



Form C and D Report Guide: Proficiency Tables, 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 evaluating students' academic language development over time. See following table for an overview of the LAS Links test blueprint.

LAS Links 2nd Ed. Test Blueprint Overview

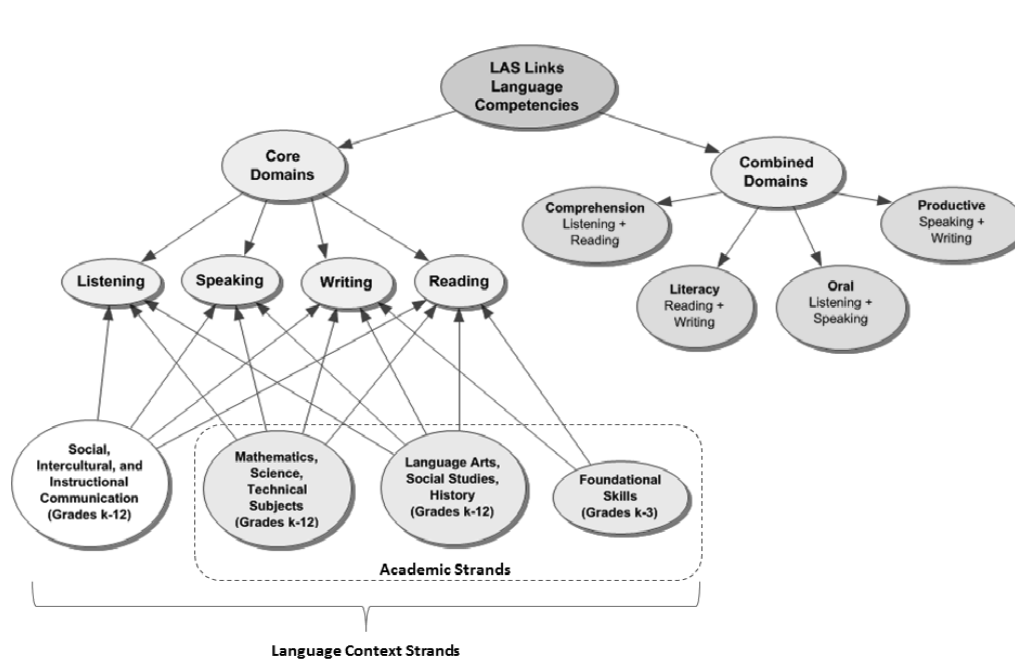
Skill Area	Language Context Strand	Sub-skill area / subtest	K-1 Number of Items	2-3 Number of Items	4-5 Number of Items	6-8 and 9-12 Number of Items	Item Type Multiple Choice (MC)/Constructed Response (CR)	
Listening	<i>Social, Intercultural, and Instructional Communication</i>	Listen for Information	8	8	8	9	MC	
		<i>Language Arts/Social Studies/History</i>	Listen for Academic Instruction	2	3	3		3
	Listen for Information		4	3	3	4		
	<i>Mathematics/Science/Technical Subjects</i>		Listen for Academic Instruction	2	3	3		3
		Listen for Information	4	3	3	4		
Total			20	20	20	23		
Speaking	<i>Social, Intercultural, and Instructional Communication</i>	Make Conversation	3	3	3	3	CR	
		Describe and Request Information	2	2	2	2	CR	
		Tell a Story	1	1	1	1	CR	
	<i>Language Arts/Social Studies/History</i>	Use Academic Words	2	2	2	2	CR	
		Present and Explain Information	4 (2 for K)	4	4	4	CR	
	<i>Mathematics/Science/Technical Subjects</i>	Use Academic Words	2	2	2	2	CR	
		Present and Explain Information	4 (2 for K)	4	4	4	CR	
Total			18 (14 for K)	18	18	18		
Reading	<i>Foundational Skills</i>	Read Words	12	6	N/A	N/A	MC	
	<i>Social, Intercultural, and Instructional Communication</i>	Read School Texts	10	10	14	14	MC	
		<i>Language Arts/Social Studies/History</i>	Read Academic Texts	2	5	4	4	MC
			Read School Texts (Gr. 1-12 only)	N/A	N/A	2	2	CR
	<i>Mathematics/Science/Technical Subjects</i>	Read School Texts (Gr. 1-12 only)	2 (N/A for K)	2	2	2	MC	
		Read Academic Texts	2	5	4	4	MC	
		Read School Texts (Gr. 1-12 only)	N/A	N/A	2	2	CR	
Total			30 (26 for K)	30	30	30		
Writing	<i>Foundational Skills</i>	Start Writing	8	N/A	N/A	N/A	CR	
			1				CR	
	<i>Social, Intercultural, and Instructional Communication</i>	Use Grammar and Conventions	4	6	6	6	MC	
		Write to Express Ideas	1	N/A	N/A	N/A	CR	
			N/A	1	1	1	CR	
	<i>Language Arts/Social Studies/History</i>	Use Grammar and Conventions	1	2	2	2	MC	
		Write Academic Texts	2 (N/A for K)	3	3	3	CR	
<i>Mathematics/Science/Technical Subjects</i>	Use Grammar and Conventions	1	2	2	2	MC		
	Write Academic Texts	2 (N/A for K)	3	3	3	CR		
Total			20 (16 for K)	17	17	17		

Reporting Foundations

In reporting, the domains are referred to as *skill 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 in 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 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 to 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. 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 the 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 textual 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 textual 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 the 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

<p style="text-align: center;">5 Above Proficient</p>	<p>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.</p> <p>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.</p>
<p style="text-align: center;">4 Proficient</p>	<p>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.</p> <p>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.</p>
<p style="text-align: center;">3 Intermediate</p>	<p>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.</p> <p>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.</p>
<p style="text-align: center;">2 Early Intermediate</p>	<p>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.</p> <p>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.</p>
<p style="text-align: center;">1 Beginning</p>	<p>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.</p>

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 clarifications. 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 sequence 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 clarifications. 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 and 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.

