Form E Report Guide:

Proficiency Definitions and Descriptors

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Section 1

1.1 Framework and Score Reporting Design

This section describes important features of LAS Links 2nd Ed., including the assessment framework and score reporting design. An understanding of the key features of the assessment will aid teachers and stakeholders to accurately and effectively interpret results from individual and group reports about student performance. This section will address the following:

- framework and description of the assessment
- areas of social and academic language proficiency in student and group score reports
- types of reported scores and their meaning

LAS Links 2nd Edition Framework

LAS Links 2nd Ed. was developed to measure students' English language proficiency in social, school, and academic contexts across five grade ranges (K–1, 2–3, 4–5, 6–8, and 9–12). The language competencies assessed and reported in LAS Links 2nd Ed. are organized as follows:

- Core Domains: Speaking, Listening, Reading, and Writing
- Combined Domains: Comprehension (Listening + Reading), Productive (Speaking + Writing), Oral (Speaking + Listening), and Literacy (Reading + Writing)
- Overall (Speaking + Listening + Reading + Writing)

Within each language context strand, tasks are further contextualized by the language used within the academic discipline. As both social and academic strands are systematically present throughout the grade spans, LAS Links 2nd Ed. is a tool to measure students' social and academic language as well as evaluate students' academic language development over time. See the following table for an overview of the LAS Links test blueprint.

LAS Links Form E Blueprint

The operational blueprint for LAS Links Form E is shown in the following table. The blueprint is organized by skill area, language context strand, and sub-skill area. Operational item counts for each grade are shown, and multiple-choice (MC) items are distinguished from constructed-response (CR) items. All new test forms for LAS Links will retain the same scale scores as Forms C and D.

Skill Area	Language Context Strand	Sub-skill Area	K–1 # of Items	2–3 # of Items	4–5 # of Items	6–8 # of Items	9–12 # of Items	Item Type
LAS Links E Operational Blueprint								
Listening	Social, Intercultural, and Instructional Communication	Listen for Information	8	8	8	9	9	MC
	Language Arts/Social Studies/History	Listen for Academic Instruction	2	3	3	3	3	
		Listen for Information	4	3	3	4	4	
	Mathematics/Science/Technical Subjects	Listen for Academic Instruction	2	3	3	3	3	
		Listen for Information	4	3	3	4	4	
		Total	**20**	**20**	**20**	**23**	**23**	
Speaking	Social, Intercultural, and Instructional Communication	Make Conversation	1	1	1	1	1	CR
		Describe and Request Information	2	2	2	2	2	
		Tell a Story	1	1	1	1	1	
	Language Arts/Social Studies/History	Use Academic Words	1	1	1	1	1	
		Present and Explain Information	2 (1 for K)	3	3	3	3	
	Mathematics/Science/Technical Subjects	Use Academic Words	1	1	1	1	1	
		Present and Explain Information	2 (1 for K)	3	3	3	3	
		Total	**10 (8 for K)**	**12**	**12**	**12**	**12**	
Reading	Foundational Skills	Read Words	12	6	N/A	N/A	N/A	MC
	Social, Intercultural, and Instructional Communication	Read School Texts	10	10	14	14	14	
	Language Arts/Social Studies/History	Read Academic Texts	2	5	6	6	6	
		Read School Texts (Gr. 1–12 only)	2 (N/A for K)	2	2	2	2	
	Mathematics/Science/Technical Subjects	Read Academic Texts	2	5	6	6	6	
		Read School Texts (Gr. 1–12 only)	2 (N/A for K)	2	2	2	2	
		Total	**30 (26 for K)**	**30**	**30**	**30**	**30**	
Writing	Foundational Skills	Start Writing	2	N/A	N/A	N/A	N/A	Auto CR
			5					CR
	Social, Intercultural, and Instructional Communication	Use Grammar and Conventions	4	6	6	6	6	MC
		Write to Express Ideas	1	N/A	N/A	N/A	N/A	CR (0–3)
			N/A	1	1	1	1	CR (0–4)
	Language Arts/Social Studies/History	Use Grammar and Conventions	1	2	2	2	2	MC
		Write Academic Texts (Gr. 1–12 only)	2 (N/A for K)	3	3	3	3	CR
	Mathematics/Science/Technical Subjects	Use Grammar and Conventions	1	2	2	2	2	MC
		Write Academic Texts (Gr. 1–12 only)	2 (N/A for K)	3	3	3	3	CR
		Total	**18 (14 for K)**	**17**	**17**	**17**	**17**	

