LOUISIANA DEPARTMENT OF EDUCATION

Office of Assessments, Analytics, and Accountability

English Language Proficiency Test (ELPT) Guidance

This document is designed to assist Louisiana educators in understanding the English Language Proficiency Test (ELPT) for English Learners (ELs) in grades K-12. All identified ELs in grades K-12 will take ELPT each spring until they meet the criteria to exit. The ELPT assesses the English-language proficiency of students who meet the participation criteria for ELs as they progress from year to year. The ELPT results are used to measure progress, encourage reclassification relative to grade-appropriate performance, and determine which school systems are meeting accountability goals for ELs. Proficiency is measured by increases in:

- the amount or sophistication of words or ways of combining words;

- repertoire of use and expansion of the types of relationships students can construct between ideas (e.g., additive, causal, conditional, contrastive) and the number of ways students are able to construct those relationships between ideas;
- accuracy in constructing precise meanings;
- contextualization, the ability to tailor the use of language functions to fit a variety of sociocultural contexts; and
- autonomy, which is observed by the need for fewer language supports and scaffolds as proficiency increases.

Participation Criteria

All students identified as ELs are required to take the ELPT. To determine eligibility, school systems give all enrolling students a home language survey. That survey should contain evidence of **at least** one of the following to begin screening for EL services, the student:

- was not born in the United States **and** their native language is a language other than English;
- is Native American or Alaska Native or a native resident of the outlying areas **and** comes from an environment where a language other than English has had a significant impact on their level of English-language proficiency;
- is migratory **and** their native language is a language other than English; and/or
- comes from an environment where a language other than English is dominant.

The English Learner (EL) Identification Flowchart helps school systems decide which students should be screened for English-language proficiency and what to do if the students are eligible for services. If a student does not score "proficient" on the screener (English Language Proficiency Screener, ELPS), then the student is identified as an EL and evaluated for appropriate content-area accommodations. Schools then send a letter home to the student's family asking permission to place the student in the EL program. All students, even if they have refused services, must take the ELPT.

ELs with Disabilities

Consistent with federal law, all ELs, including students with disabilities, have an equal opportunity to learn English-language skills and participate in the ELPT. The School Level Building Committee (SBLC) in consultation with the Individual Education Program (IEP) team and the EL teacher is authorized to make decisions for ELs.

The Identifying and Supporting ELs with Disabilities Flowchart helps schools determine the degree of support an EL with disabilities may require.

English Learners with significant cognitive disabilities will take the Alternate English Language Proficiency Test (ELPT Connect) instead of the ELPT. Refer to the Alternate English Language Proficiency Test (ELPT Connect) Guidance for more specific information.
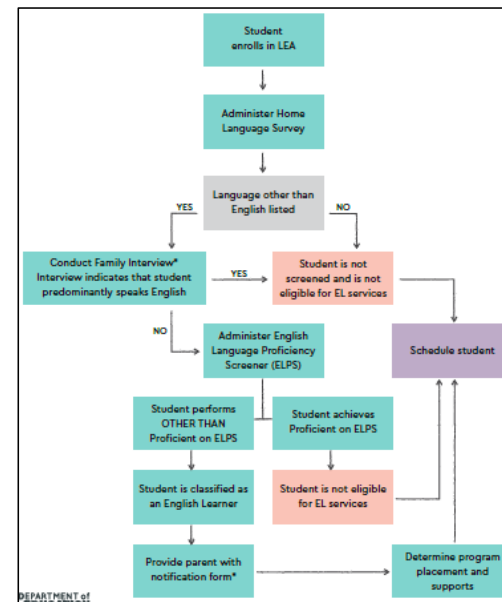
Test Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the ELPT and generate valid test results. Accommodations must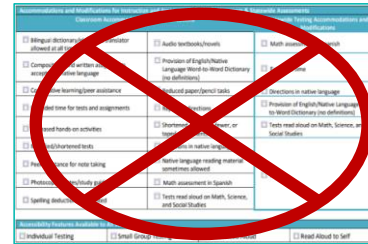 be documented in an IEP or 504 accommodation plan. More information about accommodations for the ELPT are detailed in the ELPS/ELPT Accessibility and Accommodations Manual. Test accommodations listed on the English Learners (EL) Accommodation Checklist cannot be used for the ELPT. Such accommodations would subvert the purpose of the ELPT to measure the student's proficiency in English.

ELPT Design

The ELPT is a computer-based test, designed to be engaging and interactive with innovative questions reflecting classroom and real-world scenarios in all four language domains. Teachers do not score any session because the online platform collects all responses (even speaking) for scoring off-site. Beginning the 2024-2025 school year, the ELPT will have a shortened-length form that maintains high classification, accuracy, and consistency compared to the former full-length form. The new shortened-length form reduces the testing time by over 20% across all grade bands while decreasing the burden on students.

About the LA Connectors for ELs

The LA Connectors for ELs provide a connection between language and academic content acquisition. The connectors highlight and amplify the critical aspects of language, knowledge about language, and skills using language needed by ELs as they develop competencies in each course of study. The LA Connectors for ELs allow students to participate in the same academic content and curriculum as native English speakers by providing opportunities to take on complex texts and challenging activities while developing language necessary to master each subject and to effectively participate in the classroom.

Test Items

- **Selected Response (SR):** Students select the correct answer from 3 or 4 answer choices.
- **Constructed Response (CR):** Students respond by writing or speaking. Rubrics are in Appendix B.
- **Technology Enhanced (TE):** Students use technology to capture their response, such as drag and drop, dropdown menus, and text highlight.

Tasks contain TE, SR, and CR items. Reading and listening tests contain SRs and TEs. Writing tests contain SRs and CRs. Speaking tests contain only CRs. The ELPT contains field-test items that will not count toward students' scores. Students may interact with the following types of tasks on the ELPT.