Section 3

3.1 Form C Proficiency Tables

Kindergarten – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	300-429	430-460	461-495	496-549	550-580
Listening	300-425	426-443	444-469	470-519	520-530
Reading	240-354	355-380	381-420	421-474	475-550
Writing	200-346	347-416	417-487	488-515	516-630
Composite Scores					
Overall	260-388	389-424	425-467	468-514	515-572
Oral	300-429	430-460	461-486	487-525	526-555
Comprehension	270-385	386-411	412-448	449-466	467-540
Literacy	220-350	351-398	399-453	454-494	495-590
Productive	250-387	388-438	439-491	492-532	533-605

Form C Kindergarten Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	300	59	1	1	1
1	344	31		1	1
2	369	22		2	7
3	385	17		3	10
4	396	14		5	15
5	404	12		6	17
6	410	11		8	20
7	416	10		10	23
8	421	9		12	25
9	425	9	14	27	
10	430	9	2	16	29
11	434	8		19	32
12	437	8		21	33
13	441	8		25	36
14	445	8		29	38
15	448	8		31	40
16	452	8		36	42
17	456	8		41	45
18	459	8		44	47
19	463	9	3	49	49
20	467	9		54	52
21	471	9		58	54
22	476	10		65	58
23	481	10		70	61
24	487	11		76	65
25	495	13		82	69
26	505	15		87	74
27	520	20		91	78
28	580	80	5	97	90

Listening

NC	SS	SEM	PL	PR	NCE
0	300	117	1	1	1
1	300	117		1	1
2	300	117		1	1
3	300	117		1	1
4	300	117		1	1
5	300	117		1	1
6	368	49		3	10
7	391	26		5	15
8	402	18		9	22
9	410	15		13	26
10	416	13		18	31
11	422	12	23	34	
12	427	11	2	28	38
13	433	11		34	41
14	439	12	43	46	
15	445	13	3	50	50
16	453	14		59	55
17	463	16	70	61	
18	476	20	4	81	68
19	500	32		93	81
20	530	52	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Kindergarten Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	240	117	1	1	1
1	240	117		1	1
2	240	117		1	1
3	240	117		1	1
4	240	117		1	1
5	240	117		1	1
6	240	117		1	1
7	259	98		2	8
8	301	56		7	20
9	322	35		14	27
10	334	25		20	32
11	344	19		28	38
12	351	16		35	42
13	358	15	2	42	46
14	364	14		49	49
15	370	14		56	53
16	376	14		62	57
17	382	14	3	68	60
18	389	14		74	64
19	395	14		80	68
20	402	14		84	71
21	410	14		87	74
22	419	15		91	78
23	429	16	4	93	81
24	441	18		95	86
25	459	24		97	91
26	550	115	5	99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	200	70	1	2	7
1	200	70		2	7
2	200	70		2	7
3	200	70		2	7
4	200	70		2	7
5	200	70		2	7
6	227	66		8	20
7	260	57		17	30
8	287	46		30	39
9	309	36		39	44
10	326	31		47	48
11	342	28	55	53	
12	356	27	2	63	57
13	369	26		71	62
14	383	26		78	66
15	397	26		84	71
16	411	27		89	76
17	429	30	3	93	81
18	453	39		96	87
19	498	64	4	98	93
20	630	189	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 1 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	300-431	432-461	462-495	496-550	551-580
Listening	300-431	432-449	450-475	476-520	521-530
Reading	240-359	360-384	385-422	423-478	479-550
Writing	200-354	355-434	435-488	489-534	535-630
Composite Scores					
Overall	260-393	394-432	433-470	471-520	521-572
Oral	300-431	432-462	463-489	490-529	530-555
Comprehension	270-389	390-415	416-451	452-485	486-540
Literacy	220-356	357-409	410-455	456-506	507-590
Productive	250-392	393-447	448-491	492-542	543-605

Form C Grade 1 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	300	58	1	1	1
1	343	30		1	1
2	367	21		1	1
3	382	16		1	1
4	392	14		1	1
5	400	12		2	7
6	406	10		2	7
7	411	9		2	7
8	415	9		3	10
9	419	8		3	10
10	422	8		3	10
11	425	8		4	13
12	428	7		4	13
13	431	7	4	13	
14	433	7	2	5	15
15	436	7		6	17
16	438	7		6	17
17	441	7		7	19
18	443	7		8	20
19	445	7		8	20
20	447	7		9	22
21	450	7		11	24
22	452	7		13	26
23	454	7		14	27
24	456	7		16	29
25	459	7		19	32
26	461	7		22	34
27	464	7	3	24	35
28	466	7		27	37
29	469	7		31	40
30	472	8		36	42
31	475	8		39	44
32	479	8		45	47
33	482	9		49	49
34	486	9		54	52
35	491	10		62	56
36	497	11		4	70
37	504	12	77		66
38	513	15	85		72
39	528	20	92		80
40	580	72	5	97	90

Listening

NC	SS	SEM	PL	PR	NCE
0	300	117	1	1	1
1	300	117		1	1
2	300	117		1	1
3	300	117		1	1
4	300	117		1	1
5	300	117		1	1
6	368	49		3	10
7	391	26		5	15
8	402	18		9	22
9	410	15		13	26
10	416	13		18	31
11	422	12		23	34
12	427	11	28	38	
13	433	11	2	34	41
14	439	12		43	46
15	445	13		50	50
16	453	14	3	59	55
17	463	16		70	61
18	476	20	4	81	68
19	500	32		93	81
20	530	52	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 1 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	240	120	1	1	1
1	240	120		1	1
2	240	120		1	1
3	240	120		1	1
4	240	120		1	1
5	240	120		1	1
6	240	120		1	1
7	240	120		1	1
8	257	103		1	1
9	301	59		2	7
10	321	39		5	15
11	334	26		8	20
12	343	20		12	25
13	350	17		15	28
14	357	16	20	32	
15	363	15	2	23	34
16	369	14		27	37
17	374	14		32	40
18	380	14	36	42	
19	386	13	3	41	45
20	391	13		46	48
21	397	13		52	51
22	403	13		55	53
23	410	13		61	56
24	416	13		67	59
25	423	13	4	71	62
26	431	14		77	66
27	440	15		83	70
28	451	17		87	74
29	469	24		93	81
30	550	105	5	98	93