Reporting Foundations

In reporting, the domains are referred to as s*kill areas*, which more appropriately reflect students' performance and outcomes. Combinations of the four domains are referred to as *combined domains* (Comprehension, Productive, Oral, and Literacy) and are reported as *composite scores*. The Overall score for language proficiency includes all of the core domains. The figure below shows how the four domains create the combined domains. In addition to students' proficiency reports, students' academic scores are reported using the same core domains (e.g., Academic Speaking, Academic Listening, Academic Reading, and Academic Writing).

	Comprehension	Productive
Oral	**Listening** — Listening to and understanding speech in social and academic contexts.	**Speaking** — Orally expressing oneself clearly and accurately in social and academic language contexts.
Literacy	**Reading** — Decoding and understanding academic and grade-appropriate texts.	**Writing** — Expressing oneself clearly and accurately in social and academic contexts through writing.
Overall		

To ensure that the content of the test is appropriate and consistent with content that is taught in schools and the goals of the CCSS, the first three language context strands were designed to reflect the language used in academic content areas, while the fourth focuses on language used in school for instructional and interpersonal purposes. The four language context strands interweave with the four language domains to create the LAS Links 2nd Ed. assessment framework as shown below.
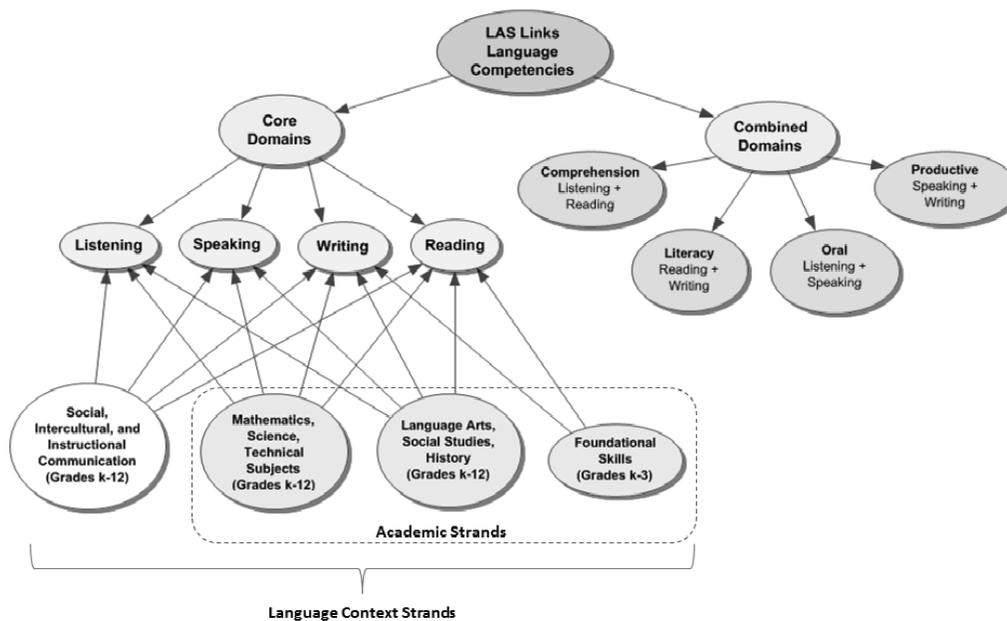
As stated above, the academic strands focus on language use in particular content areas such as math or language arts. The Foundational Skills strand, which appears only in K−1 and 2−3 grade spans, assesses literacy in reading and writing for young students who may be developing these skills in both their first and second languages. These skills may include tasks such as recognizing word/sound or word/object relationships or writing letters—basic skills that are necessary in order to develop and use language in more complex contexts. For reporting purposes, Foundational Skills has been categorized as an academic strand, which is most useful in providing information to measure students' development of academic language proficiency.