Grades	Listening	Reading	Speaking	Writing
K	● Follow Instructions ● Listen and Match – Phrase, Sentence, Word ● Long Conversation ● Read-Aloud Story ● Short Conversation ● Teacher Presentation	● Informational Set ● Read and Match – Phrase, Sentence, Word ● Read-Along Story ● Short Correspondence ● Word Wall	● Classroom Tableau ● Observe and Report ● Picture Description ● Show and Share Presentation ● Show and Share Questions	● Complete the Story ● Sentence Builder ● Word Builder
1	● Follow Instructions ● Listen and Match – Sentence, Word ● Long Conversation ● Read-Aloud Story ● Short Conversation ● Teacher Presentation	● Informational Set ● Literary Set ● Procedural Text ● Read and Match – Sentence, Word ● Read for Details ● Read-Along Sentence ● Short Correspondence	● Classroom Tableau ● Conversation ● Observe and Report ● Opinion ● Picture Description	● Sentence Builder ● Word Builder
2-3	● Follow Instructions ● Listen and Match ● Long Conversation ● Read-Aloud Story ● Short Conversation ● Teacher Presentation	● Informational Set ● Literary Set ● Procedural Text ● Read and Match – Sentence, Word ● Read for Details ● Read-Along Sentence ● Short Correspondence	● Classroom Tableau ● Compare Pictures ● Conversation ● Observe and Report ● Opinion	● Opinion ● Picture Caption ● Sentence Builder ● Storyboard ● Word Builder

Grades	Listening	Reading	Speaking	Writing
4-5	- Follow Instructions - Interactive Student Presentation - Listen and Match – Sentence, Word - Listen for Information - Short Conversation - Student Discussion - Teacher Presentation: Read Aloud	- Extended Informational Set - Extended Literary Set - Match Picture to Word and Sentence - Short Correspondence Set - Short Informational - Short Literary Set	- Analyze a Visual - Classroom Tableau - Compare Pictures - Conversation - Language Arts Presentation - Observe and Report	- Discrete Editing Tasks - Sentence Builder - Storyboard - Word Builder - Write an Opinion - Writing Questions Task
6-8	- Academic Debate - Academic Lecture or discussion - Follow Instructions - Interactive Student Presentation - Listen and Match – Sentence, Word - Listen for Information - Short Conversation	- Argument and Support Essay Set - Extended Informational Set - Extended Literary Set - Short Informational Set - Short Literary Set - Short Paragraph	- Analyze a Visual and a Claim - Classroom Tableau - Compare Pictures - Language Arts Presentation - Observe and Report	- Construct a Claim - Discrete Editing Tasks - Respond to Peer Email - Storyboard - Writing Questions Task
9-12	- Academic Debate - Academic Lecture or discussion - Follow Instructions - Interactive Student Presentation - Listen and Match – Sentence, Word - Listen for Information - Short Conversation	- Argument and Support Essay Set - Discrete Items - Extended Informational Set - Extended Literary Set - Short Informational Set - Short Literary Set - Short Paragraph	- Analyze a Visual and a Claim - Classroom Tableau - Argument - Compare Pictures - Language Arts Presentation - Observe and Report	- Construct a Claim - Discrete Editing Tasks - Respond to Peer Email - Storyboard - Writing Questions Task

Test Administration

Administration Information

The ELPT is taken through the Cambium Assessment, Inc. (CAI) testing system. Resources, such as the Test Administration Manual (TAM), for providing training to schools and teachers are found in the EL portal.

Students taking the ELPT will need headsets with microphones; pages 3-4 of the Assessment Technology Specifications in the Assessments Library detail the necessary specifications. The way each answer is entered depends on the item type (e.g., selected response, drag and drop, spoken response, etc.).

Online Tools Training

All students should work through the ELPT Online Tools Training to practice using the online tools, so they are well prepared to navigate the online testing system.
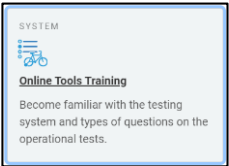
Administration Schedule and Timing

The ELPT administration window opens **February 23, 2026 and closes March 27, 2026.**

The ELPT is untimed, but approximate times are provided for planning purposes. These approximate times are for student work time only. Therefore, allow an additional 15-20 minutes for preparation, such as handing out testing tickets, setting up headphones, student log-in, reading directions, and other testing activities. Student testing time can be affected by a number of factors including familiarity with the online computer testing environment, English proficiency, and other internal or external factors. Time for instructions may vary by domain and grade level. Test administrators can plan for 5 minutes of in-test instructions at the beginning of each domain test, or 20 minutes of instructions for all four of the domains. All domains can be administered in a single session, but test administrators are encouraged to allow students to take a break between domains, to help prevent testing fatigue. The following table shows the approximate time for students to work through each domain.

Estimated Time (minutes)	Kindergarten and Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
Per Domain	10-15	15-23	15-25	20-35	20-38
All Four Domains	40-60	60-90	60-100	80-140	80-152

Reporting

The ELPT measures and reports on students' overall English-language proficiency, as well as performance in the language domains of reading, writing, speaking, and listening. The language domains correspond to scores in reporting categories, and then these scores compile to form an overall proficiency determination. The ELPT has five Performance Levels and three Proficiency Determinations. Proficiency requires meeting a combination of expectations across all four domains. Additionally, the ELPT is developed by grade band, but scores are reported at grade level, and as a result, different profiles may indicate proficiency in different grades. Because of this, students at different grades within the same grade band who earn identical scores may fall into different performance levels and receive different proficiency determinations. This is because the expectation (e.g., cut score or standard for proficiency) increases for each grade.

Performance Level Definitions

Performance Level	Definition
Level 1	Beginning - displays few grade-level English-language skills and will benefit from EL program support
Level 2	Early Intermediate - presents evidence of developing grade-level English-language skills and will benefit from EL program support
Level 3	Intermediate - applies some grade-level English-language skills and will benefit from EL program support
Level 4	Early Advanced - demonstrates English-language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs
Level 5	Advanced - exhibits superior English-language skills as measured by the ELP

Performance Level Descriptors

Performance Level Descriptors describe the specific knowledge, skills, and abilities a typical student at each performance level should be able to demonstrate based on their command of grade-level English.