Writing

NC	SS	SEM	PL	PR	NCE	
0	200	64	1	1	1	
1	200	64		1	1	
2	200	64		1	1	
3	200	64		1	1	
4	200	64		1	1	
5	200	64		1	1	
6	218	59		1	1	
7	247	51		2	7	
8	270	42		3	10	
9	289	35		4	13	
10	304	29		6	17	
11	317	26		7	19	
12	328	23		9	22	
13	337	22		10	23	
14	346	20		12	25	
15	354	19	15	28		
16	362	19	2	18	31	
17	369	18		21	33	
18	376	17		24	35	
19	382	17		27	37	
20	388	17		32	40	
21	395	17		37	43	
22	401	17		41	45	
23	407	17		45	47	
24	413	17		49	49	
25	420	18		54	52	
26	427	19		59	55	
27	436	20	3	66	59	
28	446	23		72	62	
29	459	27		79	67	
30	478	35		86	73	
31	516	58		4	90	77
32	630	172		5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 2 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	350-442	443-472	473-508	509-556	557-600
Listening	310-441	442-461	462-491	492-535	536-560
Reading	300-434	435-471	472-498	499-546	547-610
Writing	270-424	425-474	475-503	504-543	544-640
Composite Scores					
Overall	307-435	436-469	470-500	501-545	546-602
Oral	330-442	443-469	470-494	495-539	540-580
Comprehension	305-447	448-472	473-494	495-530	531-585
Literacy	285-429	430-472	473-500	501-544	545-625
Productive	310-433	434-473	474-505	506-549	550-620

Form C Grade 2 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	350	72	1	1	1
1	405	17		1	1
2	417	12		1	1
3	425	10		1	1
4	431	9		1	1
5	435	8		1	1
6	439	7		1	1
7	442	7	1	1	
8	445	6	2	1	1
9	447	6		2	7
10	450	6		2	7
11	452	6		2	7
12	454	5		2	7
13	456	5		3	10
14	458	5		3	10
15	460	5		4	13
16	461	5		4	13
17	463	5		4	13
18	465	5		5	15
19	467	5		6	17
20	469	5		7	19
21	470	5		7	19
22	472	5	9	22	
23	474	5	3	10	23
24	476	5		11	24
25	478	5		13	26
26	480	5		15	28
27	482	5		17	30
28	484	5		19	32
29	486	6		22	34
30	488	6		25	36
31	490	6		28	38
32	493	6		33	41
33	496	6		37	43
34	499	7		42	46
35	502	7		47	48
36	505	8		52	51
37	510	8	4	59	55
38	515	10		65	58
39	523	12		74	64
40	535	17		84	71
41	600	82	5	95	85

Listening

NC	SS	SEM	PL	PR	NCE
0	310	122	1	1	1
1	310	122		1	1
2	310	122		1	1
3	310	122		1	1
4	310	122		1	1
5	368	64		1	1
6	398	34		2	7
7	411	21		3	10
8	420	16		3	10
9	427	14		4	13
10	433	13		5	15
11	439	13	8	20	
12	446	13	2	12	25
13	453	14		17	30
14	460	15		24	35
15	470	17	3	37	43
16	481	20		52	51
17	495	23	4	69	60
18	513	25		85	72
19	538	30	5	95	85
20	560	39		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 2 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	300	129	1	1	1
1	300	129		1	1
2	300	129		1	1
3	300	129		1	1
4	300	129		1	1
5	300	129		1	1
6	300	129		1	1
7	309	120		1	1
8	369	60		4	13
9	390	39		8	20
10	403	29		12	25
11	413	24		16	29
12	422	21		20	32
13	430	19	23	34	
14	437	18	2	28	38
15	443	17		31	40
16	450	17		36	42
17	456	17		40	45
18	463	16		45	47
19	469	16	49	49	
20	476	16	3	54	52
21	483	17		58	54
22	490	17		63	57
23	498	17		69	60
24	507	18	4	75	64
25	516	18		81	68
26	526	19		85	72
27	538	21		90	77
28	553	24	5	94	83
29	579	35		98	93
30	610	56		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	270	80	1	1	1
1	270	80		1	1
2	270	80		1	1
3	270	80		1	1
4	276	74		1	1
5	310	46		2	7
6	332	37		2	7
7	349	33		3	10
8	364	30		3	10
9	377	28		4	13
10	388	26		5	15
11	399	24		6	17
12	408	22		8	20
13	417	21		10	23
14	424	19	12	25	
15	432	18	2	16	29
16	438	18		19	32
17	445	17		23	34
18	451	17		27	37
19	457	17		32	40
20	463	17		36	42
21	470	17	41	45	
22	476	17	3	47	48
23	483	18		53	52
24	490	18		59	55
25	498	19	65	58	
26	507	20	4	72	62
27	518	22		78	66
28	530	24		84	71
29	546	28	5	90	77
30	567	34		93	81
31	603	49		97	90
32	640	75		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 3 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	350-442	443-473	474-508	509-557	558-600
Listening	310-446	447-467	468-503	504-545	546-560
Reading	300-435	436-473	474-503	504-548	549-610
Writing	270-427	428-483	484-528	529-559	560-640
Composite Scores					
Overall	307-437	438-474	475-510	511-552	553-602
Oral	330-443	444-470	471-504	505-547	548-580
Comprehension	305-451	452-481	482-499	500-532	533-585
Literacy	285-431	432-478	479-515	516-553	554-625
Productive	310-434	435-478	479-518	519-558	559-620