Combined Language Domains (Composite Scores)

This section describes each combined domain and the purpose of the composite scores.

A more holistic understanding of students' proficiency is gained by looking at student performance on combined language domains, such as oral language (i.e., the combination of Speaking and Listening) or comprehension (i.e., the combination of Listening and Reading). By combining language domains, teachers and other stakeholders may view students' social and academic language through a different lens to assess students' language proficiency. To this end, the combined language domains are reported as *composite scores*, which are simply the average of corresponding domain-level scale scores.

Overall (Speaking + Listening + Reading + Writing)

The Overall score is the unweighted average of the scale scores of the four domains (Speaking, Listening, Reading, and Writing) and is an indicator of students' general English language proficiency.

Comprehension (Listening + Reading)

The Comprehension score, a combination of Listening and Reading scores, provides an overview of students' understanding of spoken and written text. Comprehension is a necessary element of language learning and academic success. Students' comprehension skills in the Listening and Reading section of the test involve skills that range from recognizing word and sound relationships and processing and developing vocabulary through context to identifying patterns, analyzing, inferring, and connecting meaning or ideas. The LAS Links 2nd Ed. comprehension score can help track the students' comprehension development. Once students begin to internalize the language that they hear or read, they will begin to build a foundation to learn a new language and support lifelong learning.

Oral (Speaking + Listening)

The Oral score, a combination of Speaking and Listening scores, demonstrates students' oral skills. In the Listening section of the test, students listen to input, such as announcements or conversations, and then answer multiple-choice questions. Listening involves the receptive skills of making sense of sounds, stress patterns, words, and phrases and then interpreting meaning. The Speaking section of the test involves responding to information or interacting with another person by constructing meaning through sounds, words, phrases, stress patterns, and expressions of language. These skills are by no means an exhaustive list, but they do show a close relationship of the two domains. Oral language is necessary for students to interact, collaborate, and participate in social and academic tasks and practices.

Productive (Speaking + Writing)

The Productive score is the combination of the Speaking and Writing scores, and it provides educators with an overview of students' ability to produce language. Language production, whether in written or in spoken form, is about creating meaning to express oneself. Productive skills in the Speaking and Writing section of the test include producing vocabulary, displaying knowledge of grammar usage, performing functions (e.g., requests, clarifications, directions, etc.), creating clear messages, and building coherent discourse. Measuring students' productive skills can help teachers understand students' skills and ability to interact and communicate in and out of the classroom. LAS Links 2nd Ed. measures productive language at levels appropriate for students' development and across social and academic contexts.

Literacy (Reading + Writing)

The Literacy score, a combination of Reading and Writing scores, provides educators with an overview of students' ability to read and write for different purposes. Literacy can be traditionally defined as the process of gaining and conveying meaning from written text. Students taking the Reading and Writing test engage in a range of complex reading processes, including word-sounds relationships, spelling, word and sentence structure, vocabulary, and comprehension—among other important skills. As a student gains reading skills, they also begin to learn to compose written text. LAS Links 2nd Ed. measures literacy skills through written text at grade-appropriate levels and through tasks that reflect literacy events and practices that students encounter in social and academic contexts.

Language Context Strands

LAS Links 2nd Ed.'s assessment framework focuses on the role of language use in social and academic contexts. To this end, four language context strands are interwoven through each core language domain. These language context strands help define the appropriate textual and discourse elements, language practices, and topics for each content area and grade span. The LAS Links 2nd Ed. content areas are organized into four language context strands:

1) Social, Intercultural, and Instructional Communication
2) Language Arts, Social Studies, and History
3) Mathematics, Science, and Technical Subjects
4) Foundational Skills

Social, Intercultural, and Instructional Communication

The Social, Intercultural, and Instructional Communication strand is the language used in school activities and associated with instructional language that is generally across the curriculum. This strand provides information about students' ability to communicate with peers, teachers, or other members of the community. The tasks may take the form of listening to announcements, requesting information, or writing correspondence, etc. Items in this strand are not included in the academic score and only contribute to the overall proficiency score.