Proficiency Determination Definitions and Sample Profiles

To exit the EL program and be re-classified as "monitored," a student needs a proficiency determination of Proficient. Schools then continue to monitor the student for at least two years.

Proficiency Determination	Definition	Sample Profile
Emerging	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. This is indicated on ELPT by attaining <u>a profile of Levels 1 and 2 in all four domains</u>. Students scoring *Emerging* on ELPT are eligible for ongoing program support.	2, 1, 1, 2
Progressing	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. This is indicated on ELPT by attaining <u>a profile with one or more domain scores above Level 2 that does not meet the requirements to be *Proficient*</u>. Students scoring *Progressing* are eligible for ongoing program support.	3, 3, 2, 1
Proficient	Students are *Proficient* when they attain a level of English-language skill necessary to independently produce, interpret, collaborate on and succeed in grade-level, content-related academic tasks in English. This is indicated on ELPT by attaining <u>a profile of Level 4 or higher in all domains</u>. Once *Proficient* on ELPT, students can be considered for reclassification.	5, 5, 4, 4

Sample Test Items

Listening: Grades 9-12

Task: Interactive Student Presentation

LA Connector: 2

Here a student is listening to a student present about the rainforest and will answer questions.

This is a drag-and-drop technology-enhanced item. Here a student would correctly label the Rainforest layers by selecting a label, and dragging and dropping it into the corresponding box.

Writing: Grades 4-5

Task: Writing Questions
LA Connector: 2
This is a constructed-response task.

Listen to an announcement from the school principal. Follow the speaker's directions for a writing task.

I have great news everyone. A famous journalist is going to come to our school. His name is Jose Medina. He is going to visit next week! I am collecting questions from students before Mr. Medina visits. Mr. Medina has traveled all over the world covering news stories. He currently writes for a very popular news magazine.

Write three questions that you want to ask the visitor. Be sure to write in complete sentences.

Now write the first question for the visitor here.

Writing: Grades 9-12

Task: Discrete Editing Task

LA Connector: 9

This is a drop-down menu technology-enhanced item. Here a student would select the correct option from each drop-down menu to correctly complete the sentences.

Select the correct words to complete the sentences.

The rocks on Mars form [a ▼] variety of impressive landforms on its surface. Mars has mountains and valleys just like Earth. [_____▼], the atmosphere on Mars is very different. The air is thin and cold, which would make it difficult for life to survive on the surface. Scientists have still not found a way for humans to make their way to the Red Planet, but they have been able to send robots [_____▼] the surface. This is one of the reasons why we know so much about this fascinating planet.

Speaking: Grades 2-3

Task: Compare Pictures

LA Connector: 2, 10

Each student will respond to each Speaking Item by using the microphone to record their response. Here a student would record their verbal comparison of the two pictures.
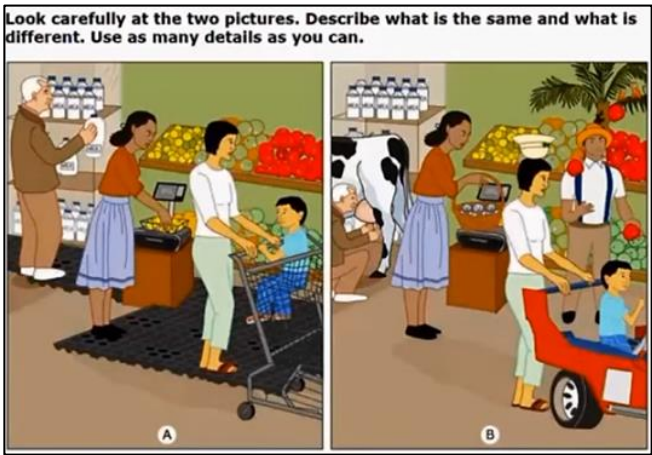
Reading: Grades 2-3

Task: Read-Along Sentence

LA Connector: 9

This is a drag-and-drop technology-enhanced item. Here a student would complete the sentence by selecting each word, and dragging and dropping it into the corresponding box.

Reading: Grades 9-12

Task: Short Informational Set

LA Connector: 5

This is a hot-spot technology-enhanced item. Here a student would answer the question by directly selecting the correct bar in the graph.

A student did an experiment to find out how different amounts of water affect the growth of plants. Read the summary of the experiment. Then answer the questions.

Plant Growth

Student summary of the experiment

Five plants were given different amounts of water each day over a six-week period. At the end of the six weeks, all the plants were measured for vertical growth. The plants that received less than 6 milliliters (ml.) of water each day grew less than 2 inches. The plants that received 6 or more milliliters of water each day grew more than 3 inches. The plant that grew the most received 6 milliliters of water each day.

8

Select the bar that shows the height of the plant that received 4 milliliters of water each day.

Plant Growth

Rubrics for Speaking and Writing

Speaking Show and Share Question Rubric for Kindergarten

Speaking Show and Share Question - Kindergarten
Responses at the 3 level are typically characterized by: The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. The student successfully addresses the prompt.
Responses at the 2 level are typically characterized by: The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. The student partially addresses the prompt, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions and/or omissions.
Responses at the 1 level are typically characterized by: The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. The response consists of a few isolated English words that may be related to the prompt or stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Observe and Report Rubric for Kindergarten

Speaking Observe and Report - Kindergarten
Responses at the 3 level are typically characterized by: The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. When prompted, the student retells the sequence of events accurately, using information from the stimulus.
Responses at the 2 level are typically characterized by: The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. When prompted, the student retells the sequence of events, though some information may be incomplete, or missing, or out of order.
Responses at the 1 level are typically characterized by: The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. The response consists of a few isolated English words that may be related to the prompt or stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Show and Share Presentation Rubric for Kindergarten