Form C Grade 3 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	350	72	1	1	1
1	405	17		1	1
2	417	12		1	1
3	425	10		1	1
4	431	9		1	1
5	435	8		1	1
6	439	7		1	1
7	442	7	1	1	
8	445	6	2	1	1
9	447	6		2	7
10	450	6		2	7
11	452	6		2	7
12	454	5		2	7
13	456	5		3	10
14	458	5		3	10
15	460	5		4	13
16	461	5		4	13
17	463	5		4	13
18	465	5		5	15
19	467	5		6	17
20	469	5		7	19
21	470	5		7	19
22	472	5	9	22	
23	474	5	3	10	23
24	476	5		11	24
25	478	5		13	26
26	480	5		15	28
27	482	5		17	30
28	484	5		19	32
29	486	6		22	34
30	488	6		25	36
31	490	6		28	38
32	493	6		33	41
33	496	6		37	43
34	499	7		42	46
35	502	7		47	48
36	505	8		52	51
37	510	8	4	59	55
38	515	10		65	58
39	523	12		74	64
40	535	17		84	71
41	600	82	5	95	85

Listening

NC	SS	SEM	PL	PR	NCE
0	310	122	1	1	1
1	310	122		1	1
2	310	122		1	1
3	310	122		1	1
4	310	122		1	1
5	368	64		1	1
6	398	34		2	7
7	411	21		3	10
8	420	16		3	10
9	427	14		4	13
10	433	13		5	15
11	439	13		8	20
12	446	13	12	25	
13	453	14	2	17	30
14	460	15		24	35
15	470	17	3	37	43
16	481	20		52	51
17	495	23	69	60	
18	513	25	4	85	72
19	538	30		95	85
20	560	39	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 3 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	300	129	1	1	1
1	300	129		1	1
2	300	129		1	1
3	300	129		1	1
4	300	129		1	1
5	300	129		1	1
6	300	129		1	1
7	309	120		1	1
8	369	60		4	13
9	390	39		8	20
10	403	29		12	25
11	413	24		16	29
12	422	21		20	32
13	430	19	23	34	
14	437	18	2	28	38
15	443	17		31	40
16	450	17		36	42
17	456	17		40	45
18	463	16		45	47
19	469	16	49	49	
20	476	16	3	54	52
21	483	17		58	54
22	490	17		63	57
23	498	17		69	60
24	507	18	4	75	64
25	516	18		81	68
26	526	19		85	72
27	538	21		90	77
28	553	24	5	94	83
29	579	35		98	93
30	610	56		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	270	80	1	1	1
1	270	80		1	1
2	270	80		1	1
3	270	80		1	1
4	276	74		1	1
5	310	46		2	7
6	332	37		2	7
7	349	33		3	10
8	364	30		3	10
9	377	28		4	13
10	388	26		5	15
11	399	24		6	17
12	408	22		8	20
13	417	21		10	23
14	424	19	12	25	
15	432	18	2	16	29
16	438	18		19	32
17	445	17		23	34
18	451	17		27	37
19	457	17		32	40
20	463	17		36	42
21	470	17		41	45
22	476	17		47	48
23	483	18		53	52
24	490	18	3	59	55
25	498	19		65	58
26	507	20		72	62
27	518	22		78	66
28	530	24	4	84	71
29	546	28		90	77
30	567	34	5	93	81
31	603	49		97	90
32	640	75		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 4 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	360-448	449-474	475-509	510-558	559-635
Listening	350-456	457-483	484-524	525-580	581-640
Reading	360-467	468-503	504-534	535-587	588-680
Writing	290-433	434-497	498-532	533-583	584-680
Composite Scores					
Overall	340-451	452-489	490-524	525-577	578-658
Oral	355-449	450-477	478-513	514-574	575-637
Comprehension	355-484	485-505	506-525	526-562	563-660
Literacy	325-450	451-500	501-533	534-585	586-680
Productive	325-440	441-485	486-520	521-570	571-657

Form C Grade 4 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	360	37	1	1	1
1	366	33		1	1
2	391	23		1	1
3	405	18		1	1
4	416	15		1	1
5	424	14		1	1
6	430	13		1	1
7	436	11		1	1
8	441	11		1	1
9	446	10	2	7	
10	450	10	2	2	7
11	453	9		2	7
12	457	9		3	10
13	461	9		3	10
14	464	8		4	13
15	467	8		4	13
16	470	8		5	15
17	473	8		6	17
18	476	8	3	7	19
19	479	8		8	20
20	482	8		9	22
21	485	8		11	24
22	488	8		13	26
23	491	7		16	29
24	494	7		19	32
25	497	7		22	34
26	500	7		24	35
27	503	7		28	38
28	506	8		31	40
29	509	8		34	41
30	513	8	4	40	45
31	516	8		44	47
32	520	8		49	49
33	523	8		53	52
34	527	9		58	54
35	532	9		65	58
36	536	10		69	60
37	542	11		75	64
38	549	12		80	68
39	558	15		83	70
40	575	23	5	89	76
41	635	83		96	87

Listening

NC	SS	SEM	PL	PR	NCE
0	350	127	1	1	1
1	350	127		1	1
2	350	127		1	1
3	350	127		1	1
4	350	127		1	1
5	350	127		1	1
6	368	109		1	1
7	416	61		2	7
8	439	40		5	15
9	456	32	9	22	
10	470	29	2	15	28
11	483	26		22	34
12	495	25	3	31	40
13	508	25		45	47
14	521	25		57	54
15	534	26	4	69	60
16	550	28		81	68
17	569	31		89	76
18	593	36		96	87
19	631	49	5	99	99
20	640	54		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 4 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	360	117	1	1	1
1	360	117		1	1
2	360	117		1	1
3	360	117		1	1
4	360	117		1	1
5	360	117		1	1
6	395	82		3	10
7	427	50		7	19
8	445	35		10	23
9	458	28	14	27	
10	469	24	2	19	32
11	478	22		23	34
12	486	20		27	37
13	494	19		32	40
14	502	18		38	44
15	509	18	3	42	46
16	516	17		47	48
17	523	17		52	51
18	529	17	57	54	
19	536	17	4	62	56
20	543	17		67	59
21	551	17		73	63
22	559	18		78	66
23	567	18		82	69
24	576	19		86	73
25	586	21		90	77
26	598	23	5	93	81
27	612	26		96	87
28	633	33		98	93
29	669	51		99	99
30	680	59		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	290	122	1	1	1
1	290	122		1	1
2	290	122		1	1
3	338	74		1	1
4	372	43		2	7
5	392	32		2	7
6	406	26		3	10
7	418	23		3	10
8	428	21	4	13	
9	437	20	2	5	15
10	445	19		6	17
11	453	18		7	19
12	460	18		9	22
13	467	18		11	24
14	475	18		14	27
15	482	18		17	30
16	489	18	20	32	
17	497	18	26	36	
18	504	18	3	31	40
19	512	18		38	44
20	520	18		45	47
21	528	18	53	52	
22	536	19	4	62	56
23	544	19		68	60
24	553	19		76	65
25	562	20		83	70
26	571	20		88	75
27	582	21		93	81
28	594	23		5	93
29	609	26	95		85
30	628	31	98		93
31	661	45	99		99
32	680	56	99		99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 5 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Proficient
Speaking	360-448	449-474	475-510	511-558	559-635
Listening	350-457	458-489	490-527	528-583	584-640
Reading	360-469	470-504	505-535	536-589	590-680
Writing	290-434	435-498	499-537	538-584	585-680
Composite Scores					
Overall	340-452	453-491	492-527	528-578	579-658
Oral	355-451	452-484	485-515	516-579	580-637
Comprehension	355-490	491-508	509-530	531-572	573-660
Literacy	325-451	452-501	502-536	537-586	587-680
Productive	325-441	442-486	487-523	524-571	572-657