Language Arts, Social Studies, and History

Academic language used in this strand is related to the context of Language Arts, Social Studies, and History. Tasks used within this strand will reflect the vocabulary and text features common to these subjects and inherent in the academic register and discourse. For example, language associated with social studies and history may include narratives or expository forms of writing and texts students engage with in school contexts. Items in this strand contribute to the academic score.

Mathematics, Science, and Technical Subjects

Academic language used in this strand is related to the context of Math, Science, and Technical Subjects. Tasks used within this strand will reflect the vocabulary and text features common to these subjects and inherent in the academic register and discourse. Students may be asked to communicate using information, ideas, or abstract concepts necessary in the math, science, and technical topics. For example, science, mathematics, and technology can be more lexically diverse, contain more abstract comparisons, and use more technical terms than social science texts. Items in this strand contribute to the academic score.

Foundational Skills

The Foundational Skills strand encompasses beginning reading and writing skills that young students are developing in both their first and second languages. Tasks in this strand require students to demonstrate early English literacy and communication skills. Foundational Reading may include tasks such as applying letter-sound correspondences and decoding words. Foundational Writing may include tasks such as writing letters and numbers, spelling and writing words, and copying sentences. Scores are reported for Foundational Reading and Foundational Writing separately. Items in this strand contribute to the academic score.

Common Scale and Proficiency Levels

The capability to evaluate students' language development over time is central to the LAS Links 2nd Ed. scoring and reporting system. To show students' gains annually and as they move to different grade spans of the tests, the scores on each of the five grade spans appear on a common scale within each domain (Speaking, Listening, Reading, Writing). This allows comparing scores across grades and grade spans. For example, a student's scores in Grade 1 on the K–1 test relate meaningfully to the same student's scores in Grade 2 on the 2–3 test. The common scale is particularly suitable to a language proficiency assessment because the test results demonstrate the student's progress toward the goal of developing language skills necessary for success in the classroom.

The scores that comprise the common scale are called *scale scores*. The LAS Links scale scores for a particular student are found by converting the student's *raw scores*, the correct number of points obtained, into scale scores. A given range of scale scores corresponds to a predefined proficiency level. It is important to note that the scale score for each domain has different meaning because each scale has its own range of numbers and its own cut scores that define the proficiency levels. Therefore, scale scores cannot be compared across test scales (e.g., comparing a student's Listening scale score to Reading scale score).

Section 2

2.1 Proficiency Level Definitions

While scale scores can be used to measure student growth from test to test and across grade spans, proficiency levels provide a broader categorization for the purposes of reporting. The scale scores that make up the common scale fall into five (5) proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient. The Proficiency Level Definitions describe in broad terms what students are able to do at each corresponding Proficiency Level. Using the scale scores, the Proficiency Level Descriptors, and the Proficiency Level Definitions allows for a more coherent presentation and interpretation of the test results.

Proficiency Level Definitions

5 Above Proficient	Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.
4 Proficient	Level 4 students communicate effectively in English, but with some errors, across a range of grade-level-appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.
3 Intermediate	Level 3 students communicate in English across a range of grade-level-appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.
2 Early Intermediate	Level 2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.
1 Beginning	Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.

2.2 Proficiency Level Descriptors

In addition to the Proficiency Levels and their definitions, Proficiency Level Descriptors (PLD) are provided for more specific understanding of students' English ability at each proficiency level and grade span. The PLD are organized by the core language domains: Speaking, Listening, Reading, and Writing. The PLD are detailed explanations of what skills a student can be expected to demonstrate at each proficiency level and are meant to give teachers a helpful profile of a student's performance with an eye toward the next steps along the language development continuum. The same information can also be given to parents, guardians, or other stakeholders so they have a clear understanding of what students have learned and what English skills are yet expected to be developed.

It is important to note that the Proficiency Level Descriptors represent a progression of skills and abilities. Skills and abilities specified in lower-performance levels are likely demonstrated by students in the higher-performance levels and may not be noted in the higher-level descriptors for a grade or grade range.