Speaking Show and Share Presentation - Kindergarten
Responses at the 3 level are typically characterized by: The student effectively uses appropriate vocabulary and grammatical structures that are relevant to the stimulus and prompt. The response may contain minor errors that do not interfere with meaning. The student successfully addresses the prompt.
Responses at the 2 level are typically characterized by: The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. The student partially addresses the prompt, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions and/or omissions.
Responses at the 1 level are typically characterized by: The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. The response consists of a few isolated English words that may be related to the prompt or stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Picture Description Rubric for Kindergarten and Grade 1

Speaking Picture Description - Kindergarten and Grade 1
Responses at the 3 level are typically characterized by: The student effectively uses appropriate vocabulary that is relevant to the picture and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning. The student successfully/effectively describes the main feature(s) of the picture.
Responses at the 2 level are typically characterized by: The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. The student partially describes some main feature(s) of the picture, but the response may not be fully complete due to errors that occasionally interfere with meaning, such as digressions and/or omissions.
Responses at the 1 level are typically characterized by: The response may include words and phrases connected to the picture, but limitations in grammar and vocabulary may significantly interfere with comprehension. The response consists of a few isolated English words that may be related to the prompt or stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Classroom Tableau Rubric for Kindergarten and Grades 1-8

Speaking Classroom Tableau - Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8
Responses at the 2 level are typically characterized by: The student uses appropriate vocabulary that is relevant to the stimulus and effectively uses grammar and structures. Though the response may contain a few errors in usage, the student's meaning is clear. The student successfully answers the prompt and the response is consistent with the stimulus.
Responses at the 1 level are typically characterized by: The response may include words and phrases related to the stimulus, but frequent errors in grammar and vocabulary may significantly interfere with listener comprehension. The response partially addresses the prompt, though some content may be inaccurate or unconnected to the stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Conversation Rubric for Grades 1-5

Speaking Conversation - Grade 1, Grades 2-3, Grades 4-5
Responses at the 3 level are typically characterized by: The student effectively uses appropriate vocabulary that is relevant to the task. Use of grammar and structures is effective, though the response may contain isolated minor errors that do not interfere with meaning.The student effectively answers the question and provides relevant information as required by the task.
Responses at the 2 level are typically characterized by: The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not obscure the student's overall meaning. The student partially addresses the topic and task, but the response is not fully relevant to the task or is incomplete.
Responses at the 1 level are typically characterized by: Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time. The response includes some words and phrases relevant to the topic and task, but is unconnected to the question.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Observe and Report Rubric for Grade 1

Speaking Observe and Report - Grade 1

Responses at the 5 level are typically characterized by: The student accurately uses a variety of structures (simple and compound) that are appropriate. The use of vocabulary is accurate, and word choice is appropriate. The response may contain isolated minor errors in language that do not obscure meaning. When prompted, the student presents an accurate summary of the sequence of events, using clearly appropriate information and specific details. Organization among ideas is clear, and use of linking words to signal sequence and order of events is appropriate.

Responses at the 4 level are typically characterized by: The student uses simple and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning. When prompted, the student provides a largely accurate summary of the sequence of a few events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Organization among ideas is largely clear, though there may be an occasional lapse in the use of linking words.

Responses at the 3 level are typically characterized by: The student exhibits control of appropriate simple structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. When prompted, the student provides a partially successful summary of the sequence of a couple of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The events may be recounted in the correct order, though connections between some ideas may be missing or obscured.

Responses at the 2 level are typically characterized by: Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning. When prompted, the student provides a limited summary of the stimulus. One event may be described, but other essential information may be omitted, vague, unclear, or incorrect. Some frequently occurring linking words may be used, but missing or unclear connections between ideas obscure the meaning.

Responses at the 1 level are typically characterized by: The response is limited to reading the prompt or directions aloud. The response consists of a few isolated English words and phrases related to the prompt or stimulus.

The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Observe and Report Rubric for Grades 2-3

Speaking Observe and Report - Grades 2-3
Responses at the 5 level are typically characterized by: The student accurately uses a variety of structures (simple and compound) that are appropriate. The use of vocabulary is accurate, and word choice is appropriate. The response may contain isolated minor errors in language that do not obscure meaning. The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationship among ideas is clear, demonstrating organizational logic and/or use of appropriate linking words.
Responses at the 4 level are typically characterized by: The student uses simple, compound and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate, but these few errors do not obscure meaning. The student provides a largely accurate summary of the sequence of events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Relationships among ideas are largely clear, though there may be an occasional lapse in organizational logic and/or linking words.
Responses at the 3 level are typically characterized by: The student exhibits control of appropriate simple structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. The student provides a partially successful summary of the sequence of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.
Responses at the 2 level are typically characterized by: Control of structures and vocabulary may be limited and frequent errors may interfere with meaning. The student provides a limited summary of the stimulus. A couple of main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but missing or unclear connections between ideas obscure the student's meaning.
Responses at the 1 level are typically characterized by: The response is limited to reading the prompt or directions aloud. The response consists of a few isolated English words and phrases related to the prompt or stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Observe and Report Rubric for Grades 4-12

Speaking Observe and Report - Grades 4-5, Grades 6-8, Grades 9-12
Responses at the 5 level are typically characterized by: The student accurately uses a variety of structures (simple, compound, and complex) and the use of vocabulary and word choice is accurate and appropriate. The response may contain isolated minor errors in language that do not obscure meaning. The student presents an accurate summary of the sequence of events, using clearly appropriate information, specific details, and explanations. Relationships among ideas are clear, demonstrating organizational logic and/or use of appropriate linking words and phrases.
Responses at the 4 level are typically characterized by: The student uses simple, compound, and/or complex structures and the use of vocabulary is generally accurate and appropriate. Some grammar and vocabulary may be inaccurate or imprecise, but these few errors do not obscure meaning. The student provides a largely accurate summary of the sequence of events using relevant information and details. Though generally good, the development of ideas in the response may not be consistent, including occasional redundancy, digression, or omission of a couple of minor details. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words and phrases.
Responses at the 3 level are typically characterized by: The student exhibits control of simple and some compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. The student provides a partially successful summary of the sequence of events. The response includes main ideas and some relevant information from the stimulus but some details may be incomplete, irrelevant, erroneous, or missing. The student displays some organizational logic and/or use of linking words, though connections between some ideas may be missing or obscured.
Responses at the 2 level are typically characterized by: Control of structures and vocabulary may be limited, and frequent errors may interfere with meaning. The student provides a limited summary of the stimulus. Some main ideas may be recounted in order, but other essential information may be omitted, vague, unclear, incorrect, or out of sequence. Some frequently occurring linking words may be used, but missing or unclear connections between ideas obscure the student's meaning.
Responses at the 1 level are typically characterized by: The response is limited to reading the prompt or directions aloud. The response consists of a few isolated English words and phrases related to the prompt or stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Opinion Rubric for Grade 1 and Speaking Opinion Rubric for Grades 2-3

