrases • Participate in short conversations about familiar topics and texts
Grades 4-5: Productive – Writing			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including an opinion about familiar texts, topics, and experiences • Recognize the meaning of some words learned through conversations, reading, and being read to • Participate in short written exchanges about familiar topics • Participate in shared research projects. • Label information from a few provided sources • Identify a point an author or speaker makes 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose simple written text about familiar texts, topics, experiences, or events • Use language appropriate for a task and audience • Use some frequently occurring words and phrases • Participate in short written exchanges about familiar topics and texts • Participate in shared research projects • Label information from some provided sources • Identify a reason an author gives to support a main idea 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose written text about familiar texts, topics, experiences, or events • Provide one or two reasons or facts to support the information about familiar and novel topics • Use language appropriate for a task and audience • Use some general academic and content-specific words and phrases • Participate in short written exchanges about familiar topics and texts 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Deliver presentations or information • Compose written text about familiar texts, topics, experiences, or events • Provide a few reasons or facts to support the information about familiar and novel topics • Use language appropriate for a purpose, task, and audience • Use an increasing number of general academic and content-specific words and phrases • Participate in short written exchanges about familiar topics and text

Grades 6-8

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 6-8: Receptive – Listening			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words and phrases in oral communications Recognizing the meaning of a few frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events Participating in short conversations about familiar topics Responding to simple questions about familiar topics Gathering information from a few provided sources Labeling information from a few provided sources 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in oral presentations Determining the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events Participating in short conversations about familiar topics Responding to simple questions and some wh- questions about familiar topics Gathering information from a few provided sources 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in oral presentations Retelling a few key details from oral presentations Determining the meaning of general academic and content-specific words and frequently occurring expressions in oral presentations about familiar topics, experiences, or events Participating in short conversations about familiar topics Responding to simple questions and some wh- questions about familiar topics 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Summarizing information from oral presentations Identifying two or more central ideas or themes in oral presentations Identifying supporting details and how they support central ideas or themes in oral presentations Determining the meaning of a growing number of general academic and content-specific words and expressions in oral presentations about a variety of topics, experiences, or events
Grades 6-8: Receptive – Reading			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions about familiar topics and texts Gathering information from a few provided sources 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in simple written texts Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions and some wh- questions about familiar topics and texts Gathering information from a few provided sources 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in simple written texts Retelling a few key details from simple written texts Determining the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar and novel topics, experiences, or events Participating in short written exchanges about familiar topics and texts 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Summarizing information from simple written texts Identifying two or more central ideas or themes in simple written texts Identifying supporting details and how they support central ideas or themes in simple written texts Determining the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences, or events

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 6-8: Productive – Speaking			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including opinions, about familiar texts, topics, and experiences • Recognize the meaning of some words learned through conversations, reading, and being read to • Participate in short conversations about familiar topics • Respond to simple questions about familiar topics • Gather information from a few provided sources • Label information from a few provided sources 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information about familiar topics, experiences, or events • Use language appropriate for a task and audience • Use some frequently occurring words and phrases • Participate in short conversations about familiar topics • Respond to simple questions and some wh- questions about familiar topics • Gather information from a few provided sources 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate information about familiar and novel topics, experiences, or events • Provide one or two reasons or facts to support the information about a familiar topic • Use language appropriate for a task and audience • Use some general academic and content-specific words and phrases • Participate in short conversations about familiar topics 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Deliver presentations or information about familiar and novel topics, experiences, or events • Provide a few reasons or facts to support the information about a familiar topic • Use language appropriate for a purpose, task, and audience • Use an increasing number of general academic and content-specific words and phrases • Participate in short conversations about familiar topics
Grades 6-8: Productive – Writing			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information, including opinions, about familiar texts, topics, and experiences • Recognize the meaning of some words learned through conversations, reading, and being read to • Participate in short written exchanges about familiar topics and texts • Respond to simple questions about familiar topics and texts • Gather information from a few provided sources • Label information from a few provided sources 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose simple written text about familiar texts, topics, experiences, or events • Use language appropriate for a task and audience • Use some frequently occurring words and phrases • Participate in short written exchanges about familiar topics and texts • Respond to simple questions and some wh- questions about familiar topics and texts • Gather information from a few provided sources 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose written text about familiar texts, topics, experiences, or events • Provide one or two reasons or facts to support the information about familiar and novel topics • Use language appropriate for a task and audience • Use some general academic and content-specific words and phrases • Participate in short written exchanges about familiar topics and texts 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose written text about familiar texts, topics, experiences, or events • Provide a few reasons or facts to support the information about familiar and novel topics • Use language appropriate for a purpose, task, and audience • Use an increasing number of general academic and content-specific words and phrases • Participate in short written exchanges about familiar topics and texts