Proficiency Level Descriptors – Kindergarten

KINDER	Speaking	Listening	Reading	Writing
1 **Beginning**	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 **Early** **Intermediate**	Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify capital and lowercase letters in isolation and identify beginning, middle, and ending sounds. They identify main ideas and details in simple text, match text to pictures, and apply letter-sound relationships. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	Early Intermediate students copy simple words and sentences that describe pictures or respond to other prompts. Errors frequently impede communication.
3 **Intermediate**	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make some inferences from simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode words with short vowel sounds, match text to pictures, and recall details and main ideas in short passages. Students make simple inferences and recognize words that relate to spatial relationships. Errors interfere with comprehension.	Intermediate students typically write one or more words to describe a picture or respond to other prompts. Students are beginning to recognize correct sentence format. Errors interfere with communication.
4 **Proficient**	Proficient students typically produce simple and accurate sentences when making requests and asking for clarification. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and make inferences. They identify main ideas in more complex stories.	Proficient students typically identify rhyming words, match words to definitions or descriptions, make inferences, recall events from short passages, and read simple sentences independently. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
5 **Above** **Proficient**	Above Proficient students typically produce simple sentences and use correct grammar when making requests, asking for clarification, and describing situations. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and sequences of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically use context clues to determine meanings of words and recall subtle details. They identify sequence in short passages and recognize words that relate to spatial relationships.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. They form regular plural nouns and possessive pronouns, and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.

Proficiency Level Descriptors – Grade 1

Grade 1	Speaking	Listening	Reading	Writing
1 **Beginning**	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 **Early Intermediate**	Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify capital and lowercase letters in isolation, identify beginning, middle, and ending sounds, and recall main ideas and important details in simple text. They apply letter-sound relationships. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	Early Intermediate students typically copy simple sentences and write one or more words to describe or explain a picture. They select grammatically correct sentences from a set of choices. Their restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.
3 **Intermediate**	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests, and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make simple inferences from simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode basic words and match text to pictures. Students make simple inferences and recognize words related to spatial relationships. Errors interfere with comprehension.	Intermediate students typically write words, phrases, or sentences that attempt to describe or explain a picture. They are beginning to recognize sentences illustrating correct grammar, proper subject/verb agreement, and correct pluralization and capitalization. They have limited range of vocabulary knowledge. Errors interfere with communication.
4 **Proficient**	Proficient students typically produce simple and accurate sentences when making requests and asking for clarification. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and draw inferences. They identify main ideas in more complex stories.	Proficient students typically identify rhyming words, match basic text to pictures, make inferences, recall details and main ideas in short passages, and read simple sentences independently. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
5 **Above Proficient**	Above Proficient students typically produce simple sentences and use correct grammar when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and the sequence of events and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students use context clues to determine meanings of words, recall subtle details, and determine sequence in short passages. They use interpretation and inference to comprehend a story. Students recognize words that relate to spatial relationships.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. They form regular plural nouns and possessive pronouns and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.