Speaking Opinion - Grade 1	Speaking Opinion - Grades 2-3
Responses at the 4 level are typically characterized by: The student accurately uses a variety of structures (simple and compound) that are appropriate. The use of vocabulary is accurate, and word choice is appropriate. The response may contain occasional errors in language that do not obscure meaning. The student effectively addresses the required task, successfully stating an opinion and supporting it with a reason.	**Responses at the 4** level are typically characterized by: The student accurately uses a variety of structures (simple, compound, and complex). Vocabulary use is accurate, and word choice is appropriate. The response may contain occasional errors in language that do not obscure meaning. The student effectively addresses the required task, successfully stating an opinion and supporting it with three reasons.
Responses at the 3 level are typically characterized by: The student uses simple and some compound structures and vocabulary that are appropriate. Noticeable errors in language use may be present, occasionally interfering with meaning. The response is partially successful in completing the topic and task. The student may attempt to state an opinion or a reason, but only one is successful. The other may be incomplete, unclear, or unsuccessful.	**Responses at the 3** level are typically characterized by: The student uses appropriate simple and compound structures and vocabulary. Noticeable errors in language use may be present and may occasionally interfere with the speaker's meaning. The response partially addresses the topic and task, and one of the elements required by the prompt may be missing, incomplete, or unsuccessful.
Responses at the 2 level are typically characterized by: The control of language is inconsistent. Though the overall message may be discerned, frequent errors and limitations in grammar and word choice obscure meaning. The response is limited in addressing the topic and task. Either the opinion or the reason may be missing, OR both the opinion and the reason were incomplete, unclear, or unsuccessful.	**Responses at the 2** level are typically characterized by: The student's control of language is inconsistent. Though the student's overall message may be discerned, frequent errors and limitations in grammar and word choice obscure meaning. The response is limited in addressing the topic/task, and two required elements may be missing, incomplete, or unsuccessful.
Responses at the 1 level are typically characterized by: Meaning is obscured most of the time. Both the opinion and reason are missing, although there may be some content that is related to the stimulus or prompt.	**Responses at the 1** level are typically characterized by: Meaning is obscured most of the time. Three of the tasks required by the prompt may be missing, incomplete, or unsuccessful. The response may consist of a few isolated English words and phrases related to the prompt.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.	

Speaking Compare Pictures Rubric for Grades 2-12

Speaking Compare Pictures - Grades 2-3, Grades 4-5, Grades 6-8, Grades 9-12
Responses at the 3 level are typically characterized by: The student effectively uses vocabulary that is relevant to the pictures and effectively uses grammar and structures, though the response may contain minor errors that do not interfere with meaning. The student effectively describes the main features of the pictures.
Responses at the 2 level are typically characterized by: The use of vocabulary or grammar may be limited or inaccurate at times, occasionally interfering with meaning. The student partially describes some main features of the pictures, but the response may not be fully complete and errors may occasionally interfere with meaning.
Responses at the 1 level are typically characterized by: The response may include words and phrases connected to the pictures, but limitations in grammar and vocabulary may significantly interfere with comprehension. Errors in vocabulary and grammar obscure the speaker's meaning most of the time.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Language Arts Presentation Rubric for Grades 4-12

Speaking Language Arts Presentation - Grades 4-5, Grades 6-8, Grades 9-12
Responses at the 3 level are typically characterized by: The student effectively uses appropriate vocabulary that is relevant to the task. Use of grammar and structures is effective, though the response may contain minor errors that do not interfere with meaning. The student effectively answers the prompt and provides relevant information as required by the task. **For prompt 3**, the student effectively uses appropriate linking word(s) to connect ideas and provides at least ONE reason to support the opinion.
Responses at the 2 level are typically characterized by: The use of grammatical structures and vocabulary may be limited or noticeably inaccurate but do not interfere with the student's overall meaning. The student partially addresses the topic and task, and the response is not complete or fully appropriate. **For prompt 3**, the student connects ideas in at least part of the response, but the linking word(s) used may be used inaccurately. The student may unsuccessfully propose a reason to support the opinion.
Responses at the 1 level are typically characterized by: Errors in use of grammatical structures and vocabulary interfere with the speaker's meaning most of the time. The response includes some words and phrases relevant to the topic and task, but is unconnected to the question.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Speaking Analyze a Visual Rubric for Grades 4-5 and Speaking Analyze a Visual and a Claim for Grades 6-12

Speaking Analyze a Visual - Grades 4-5; Speaking Analyze a Visual and a Claim - Grades 6-8 and Grades 9-12
Responses at the 5 level are typically characterized by: The student accurately uses a variety of structures (simple, compound, and complex) and the use of vocabulary and word choice is accurate and appropriate. The response may contain occasional minor errors in language that do not obscure meaning. The student

addresses the topic and task well, constructing an effective answer supported by relevant information and specific details from the stimulus and appropriate reason(s). The response is coherently developed, with clear relationships among ideas, demonstrating organizational logic and/or use of appropriate linking words and phrases.

Responses at the 4 level are typically characterized by: The student uses simple, compound, and/or complex structures that are appropriate. The use of vocabulary is generally accurate and appropriate. Some grammatical structures and vocabulary may be inaccurate or imprecise, but these few errors do not interfere with meaning. The student largely addresses the task, using appropriate and relevant reason(s) and information from the stimulus to support the answer. However, some points may digress, be redundant, or partially developed. Relationships among ideas are largely clear, though there may be an occasional lapse in the use of organizational logic and/or linking words and phrases.