Form C Grade 5 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	360	37	1	1	1
1	366	33		1	1
2	391	23		1	1
3	405	18		1	1
4	416	15		1	1
5	424	14		1	1
6	430	13		1	1
7	436	11		1	1
8	441	11		1	1
9	446	10	2	7	
10	450	10	2	2	7
11	453	9		2	7
12	457	9		3	10
13	461	9		3	10
14	464	8		4	13
15	467	8		4	13
16	470	8		5	15
17	473	8		6	17
18	476	8	3	7	19
19	479	8		8	20
20	482	8		9	22
21	485	8		11	24
22	488	8		13	26
23	491	7		16	29
24	494	7		19	32
25	497	7		22	34
26	500	7		24	35
27	503	7		28	38
28	506	8		31	40
29	509	8		34	41
30	513	8	4	40	45
31	516	8		44	47
32	520	8		49	49
33	523	8		53	52
34	527	9		58	54
35	532	9		65	58
36	536	10		69	60
37	542	11		75	64
38	549	12		80	68
39	558	15		83	70
40	575	23	5	89	76
41	635	83		96	87

Listening

NC	SS	SEM	PL	PR	NCE
0	350	127	1	1	1
1	350	127		1	1
2	350	127		1	1
3	350	127		1	1
4	350	127		1	1
5	350	127		1	1
6	368	109		1	1
7	416	61		2	7
8	439	40		5	15
9	456	32	9	22	
10	470	29	2	15	28
11	483	26		22	34
12	495	25	3	31	40
13	508	25		45	47
14	521	25		57	54
15	534	26	4	69	60
16	550	28		81	68
17	569	31		89	76
18	593	36		96	87
19	631	49	5	99	99
20	640	54		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 5 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	360	117	1	1	1
1	360	117		1	1
2	360	117		1	1
3	360	117		1	1
4	360	117		1	1
5	360	117		1	1
6	395	82		3	10
7	427	50		7	19
8	445	35		10	23
9	458	28		14	27
10	469	24	19	32	
11	478	22	2	23	34
12	486	20		27	37
13	494	19		32	40
14	502	18		38	44
15	509	18	3	42	46
16	516	17		47	48
17	523	17		52	51
18	529	17	57	54	
19	536	17	4	62	56
20	543	17		67	59
21	551	17		73	63
22	559	18		78	66
23	567	18		82	69
24	576	19		86	73
25	586	21	90	77	
26	598	23	5	93	81
27	612	26		96	87
28	633	33		98	93
29	669	51		99	99
30	680	59		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	290	122	1	1	1
1	290	122		1	1
2	290	122		1	1
3	338	74		1	1
4	372	43		2	7
5	392	32		2	7
6	406	26		3	10
7	418	23		3	10
8	428	21	4	13	
9	437	20	2	5	15
10	445	19		6	17
11	453	18		7	19
12	460	18		9	22
13	467	18		11	24
14	475	18		14	27
15	482	18		17	30
16	489	18	20	32	
17	497	18	26	36	
18	504	18	3	31	40
19	512	18		38	44
20	520	18		45	47
21	528	18		53	52
22	536	19		62	56
23	544	19	4	68	60
24	553	19		76	65
25	562	20		83	70
26	571	20		88	75
27	582	21		93	81
28	594	23	5	93	81
29	609	26		95	85
30	628	31		98	93
31	661	45		99	99
32	680	56		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 6 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	365-450	451-475	476-511	512-559	560-645
Listening	360-461	462-488	489-531	532-585	586-680
Reading	380-500	501-528	529-558	559-607	608-690
Writing	300-446	447-497	498-547	548-590	591-710
Composite Scores					
Overall	351-464	465-497	498-536	537-585	586-681
Oral	362-454	455-480	481-517	518-574	575-662
Comprehension	370-498	499-513	514-539	540-573	574-685
Literacy	340-473	474-512	513-552	553-598	599-700
Productive	332-448	449-486	487-529	530-574	575-677

Form C Grade 6 Scoring Tables
Speaking

Listening

Key
NC = Number Correct
NCE = Normal Curve Equivalence
PL = Proficiency Level
PR = Percentile Rank
SEM = Standard Error of Measurement
SS = Scale Score

Form C Grade 6 Scoring Tables

NC	SS	SEM	PL	PR	NCE
0	365	51	1	1	1
1	365	51		1	1
2	403	31		1	1
3	423	21		1	1
4	435	16		1	1
5	444	13		1	1
6	450	11	2	2	7
7	455	10		2	7
8	459	9		3	10
9	463	9		3	10
10	467	8		4	13
11	470	8		5	15
12	473	7	5	15	
13	475	7	3	6	17
14	478	7		7	19
15	481	7		8	20
16	483	7		9	22
17	486	7		11	24
18	488	7		13	26
19	491	7	16	29	
20	493	7	17	30	
21	496	7	20	32	
22	498	7	22	34	
23	501	7	25	36	
24	503	7	27	37	
25	506	7	30	39	
26	509	7	33	41	
27	512	7	4	37	43
28	515	7		41	45
29	518	7		45	47
30	521	8		48	49
31	524	8		52	51
32	528	8		57	54
33	532	8		62	56
34	536	9		67	59
35	541	10		72	62
36	547	11		77	66
37	554	14		81	68
38	567	21	5	87	74
39	592	37		90	77
40	645	89		96	87