Proficiency Level Descriptors – Grades 2−3

Grades 2−3	Speaking	Listening	Reading	Writing
1 **Beginning**	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 **Early Intermediate**	Early Intermediate students typically use basic vocabulary and grammar, and simple phrases or sentences to make requests or comparisons, ask questions, express opinions or preferences, or describe a sequence of pictures about familiar events and situations. Errors frequently impede communication.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary. They identify a few details and make simple inferences from oral stories. Errors frequently impede communication and comprehension.	Early Intermediate students typically understand word meanings and synonyms, possess basic knowledge of morphemes and syllables, identify one-syllable words, recognize simple rhyming words, and make simple inferences. Errors frequently impede comprehension.	Early Intermediate students typically describe, explain, or express ideas in sentences. They make simple comparisons. Students demonstrate basic vocabulary knowledge and grammar skills such as use of auxiliary verbs, verb tenses, and conjunctions. Errors frequently impede communication.
3 **Intermediate**	Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions. They produce mostly accurate sentences when narrating simple stories about familiar events and situations. Errors interfere with communication.	Intermediate students typically understand a limited range of vocabulary. They recall details, identify main ideas, and draw inferences in more complex oral stories. Errors interfere with communication and comprehension.	Intermediate students typically match words to definitions or descriptions, interpret words and basic phrases, and apply knowledge of morphemes and syllables. They recall stated details and main ideas, make inferences, and determine characters' feelings. Errors interfere with comprehension.	Intermediate students typically respond to various prompts or pictures using multiple sentences. Students make simple predictions and express some opinions in response to pictures. Meaning is somewhat clear although vocabulary may be limited. They identify appropriate verb forms and articles based on contextual clues. Errors interfere with communication.
4 **Proficient**	Proficient students typically produce complete sentences with few grammatical and vocabulary errors when describing situations, explaining their reasoning, or narrating a story. They use broad vocabulary to accurately express opinions or preferences and ask appropriate questions. Minor errors do not interfere with communication.	Proficient students typically understand academic vocabulary and follow some complex directions. They recall subtle details, determine main ideas, and identify speaker purpose.	Proficient students typically identify synonyms of social and academic vocabulary and interpret words and phrases. They use context clues to determine meaning, recall implicit details and main ideas, make complex inferences, identify literary features, and transfer concepts to new situations. Errors do not interfere with comprehension.	Proficient students typically make predictions and express opinions in response to pictures using complete sentences. They use correct auxiliary verb forms and verb tenses and correctly use writing conventions such as capitalization and punctuation. They organize and write responses in logical and sequential order. Errors do not interfere with communication.
5 **Above Proficient**	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, and recognize synonyms. They determine story sequence and details of fictional and academic texts, make generalizations, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently to a variety of pictures, prompts, or purposes with precise vocabulary and ease of expression. They use correct verb tenses and subject/verb agreement, appropriate articles, and punctuation. Responses contain few digressions or repetitions. Communication is clear and complete, though it may contain minor errors.

Proficiency Level Descriptors – Grades 4-5

Grades 4-5	Speaking	Listening	Reading	Writing
1 **Beginning**	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 **Early Intermediate**	Early Intermediate students typically use basic vocabulary and grammar and simple sentences to identify common objects and describe their function, provide basic information, make requests, ask questions, and express opinions or preferences. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers using basic vocabulary. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically interpret basic words and phrases and identify some main ideas and details in simple text. Errors frequently impede comprehension.	Early Intermediate students typically write sentences using basic vocabulary and grammar to describe and discuss text, interpret graphic organizers, and compare and contrast information. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 **Intermediate**	Intermediate students typically use appropriate words and phrases and complete sentences when making requests, expressing opinions or preferences, providing information, and describing locations. They construct a narrative from a sequence of pictures and compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary. Errors interfere with communication.	Intermediate students typically follow oral directions and interpret both basic vocabulary and idiomatic expressions. They identify some main ideas and make simple inferences from passages and understand details within graphic organizers. Errors interfere with communication and comprehension.	Intermediate students typically use knowledge of high-frequency affixes to determine word meanings. They recall main ideas and stated details in text, and interpret simple words and phrases. Errors interfere with comprehension.	Intermediate students typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. They demonstrate a grasp of pronouns, prepositions, auxiliary verbs and verb tenses. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 **Proficient**	Proficient students typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. They organize responses in logical and sequential order. They accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication.	Proficient students typically follow multistep directions using academic vocabulary, recall details, identify main ideas, and determine sequence of steps in classroom discussions and lessons. They make inferences from more complex oral stories and interpret tables and other graphic organizers.	Proficient students typically use knowledge of more advanced affixes to determine word meanings. They identify synonyms, use context clues to determine word meanings, and interpret slightly complex words and phrases. They read for specific information in graphic organizers, make inferences from information, and draw conclusions. Errors do not interfere with comprehension.	Proficient students typically write complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions. They summarize passages; interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and organize and write responses to open-ended questions in logical and sequential order. Errors do not interfere with communication.
5 **Above Proficient**	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, asking questions, expressing opinions and subtle nuances of meanings, and explaining processes and their reasoning. They create a detailed and structured narrative.	Above Proficient students typically follow directions that use verb phrases and determine key information to summarize a task. They recall subtle details, identify main ideas and speaker purpose, and make sophisticated inferences from classroom discussions and lessons.	Above Proficient students typically identify synonyms and antonyms of less familiar words and interpret complex words and phrases. They use prediction, determine story sequence, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently in response to a variety of prompts and purposes. They skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers. Communication is clear and complete, though it may contain minor errors.