Responses at the 3 level are typically characterized by: The student exhibits control of appropriate simple and compound structures and vocabulary, though the range of structures and vocabulary may be limited. Errors in usage may occasionally obscure meaning. The student partially addresses the task, and some points are not fully developed. Some relevant but incomplete information from the stimulus may be included. The student displays some organizational logic and/or use of linking words, but some connections may be missing or obscured.

Responses at the 2 level are typically characterized by: Range of structures and vocabulary may be limited and frequent errors may interfere with meaning. The student is limited in addressing the required task. Some frequently occurring linking words may be used, but missing or unclear connections between ideas obscure the student's meaning. Information and reasons used to support the student's answer may be irrelevant or inaccurate. **For prompt 1**, the student communicates only irrelevant or inaccurate information from the stimulus. **For prompt 2**, the student provides no relevant reason or may only provide irrelevant reasons to support the opinion.

Responses at the 1 level are typically characterized by: The response is limited to reading the prompt or directions aloud. The response consists of a few isolated English words and phrases related to the prompt or stimulus.

The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: only in a language other than English, refusal, off task/topic, or unintelligible.

Writing Opinion Rubric for Kindergarten

Writing Opinion - Kindergarten
Responses at the 3 level are typically characterized by: The grammar and word choice are largely accurate. Words may be spelled phonetically, but when read aloud the meaning of the response is clear. The response indicates a choice and supports the opinion with rationale
Responses at the 2 level are typically characterized by: Though the student's overall message may be understood, an error in grammar or word choice may be spelled phonetically. One word may be unrecognizable and interfere with meaning in that part of the response. The response indicates a choice and expresses an opinion that may be only broadly related to the choice.
Responses at the 1 level are typically characterized by: Errors in grammar and word choice obscure the overall meaning of the response. The response contains at least one recognizable word spelled conventionally or phonetically. The response may be unconnected to the prompt. It may be unclear whether the student has made a choice.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized as: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Complete a Word Rubric for Kindergarten

Writing Complete a Word - Kindergarten
The response is recognizable as the correct word. **Responses at the 2** level are typically characterized by: The chosen letter demonstrates an awareness of phonics. Letters may be uppercase, lowercase, or reversed.
The response is partially recognizable as the correct word. **Responses at the 1** level are typically characterized by: The chosen letter is a letter of the English alphabet. Letters may be uppercase, lowercase, or reversed.
The response does not address the demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal.

Writing Copy a Word Rubric for Kindergarten and Grade 1

Writing Copy a Word - Kindergarten and Grade 1
The response is recognizable as the correct word. **Responses at the 2** level are typically characterized by: All letters are copied legibly and in the correct order. No letters are reversed.
The response is partially recognizable as the correct word. **Responses at the 1** level are typically characterized by: At least half of the letters in the response are copied legibly. Letters may be reversed.
The response does not address the demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal.

Writing Write a Word Rubric for Kindergarten and Writing Write a Word Rubric for Grade 1

Writing Write a Word - Kindergarten	Writing Write a Word - Grade 1
The response is recognizable as the correct word. **Responses at the 2** level are typically characterized by: All consonant sounds in the word are represented in the correct order. Letters may be uppercase, lowercase, or reversed.	The response is recognizable as the correct word. **Responses at the 2** level are typically characterized by: All consonant and vowel sounds in the word are represented with the correct letters in the correct order. Letters may be uppercase, lowercase, or reversed.
The response is recognizable as the correct word. **Responses at the 1** level are typically characterized by: The chosen letters demonstrate awareness of phonics. At least half of the sounds in the word are represented with a phonemically logical letter. Letters may be uppercase, lowercase, or reversed.	The response is partially recognizable as the correct word. **Responses at the 1** level are typically characterized by: The chosen letters demonstrate an awareness of phonics. At least half of the sounds in the word are represented with a phonemically logical letter. Letters may be uppercase, lowercase, or reversed.
The response does not address the demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, predominantly incorrect letters that do not show phonemic awareness	The response contains predominantly incorrect letters that do not show phonemic awareness. The response does not address the demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal.

Writing Write a Sentence Rubric for Kindergarten and Writing Write a Sentence Rubric for Grade 1

Writing Write a Sentence - Kindergarten	Writing Write a Sentence - Grade 1
Responses at the 3 level are typically characterized by: The grammar and word choice are largely accurate. Words may be spelled phonetically, but when read aloud the meaning of the response is clear. The response indicates a choice and supports the opinion with rationale.	**Responses at the 3** level are typically characterized by: The grammar and word choice are largely accurate. Though many words in the response are spelled conventionally, challenging or infrequent words may be spelled phonetically. The response is consistent with the picture.
Responses at the 2 level are typically characterized by: Though the student's overall message may be understood, an error in grammar or word choice may be spelled phonetically. One word may be unrecognizable and interfere with meaning in that part of the response. The response indicates a choice and expresses an opinion that may be only broadly related to the choice.	**Responses at the 2** level are typically characterized by: Though the student's overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response. The response contains a mix of conventionally and phonetically spelled words. The response may be only broadly related to the picture.
Responses at the 1 level are typically characterized by: Errors in grammar and word choice obscure the overall meaning of the response. The response contains at least one recognizable word spelled conventionally or phonetically. The response may be unconnected to the prompt. It may be unclear whether the student has made a choice.	**Responses at the 1** level are typically characterized by: Errors in grammar and word choice obscure the overall meaning of the response. The response contains at least one recognizable word spelled conventionally or phonetically that is not included in the word bank. The response may be unconnected to the picture.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.	