Grades 9-12

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 9-12: Receptive — Listening			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few key words and phrases in oral communications Recognizing the meaning of a few frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events Participating in short conversations about familiar topics Responding to simple questions and some wh- questions about familiar topics Gathering information from a few provided sources 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in oral presentations Determining the meaning of frequently occurring words, phrases, and expressions in oral presentations about familiar topics, experiences, or events Participating in short conversations about familiar topics Responding to simple questions and wh- questions about familiar topics Gathering information from a few provided sources 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in oral presentations Retelling a few key details from oral presentations Determining the meaning of general academic and content-specific words and frequently occurring expressions in oral presentations about familiar topics, experiences, or events Participating in short conversations about familiar topics Responding to simple questions and wh- questions about familiar topics 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Summarizing information from oral presentations Identifying two or more central ideas or themes in oral presentations Identifying supporting details and how they support central ideas or themes in oral presentations Determining the meaning of a growing number of general academic and content-specific words and expressions in oral presentations about a variety of topics, experiences, or events
Grades 9-12: Receptive — Reading			
<p>Students in Level 1 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying a few keywords and phrases in simple written texts Recognizing the meaning of a few frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions about familiar topics and texts Gathering information from a few provided sources 	<p>Students in Level 2 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in simple written texts Determining the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events Participating in short written exchanges about familiar topics and texts Responding to simple questions and wh- questions about familiar topics and texts Gathering information from a few provided source 	<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying the main topic in simple written texts Retelling a few key details from simple written texts Determining the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar and novel topics, experiences, or events Participating in short written exchanges about familiar topics and texts Retelling information using labeled illustrations, diagrams, or other graphics 	<p>Students in Level 4 typically can show comprehension by:</p> <ul style="list-style-type: none"> Summarizing information from simple written texts Identifying two or more central ideas or themes in simple written texts Identifying supporting details and how they support central ideas or themes in simple written texts Participating in written exchanges and answering simple questions about familiar topics and texts Responding to the ideas of others or expressing one’s own ideas about familiar topics and texts

Level 1 Beginning	Level 2 Intermediate	Level 3 Early Advanced	Level 4 Advanced
Grades 9-12: Productive — Speaking			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate information, including opinions, about familiar texts, topics, and experiences • Recognize the meaning of some words learned through conversations, reading, and being read to • Participate in short conversations about familiar topics • Respond to simple questions about familiar topics • Gather information from a few provided sources 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate simple information about familiar topics, experiences, or events • Use language appropriate for a task and audience • Use some frequently occurring words and phrases • Participate in short conversations about familiar topics • Respond to simple questions and wh-questions about familiar topics • Gather information from a few provided sources 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate information about familiar and novel topics, experiences, or events • Provide one or two reasons or facts to support information about a familiar topic • Use language appropriate for a task and audience • Use some general academic and content-specific words and phrases • Participate in short conversations about familiar topics • Respond to simple questions and wh-questions about familiar topics 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Deliver presentations or information about familiar and novel topics, experiences, or events • Provide a few reasons or facts to support information about a familiar topic • Use an increasing number of academic and content-specific words and phrases • Participate in short conversations and answer simple questions about familiar topics • Respond to others' ideas or express one's own ideas about familiar topics
Grades 9-12: Productive — Writing			
<p>Students in Level 1 with limited control, prompting, and support can:</p> <ul style="list-style-type: none"> • Communicate information, including opinions, about familiar texts, topics, and experiences • Recognize the meaning of some words learned through conversations, reading, and being read to • Participate in short written exchanges about familiar topics and texts • Respond to simple questions and some wh- questions about familiar topics and texts • Gather information from a few provided sources 	<p>Students in Level 2 with developing control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose simple written text about familiar texts, topics, experiences, or events • Use language appropriate for a task and audience • Use some frequently occurring words and phrases • Participate in short written exchanges about familiar topics and texts • Respond to simple questions and wh-questions about familiar topics and texts • Identify a main point an author or speaker makes 	<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose written text about familiar texts, topics, experiences, or events • Provide one or two reasons or facts to support information about familiar and novel topics • Use language appropriate for a task and audience • Use some general academic and content-specific words and phrases • Participate in short written exchanges about familiar topics and texts 	<p>Students in Level 4 with independent control, prompting, and support can:</p> <ul style="list-style-type: none"> • Compose written text about familiar texts, topics, experiences, or events • Provide a few reasons or facts to support information about familiar and novel topics • Use language appropriate for a purpose, task, and audience • Use an increasing number of general academic and content-specific words and phrases • Participate in written exchanges and answer simple questions about familiar topics and texts