Proficiency Level Descriptors – Grades 6-8

Grades 6-8	Speaking	Listening	Reading	Writing
1 **Beginning**	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 **Early Intermediate**	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when describing social situations, giving instructions, and identifying locations. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers. Errors frequently impede communication.	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify some details. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to describe, explain, or compare verbal or graphic prompts. They respond to simple open-ended questions and summarize simple passages. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 **Intermediate**	Intermediate students typically use appropriate words and phrases and complete sentences when expressing opinions, providing information, conducting transactions, or describing common functions. They describe common social situations and narrate simple stories. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically follow multistep directions that use academic vocabulary. They recall details from class discussions or short oral stories and identify the main purpose of conversation. They interpret graphic organizers and extrapolate conclusions from discussions. Errors interfere with communication and comprehension.	Intermediate students identify synonyms of familiar social and academic vocabulary and interpret common idiomatic expressions using context clues. They distinguish main ideas from supporting details and make inferences from clues in text. Errors interfere with comprehension.	Intermediate students typically write complete sentences to describe, explain, or compare or contrast verbal or graphic prompts. They write responses to open-ended questions and summarize passages. They use sentence-ending punctuation, pronouns, prepositional phrases, auxiliary verbs, and verb tenses. Responses have limited range of vocabulary. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 **Proficient**	Proficient students typically produce complete sentences to express opinions, provide information, conduct transactions, make a request, explain processes, give instructions, and describe social situations. They produce generally fluent narratives with some hesitations or self-corrections that do not obscure meaning. They organize responses in logical and sequential order and incorporate idiomatic expressions. Speech is coherent and clear but lacks elaboration or detail.	Proficient students typically follow complex multistep directions. They determine main ideas, make inferences from directions, draw simple conclusions and predict logical outcomes in oral stories. They understand metaphorical language and uncommon idiomatic expressions, and recognize technical academic vocabulary.	Proficient students interpret idioms and determine synonyms of grade-level words. They recall stated and implicit details in a variety of genres, identify specific information in graphic organizers, and determine main ideas in fiction and academic texts. They analyze the structure of texts and identify literary techniques. Errors do not interfere with comprehension.	Proficient students typically write logically-sequenced responses that incorporate idiomatic expressions and convey original thought in response to open-ended prompts. They accurately interpret pictures or graphical information. They use correct verb tense and agreement, subordinating conjunctions, capitalization, punctuation, and adjective and adverb placement. Errors do not interfere with communication.
5 **Above Proficient**	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar and subtle nuances of meaning, when expressing opinions, providing information, making requests, identifying and describing objects, and explaining processes and their reasoning. They produce detailed narratives of complex structure and skillfully organize information for presentations.	Above Proficient students typically follow complex instructions, recall subtle details, determine and evaluate key information to summarize a task, and make sophisticated inferences and predictions from classroom discussions or lengthy oral stories. They understand increasingly abstract idiomatic expressions, locate new information in a wider context, and distinguish relevant from extraneous information.	Above Proficient students typically identify synonyms and antonyms, interpret less familiar idiomatic expressions, apply word definitions, and restate meanings in variant language. They prioritize main and supporting details and read closely to make logical inferences. They use prediction to read fluently and to identify author's purpose and literary techniques.	Above Proficient students typically craft original responses to prompts, fluently conveying sequenced logical exposition. Students respond to open-ended questions requiring them to extrapolate from information indicated in prompts, interpret and synthesize complex information from graphic organizers, draw sophisticated inferences, explain reasoning, and express and support opinions. Minor errors are possible, but generally negligible.