Writing Storyboard Rubric for Grade 1

Writing Storyboard - Grade 1
Responses at the 4 level are typically characterized by: The response contains vocabulary and sentence structures (simple and compound) that are appropriate. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. Though many words in the response are spelled correctly, challenging or infrequent words may be spelled phonetically. The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses temporal words and conjunctions to connect events in sequence.
Responses at the 3 level are typically characterized by: The response contains vocabulary and sentence structures that are appropriate, though the range may be somewhat narrow and errors may occasionally obscure meaning. The response contains a mix of correctly and phonetically spelled words. The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the use of connecting or temporal words may be limited.
Responses at the 2 level are typically characterized by: Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. The response may contain a mix of correctly and phonetically spelled words as well as one or two unrecognizable words. The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.
Responses at the 1 level are typically characterized by: The response consists of a few isolated English words related to the prompt or stimulus other than those included in the word bank. The words may be spelled phonetically. Frequent and serious errors obscure meaning most of the time.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Storyboard Rubric for Grades 2-3

Writing Storyboard - Grades 2-3
Responses at the 4 level are typically characterized by: The response contains vocabulary and sentence structures (simple and compound) that are appropriate to the pictures. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses transitional and temporal words to connect events in sequence.
Responses at the 3 level are typically characterized by: The response contains vocabulary and sentence structures (simple and some compound) that are appropriate to the pictures, though the range may be somewhat narrow and errors may occasionally obscure meaning. The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the range of connecting or temporal words may be limited.
Responses at the 2 level are typically characterized by: Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.
Responses at the 1 level are typically characterized by: The response consists of a few isolated English words and phrases related to the prompt or stimulus. Frequent and serious errors obscure meaning most of the time.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Picture Caption Rubric for Grades 2-3

Writing Picture Caption - Grades 2-3
Responses at the 3 level are typically characterized by: The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning. The response is consistent with the picture.
Responses at the 2 level are typically characterized by: Though the student's overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response. The response may be related to the picture.
Responses at the 1 level are typically characterized by: Errors in grammar and word choice obscure the overall meaning of the response. The response is unconnected to the picture.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Opinion Rubric for Grades 2-3

Writing Opinion - Grades 2-3
Responses at the 4 level are typically characterized by: The response contains appropriate vocabulary and sentence structures (simple and compound). Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. The student successfully presents an opinion supported by well-developed information and reasons. The response is organized, and uses linking words and phrases to connect ideas.
Responses at the 3 level are typically characterized by: The response contains appropriate vocabulary and sentence structures (simple and some compound), though the range may be somewhat narrow and errors may occasionally obscure meaning. The response partially addresses the task, using somewhat developed information and reasons to support an opinion. There is organizational logic in part of the response, though the range of connecting words may be limited.
Responses at the 2 level are typically characterized by: Limitations in the range of vocabulary and structures and frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. The response is limited in addressing the task and information or reasons to support the opinion may be incomplete or irrelevant. Connections between ideas may be missing or obscure.
Responses at the 1 level are typically characterized by: The response consists of a few isolated English words and phrases related to the prompt or stimulus. Frequent and serious errors obscure meaning most of the time.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Opinion Rubric for Grades 4-5

Writing Opinion - Grades 4-5
Responses at the 4 level are typically characterized by: The response contains vocabulary and sentence structures (simple, compound, and some complex) that are appropriate. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. The student successfully responds to the topic and task, by presenting an opinion supported by well-developed information and reasons. The response is organized, and uses linking words and phrases to connect ideas.
Responses at the 3 level are typically characterized by: The response contains vocabulary and sentence structures (simple and compound) that are appropriate, though the range may be somewhat narrow and errors may occasionally obscure meaning. The response partially addresses the task, using somewhat developed information and reasons to support an opinion. There is organizational logic in part of the response, though the range of connecting words may be limited.
Responses at the 2 level are typically characterized by: Limitations in the range of vocabulary and structures and frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. The response is limited in addressing the task, and information or reasons to support the opinion may be incomplete or irrelevant. Connections between ideas may be missing or obscure.
Responses at the 1 level are typically characterized by: The response consists of a few isolated English words and phrases related to the prompt or stimulus. Frequent and serious errors obscure meaning most of the time.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Storyboard Rubric for Grades 4-12

Writing Storyboard - Grades 4-5, Grades 6-8, Grades 9-12
Responses at the 5 level are typically characterized by: The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate and relevant. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. The student addresses the topic and task very well by composing a narrative that is coherent and well developed, using relevant information and specific details relevant to the reading stimulus. The response is well organized, using a variety of transitional words and phrases to connect events and ideas in a logical sequence. The student's message is easily understood on a first reading.
Responses at the 4 level are typically characterized by: The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. The student successfully addresses the topic and task by composing a narrative that is coherent and developed but occasional details may not be fully elaborated or clearly relevant to the prompt or reading stimulus. The response is organized, and uses transitional words and phrases to connect events and ideas in sequence, though occasionally connections between ideas may be unclear. The student's message is generally clear.
Responses at the 3 level are typically characterized by: The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. The narrative partially addresses the task, using a few pieces of information/details from the prompt/reading stimulus. Some details may be underdeveloped, irrelevant, or missing from the response. The response demonstrates some organizational logic, but connections between ideas may be unclear/obscured at times. Transitional words and phrases used may be inaccurate or may be limited to common linking words. The student's overall message is understood, but some reader effort is required.
Responses at the 2 level are typically characterized by: A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. The narrative is limited in response to the task. Development may be limited to the most basic information, and details are irrelevant to the prompt or reading stimulus or are missing. The organization is generally unclear, and connections between ideas are often obscured or missing. Considerable reader effort is needed.
Responses at the 1 level are typically characterized by: Errors in vocabulary and syntax seriously obscure meaning. The narrative is seriously underdeveloped and lacks coherence.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Questions Rubric for Grades 4-12

Writing Questions - Grades 4-5, Grades 6-8, Grades 9-12
Responses at the 3 level are typically characterized by: The grammar and word choice are largely accurate. The response may contain isolated errors and typos that do not interfere with meaning. The response successfully addresses the prompt and is consistent with the stimulus.
Responses at the 2 level are typically characterized by: Though the student's overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response. Content may be related to the stimulus, but the response does not complete the required task.
Responses at the 1 level are typically characterized by: Errors in grammar and word choice obscure the overall meaning of the response. The response consists of a few isolated English words and phrases related to the prompt or stimulus.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Respond to Peer Email Rubric for Grades 6-12