NC	SS	SEM	PL	PR	NCE
0	360	115	1	1	1
1	360	115		1	1
2	360	115		1	1
3	360	115		1	1
4	360	115		1	1
5	360	115		1	1
6	360	115		1	1
7	385	90		1	1
8	422	53		3	10
9	441	36		5	15
10	455	30	8	20	
11	468	27	2	11	24
12	479	27		15	28
13	491	27	3	20	32
14	504	27		27	37
15	517	28		39	44
16	530	28	50	50	
17	545	29	4	63	57
18	561	30		74	64
19	579	32		84	71
20	601	35	5	91	78
21	627	38		96	87
22	665	48		99	99
23	680	55		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 6 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	380	113	1	1	1
1	380	113		1	1
2	380	113		1	1
3	380	113		1	1
4	380	113		1	1
5	380	113		1	1
6	414	79		2	7
7	445	48		5	15
8	462	35		8	20
9	476	28		11	24
10	487	25		15	28
11	496	24	18	31	
12	506	22	2	24	35
13	514	21		29	38
14	522	20		34	41
15	530	20	3	40	45
16	538	19		47	48
17	545	19		53	52
18	553	19		58	54
19	561	18	4	65	58
20	568	18		69	60
21	576	18		75	64
22	584	19		80	68
23	593	19		84	71
24	602	19		88	75
25	612	20	5	92	80
26	623	20		94	83
27	635	21		96	87
28	651	24		98	93
29	676	35		99	99
30	690	43		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	300	152	1	1	1
1	300	152		1	1
2	300	152		1	1
3	382	70		2	7
4	413	39		2	7
5	431	29		4	13
6	444	24	5	15	
7	455	21	2	7	19
8	464	20		9	22
9	472	19		11	24
10	480	18		13	26
11	487	18		15	28
12	494	18	18	31	
13	502	18	3	22	34
14	509	18		26	36
15	516	18		31	40
16	524	18		38	44
17	531	18		44	47
18	539	18		50	50
19	547	18	58	54	
20	555	18	4	66	59
21	563	18		72	62
22	572	18		79	67
23	580	18		84	71
24	589	18		89	76
25	599	19		92	80
26	609	20	94	83	
27	620	21	97	90	
28	633	22	98	93	
29	648	25	99	99	
30	669	31	99	99	
31	702	44	99	99	
32	710	47	99	99	

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 7 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	365-450	451-476	477-512	513-559	560-645
Listening	360-462	463-491	492-532	533-587	588-680
Reading	380-501	502-529	530-559	560-607	608-690
Writing	300-446	447-497	498-547	548-591	592-710
Composite Scores					
Overall	351-464	465-498	499-537	538-586	587-681
Oral	362-459	460-484	485-520	521-579	580-662
Comprehension	370-499	500-516	517-545	546-575	576-685
Literacy	340-473	474-513	514-553	554-599	600-700
Productive	332-448	449-486	487-529	530-575	576-677

Form C Grade 7 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	365	51	1	1	1
1	365	51		1	1
2	403	31		1	1
3	423	21		1	1
4	435	16		1	1
5	444	13		1	1
6	450	11	2	7	
7	455	10	2	2	7
8	459	9		3	10
9	463	9		3	10
10	467	8		4	13
11	470	8		5	15
12	473	7		5	15
13	475	7	6	17	
14	478	7	3	7	19
15	481	7		8	20
16	483	7		9	22
17	486	7		11	24
18	488	7		13	26
19	491	7		16	29
20	493	7		17	30
21	496	7		20	32
22	498	7		22	34
23	501	7		25	36
24	503	7		27	37
25	506	7		30	39
26	509	7		33	41
27	512	7		37	43
28	515	7	4	41	45
29	518	7		45	47
30	521	8		48	49
31	524	8		52	51
32	528	8		57	54
33	532	8		62	56
34	536	9		67	59
35	541	10		72	62
36	547	11		77	66
37	554	14		81	68
38	567	21	5	87	74
39	592	37		90	77
40	645	89		96	87

Listening

NC	SS	SEM	PL	PR	NCE
0	360	115	1	1	1
1	360	115		1	1
2	360	115		1	1
3	360	115		1	1
4	360	115		1	1
5	360	115		1	1
6	360	115		1	1
7	385	90		1	1
8	422	53		3	10
9	441	36		5	15
10	455	30	8	20	
11	468	27	2	11	24
12	479	27		15	28
13	491	27		20	32
14	504	27	3	27	37
15	517	28		39	44
16	530	28		50	50
17	545	29	4	63	57
18	561	30		74	64
19	579	32		84	71
20	601	35	5	91	78
21	627	38		96	87
22	665	48		99	99
23	680	55		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 7 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	380	113	1	1	1
1	380	113		1	1
2	380	113		1	1
3	380	113		1	1
4	380	113		1	1
5	380	113		1	1
6	414	79		2	7
7	445	48		5	15
8	462	35		8	20
9	476	28		11	24
10	487	25		15	28
11	496	24	18	31	
12	506	22	2	24	35
13	514	21		29	38
14	522	20	34	41	
15	530	20	3	40	45
16	538	19		47	48
17	545	19		53	52
18	553	19	58	54	
19	561	18	4	65	58
20	568	18		69	60
21	576	18		75	64
22	584	19		80	68
23	593	19		84	71
24	602	19		88	75
25	612	20	5	92	80
26	623	20		94	83
27	635	21		96	87
28	651	24		98	93
29	676	35		99	99
30	690	43		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	300	152	1	1	1
1	300	152		1	1
2	300	152		1	1
3	382	70		2	7
4	413	39		2	7
5	431	29		4	13
6	444	24	5	15	
7	455	21	2	7	19
8	464	20		9	22
9	472	19		11	24
10	480	18		13	26
11	487	18		15	28
12	494	18	18	31	
13	502	18	3	22	34
14	509	18		26	36
15	516	18		31	40
16	524	18		38	44
17	531	18		44	47
18	539	18		50	50
19	547	18	58	54	
20	555	18	4	66	59
21	563	18		72	62
22	572	18		79	67
23	580	18		84	71
24	589	18		89	76
25	599	19		92	80
26	609	20	94	83	
27	620	21	97	90	
28	633	22	98	93	
29	648	25	99	99	
30	669	31	99	99	
31	702	44	99	99	
32	710	47	99	99	