Proficiency Level Descriptors – Grades 9-12

Grades 9-12	Speaking	Listening	Reading	Writing
1 **Beginning**	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 **Early Intermediate**	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when interpreting language related to social, school, and academic contexts, explaining personal preferences or describing a sequence of pictures about familiar events and social situations. Minimal vocabulary and grammar knowledge and errors frequently impede communication.	Early Intermediate students typically follow multistep directions. They identify main ideas, make simple inferences, and draw conclusions. Errors frequently impede communication and comprehension.	Early intermediate students recall simple information from text, identify main ideas and supporting details, and make simple inferences. They identify common idiomatic expressions and paraphrase passages. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to express ideas. They compare and summarize information found in texts or graphic organizers. They demonstrate a basic knowledge of auxiliary verbs, pronouns, and conjunctions. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 **Intermediate**	Intermediate students typically use appropriate words and phrases and complete sentences when providing information, expressing preferences, conducting transactions, and describing personal experiences. They describe social situations, give instructions, and narrate a simple story. Intended meaning is mostly clear, but sometimes requires comprehension-check questions. They are capable of communicating some nuances of meaning. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically interpret simple academic vocabulary and idiomatic expressions. They extrapolate logical outcomes, place new information in a broader context, and recall details from classroom discussions or oral stories. Errors interfere with communication and comprehension.	Intermediate students typically use knowledge of high-frequency affixes and context clues to determine word meanings and identify synonyms of high-frequency social and academic vocabulary. From a simple narrative, they recall stated and implicit details, distinguish main ideas, compare and contrast information, draw conclusions, and make some inferences. Errors interfere with comprehension.	Intermediate students typically use correct basic grammar and begin to demonstrate use of conjunctions in compound sentences. They summarize texts and analyze information in graphic organizers. Meaning is somewhat clear, although vocabulary may be limited. Errors interfere with communication.
4 **Proficient**	Proficient students typically use complete sentences to express opinions, explain processes, conduct transactions, and describe personal experiences. They use accurate vocabulary and grammar to describe the purpose of less common objects and fluently narrate stories with creative detail. They organize responses in logical and sequential order and incorporate idiomatic expressions. They convey subtle distinctions through rich, specific, and varied vocabulary.	Proficient students typically interpret idiomatic expressions and complex academic vocabulary and concepts. They distinguish essential details and nuances of meaning, synthesize answers from fragmentary information, and determine key information to summarize a task from complex narratives and discussions.	Proficient students typically draw complex conclusions from lengthy passages and distinguish nuances of meanings. They interpret alternate expressions of ideas, analyze the organization of passages, and identify theme, tone, and author purpose. Errors do not interfere with comprehension.	Proficient students typically write fluently, using complete sentences with accurate vocabulary to interpret texts and graphical information, while distinguishing nuances of meaning. They incorporate idiomatic expressions and produce responses to open-ended questions and write summaries and comparisons that correctly use verb forms, capitalization, punctuation, and advanced grammar. Responses exhibit minor errors in grammar and content organization that do not interfere with communication.
5 **Above Proficient**	Above Proficient students typically produce complex sentences with sophisticated and precise vocabulary and correct grammar. They convey detailed academic content and expressive nuances of meaning and skillfully organize information for presentations.	Above Proficient students typically interpret more complex grammar and academic vocabulary to follow complex instructions. They use context clues to interpret new vocabulary and draw conclusions about a character in an oral story. They distinguish subtleties of tone and point of view, recall extensive details, grasp abstract and uncommon idiomatic expressions, and analyze the structure of oral passages.	Above Proficient students recognize uncommon synonyms, subtle gradations of meanings using context clues, and unfamiliar idioms. They use prediction to read fluently, make inferences from challenging texts, synthesize text, recognize literary techniques, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write using precise, sophisticated, and varied vocabulary. They demonstrate fluent and varied expression; express subtle nuances of meaning; and expand responses to prompts using related background knowledge. Minor errors are possible, but generally negligible.

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