Writing Respond to Peer Email - Grades 6-8 and Grades 9-12
Responses at the 3 level are typically characterized by: The response contains appropriate vocabulary and simple, compound, and complex sentence structures. Word choice and grammar are accurate, though the response may contain a few noticeable errors that do not obscure the meaning. The student successfully addresses the topic and task by stating an opinion and supporting it effectively with at least TWO sufficient reasons. Organizational logic is clear throughout the response, and transitional words and phrases are used appropriately.
Responses at the 2 level are typically characterized by: The response contains a narrow range of vocabulary and simple and compound sentence structures that are appropriate. Errors in word choice and grammar may occasionally obscure meaning. The response is partially successful in addressing the topic and task. Reasons supporting the opinion may be somewhat developed, occasionally redundant, or unclearly connected to the main idea. Organizational logic and transitional words are used in parts of the response, but some may be missing or obscure.
Responses at the 1 level are typically characterized by: Limitations in vocabulary and sentence structures obscure meaning throughout the response, though the response may contain some content relevant to the stimulus. The response is underdeveloped and reasons are insufficient to support the opinion. Connections among ideas are missing or obscure throughout the response, interfering with meaning.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Writing Construct a Claim Rubric for Grades 6-12

Writing Construct a Claim - Grades 6-8, Grades 9-12
Responses at the 5 level are typically characterized by: The response contains a variety of syntactic structures, such as simple, compound, and complex sentences, and vocabulary that are appropriate or higher. Word choice and grammar are effective and accurate, though the response may contain a few minor and isolated errors that do not interfere with meaning. The student addresses the topic and task very well, developing an opinion and supporting it effectively with compelling reasons and examples. The response is coherent, demonstrating organizational logic and an effective use of a variety of transitional words and phrases to connect ideas. The student's message is easily understood on a first reading.
Responses at the 4 level are typically characterized by: The response contains vocabulary and simple, compound, and complex sentence structures that are appropriate. Word choice and grammar are generally accurate, but the response likely has several noticeable errors that do not obscure meaning. The student successfully addresses the topic and task by constructing an opinion and supporting it with sufficient reasons and examples. Occasional details may not be fully elaborated or clearly relevant to the prompt. The response is organized, and uses transitional words and phrases to connect ideas, though occasionally connections between ideas may be unclear. The student's message is generally clear.
Responses at the 3 level are typically characterized by: The response contains vocabulary and simple sentence structures that are appropriate, though the range may be moderately limited. Errors in word choice or grammar may occasionally obscure meaning. The response partially addresses the task, providing reasons or examples to support an opinion. However, some ideas may be underdeveloped, irrelevant, or redundant. The response demonstrates some organizational logic, but connections between ideas may be unclear or obscured at times. Transitional words and phrases used may be inaccurate or may be limited to common linking words. The student's overall message is understood, but some reader effort is required.
Responses at the 2 level are typically characterized by: A limited range of vocabulary and structures and/or frequent errors in usage obscure meaning in the response. The response is limited in addressing the task. Reasons and examples may be insufficient and provide inadequate support for the student's opinion. The organization is generally unclear, and connections between ideas are often obscured or missing. Considerable reader effort is needed.
Responses at the 1 level are typically characterized by: Errors in vocabulary and syntax seriously obscure meaning. The response is seriously underdeveloped and lacks coherence.
The response does not address the communicative demands of the task. **Responses at the 0** level are typically characterized by: illegible, only in a language other than English, refusal, off Task/Topic, incomprehensible.

Resources

Assessment Guidance Webpage
- ELPT Sample Writing Annotated Responses: annotated authentic student responses to sample ELPT writing items
- ELPT Sample Writing Items (Grades 6-12): sample ELPT writing items
- ELPT Writing Samples Grades 6-12 (Webinar): provides guidance using the ELPT sample writing items and the corresponding annotated responses

EL Portal
- ELPT Online Tools Training: provides students opportunity to become familiar with the tools available in the online testing platform
- ELPT Test Administration Manual (TAM): provides specific instructions for the administration of the ELPT, including information on security, coding, and logistics and the Test Administrator directions
- ELPS/ELPT Accessibility and Accommodations Manual: guides selection and administration of appropriate universal features, designated features, and accommodations for students
- Test Information Distribution Engine (TIDE) User Guide: helps users navigate the TIDE system
- Reporting System User Guide: provides information and instructions about the Reporting System
- ELPS/ELPT TA User Guide: helps the Test Administrator (TA)

Assessment Resources Webpage
- ELPT Performance Level Descriptors: describe the knowledge, skills, and abilities a typical student at each level should be able to demonstrate based on their command of grade-level English

English Learner Library
- LA Connectors for ELs: comprehensive list of standard connectors for ELs for each grade level
- EL Language Check-up Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 9-12: provides guidance on using ELPT/ELPS domain performance level descriptors and check student progress
- English Learner Guidebook-Changing Educational Outcomes for English Learners: provides guidance in implementing high-quality instruction for ELs
- EL Program Handbook: provides information for identifying, supporting and monitoring ELs
- EL Classroom Differentiation Plan 2.0: provides content teachers with a list of supports for ELs
- EL Extension Activities K-2, 3-5, 6-12: provides opportunities for students to practice grade-level activities in listening, speaking, reading and writing, and gives suggestions of how to extend learning beyond the presented task
- Identifying and Supporting ELs with Disabilities Guidance: assists school systems in the provision of access to high quality instruction for ELs who may have a disability
- Supporting Newcomer and Beginner English Learners Curriculum Guidance: provides school systems with a list of publishers who can provide materials to support English language development

Contact Us
- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- diverselearnersupport@la.gov for questions about diverse learner supports including Intervention

> **Commented [1]:** These pages are not updated with the new LDOE branding. Louisiana believes icon is visible