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 8 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	365-450	451-476	477-513	514-559	560-645
Listening	360-466	467-497	498-534	535-589	590-680
Reading	380-501	502-531	532-560	561-607	608-690
Writing	300-447	448-498	499-547	548-592	593-710
Composite Scores					
Overall	351-466	467-500	501-538	539-586	587-681
Oral	362-464	465-491	492-524	525-581	582-662
Comprehension	370-500	501-518	519-552	553-578	579-685
Literacy	340-474	475-514	515-553	554-599	600-700
Productive	332-448	449-487	488-530	531-575	576-677

Form C Grade 8 Scoring Tables
Speaking

Listening

Key
NC = Number Correct
NCE = Normal Curve Equivalence
PL = Proficiency Level
PR = Percentile Rank
SEM = Standard Error of Measurement
SS = Scale Score

Form C Grade 8 Scoring Tables

NC	SS	SEM	PL	PR	NCE
0	365	51	1	1	1
1	365	51		1	1
2	403	31		1	1
3	423	21		1	1
4	435	16		1	1
5	444	13		1	1
6	450	11	2	2	7
7	455	10		2	7
8	459	9		3	10
9	463	9		3	10
10	467	8		4	13
11	470	8		5	15
12	473	7	5	15	
13	475	7	6	17	
14	478	7	3	7	19
15	481	7		8	20
16	483	7		9	22
17	486	7		11	24
18	488	7		13	26
19	491	7		16	29
20	493	7		17	30
21	496	7		20	32
22	498	7		22	34
23	501	7		25	36
24	503	7		27	37
25	506	7		30	39
26	509	7		33	41
27	512	7	37	43	
28	515	7	4	41	45
29	518	7		45	47
30	521	8		48	49
31	524	8		52	51
32	528	8		57	54
33	532	8		62	56
34	536	9		67	59
35	541	10		72	62
36	547	11		77	66
37	554	14		81	68
38	567	21	5	87	74
39	592	37		90	77
40	645	89		96	87

NC	SS	SEM	PL	PR	NCE
0	360	115	1	1	1
1	360	115		1	1
2	360	115		1	1
3	360	115		1	1
4	360	115		1	1
5	360	115		1	1
6	360	115		1	1
7	385	90		1	1
8	422	53		3	10
9	441	36		5	15
10	455	30	8	20	
11	468	27	2	11	24
12	479	27		15	28
13	491	27		20	32
14	504	27	3	27	37
15	517	28		39	44
16	530	28	50	50	
17	545	29	4	63	57
18	561	30		74	64
19	579	32	84	71	
20	601	35	5	91	78
21	627	38		96	87
22	665	48		99	99
23	680	55		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 8 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	380	113	1	1	1
1	380	113		1	1
2	380	113		1	1
3	380	113		1	1
4	380	113		1	1
5	380	113		1	1
6	414	79		2	7
7	445	48		5	15
8	462	35		8	20
9	476	28		11	24
10	487	25		15	28
11	496	24	18	31	
12	506	22	2	24	35
13	514	21		29	38
14	522	20		34	41
15	530	20	40	45	
16	538	19	3	47	48
17	545	19		53	52
18	553	19		58	54
19	561	18	4	65	58
20	568	18		69	60
21	576	18		75	64
22	584	19		80	68
23	593	19		84	71
24	602	19		88	75
25	612	20	5	92	80
26	623	20		94	83
27	635	21		96	87
28	651	24		98	93
29	676	35		99	99
30	690	43		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	300	152	1	1	1
1	300	152		1	1
2	300	152		1	1
3	382	70		2	7
4	413	39		2	7
5	431	29		4	13
6	444	24	5	15	
7	455	21	2	7	19
8	464	20		9	22
9	472	19		11	24
10	480	18		13	26
11	487	18		15	28
12	494	18	18	31	
13	502	18	3	22	34
14	509	18		26	36
15	516	18		31	40
16	524	18		38	44
17	531	18		44	47
18	539	18		50	50
19	547	18	58	54	
20	555	18	4	66	59
21	563	18		72	62
22	572	18		79	67
23	580	18		84	71
24	589	18		89	76
25	599	19		92	80
26	609	20	5	94	83
27	620	21		97	90
28	633	22		98	93
29	648	25		99	99
30	669	31		99	99
31	702	44		99	99
32	710	47		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 9 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-477	478-514	515-559	560-650
Listening	370-470	471-508	509-545	546-624	625-730
Reading	390-506	507-544	545-580	581-631	632-715
Writing	310-448	449-499	500-548	549-593	594-720
Composite Scores					
Overall	360-468	469-507	508-546	547-601	602-703
Oral	370-464	465-489	490-524	525-560	561-690
Comprehension	380-511	512-533	534-566	567-596	597-722
Literacy	350-477	478-521	522-564	565-612	613-717
Productive	340-449	450-488	489-531	532-576	577-685

Form C Grade 9 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	54	1	1	1
1	409	22		1	1
2	425	15		1	1
3	434	12		1	1
4	441	10		1	1
5	446	9		1	1
6	451	8	2	2	7
7	455	8		2	7
8	458	7		2	7
9	461	7		2	7
10	463	6		2	7
11	466	6		3	10
12	468	6		3	10
13	471	6		3	10
14	473	6		4	13
15	475	6		4	13
16	477	5	3	5	15
17	479	5		6	17
18	481	5		6	17
19	483	5		7	19
20	485	5		8	20
21	488	6		9	22
22	490	6		10	23
23	492	6		12	25
24	494	6		13	26
25	497	6		15	28
26	499	6		16	29
27	502	6		19	32
28	505	7		21	33
29	508	7		24	35
30	511	7		27	37
31	514	7	31	40	
32	517	7	4	35	42
33	521	7		40	45
34	525	7		45	47
35	529	8		50	50
36	533	8		56	53
37	539	10		63	57
38	547	14		71	62
39	562	22		5	83
40	592	41	88		75
41	650	78	98		93

Listening

NC	SS	SEM	PL	PR	NCE
0	370	121	1	1	1
1	370	121		1	1
2	370	121		1	1
3	370	121		1	1
4	370	121		1	1
5	370	121		1	1
6	370	121		1	1
7	391	100		1	1
8	429	62		3	10
9	452	44		5	15
10	470	37	10	23	
11	485	33	2	16	29
12	499	31		24	35
13	513	31	3	34	41
14	527	32		44	47
15	542	33		55	53
16	559	34	4	69	60
17	577	36		80	68
18	596	36		87	74
19	614	29		94	83
20	634	32	5	97	90
21	665	52		99	99
22	724	78		99	99
23	730	82		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 9 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	105	1	1	1
1	390	105		1	1
2	390	105		1	1
3	390	105		1	1
4	390	105		1	1
5	390	105		1	1
6	392	103		1	1
7	436	59		4	13
8	457	39		7	19
9	471	31		9	22
10	483	26		12	25
11	492	24		15	28
12	501	22	20	32	
13	509	20	2	24	35
14	517	19		28	38
15	524	19		33	41
16	531	18		39	44
17	539	18		45	47
18	546	18	3	51	51
19	553	18		57	54
20	561	19		64	58
21	569	19		70	61
22	578	20		75	64
23	587	21	4	80	68
24	597	22		85	72
25	608	24		89	76
26	622	26		94	83
27	640	31	5	96	87
28	665	40		99	99
29	709	60		99	99
30	715	64		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	121	1	1	1
1	310	121		1	1
2	310	121		1	1
3	356	75		1	1
4	390	41		2	7
5	409	30		2	7
6	423	25		2	7
7	434	23		3	10
8	443	21	3	10	
9	452	20	2	4	13
10	460	20		5	15
11	468	20		6	17
12	476	20		7	19
13	485	20		9	22
14	493	20	12	25	
15	501	20	3	15	28
16	510	20		19	32
17	518	20		24	35
18	526	19		30	39
19	535	19		38	44
20	543	19	47	48	
21	551	19	4	55	53
22	560	19		64	58
23	569	20		72	62
24	578	20		80	68
25	587	21	86	73	
26	597	22	5	91	78
27	609	23		93	81
28	623	26		93	81
29	639	29		98	93
30	662	37		99	99
31	704	57		99	99
32	720	68		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 10 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-477	478-515	516-559	560-650
Listening	370-474	475-510	511-549	550-626	627-730
Reading	390-507	508-545	546-581	582-632	633-715
Writing	310-448	449-499	500-548	549-593	594-720
Composite Scores					
Overall	360-470	471-507	508-548	549-602	603-703
Oral	370-467	468-494	495-526	527-565	566-690
Comprehension	380-513	514-535	536-568	569-605	606-722
Literacy	350-477	478-522	523-564	565-612	613-717
Productive	340-449	450-488	489-531	532-576	577-685

Form C Grade 10 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	54	1	1	1
1	409	22		1	1
2	425	15		1	1
3	434	12		1	1
4	441	10		1	1
5	446	9		1	1
6	451	8	2	2	7
7	455	8		2	7
8	458	7		2	7
9	461	7		2	7
10	463	6		2	7
11	466	6		3	10
12	468	6		3	10
13	471	6		3	10
14	473	6		4	13
15	475	6		4	13
16	477	5	3	5	15
17	479	5		6	17
18	481	5		6	17
19	483	5		7	19
20	485	5		8	20
21	488	6		9	22
22	490	6		10	23
23	492	6		12	25
24	494	6		13	26
25	497	6		15	28
26	499	6		16	29
27	502	6		19	32
28	505	7		21	33
29	508	7		24	35
30	511	7		27	37
31	514	7	31	40	
32	517	7	4	35	42
33	521	7		40	45
34	525	7		45	47
35	529	8		50	50
36	533	8		56	53
37	539	10		63	57
38	547	14		71	62
39	562	22	5	83	70
40	592	41		88	75
41	650	78		98	93

Listening

NC	SS	SEM	PL	PR	NCE
0	370	121	1	1	1
1	370	121		1	1
2	370	121		1	1
3	370	121		1	1
4	370	121		1	1
5	370	121		1	1
6	370	121		1	1
7	391	100		1	1
8	429	62		3	10
9	452	44		5	15
10	470	37	10	23	
11	485	33	2	16	29
12	499	31		24	35
13	513	31	3	34	41
14	527	32		44	47
15	542	33		55	53
16	559	34	4	69	60
17	577	36		80	68
18	596	36		87	74
19	614	29		94	83
20	634	32	5	97	90
21	665	52		99	99
22	724	78		99	99
23	730	82		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 10 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	105	1	1	1
1	390	105		1	1
2	390	105		1	1
3	390	105		1	1
4	390	105		1	1
5	390	105		1	1
6	392	103		1	1
7	436	59		4	13
8	457	39		7	19
9	471	31		9	22
10	483	26		12	25
11	492	24		15	28
12	501	22	20	32	
13	509	20	2	24	35
14	517	19		28	38
15	524	19		33	41
16	531	18		39	44
17	539	18		45	47
18	546	18	3	51	51
19	553	18		57	54
20	561	19		64	58
21	569	19		70	61
22	578	20		75	64
23	587	21	4	80	68
24	597	22		85	72
25	608	24		89	76
26	622	26		94	83
27	640	31	5	96	87
28	665	40		99	99
29	709	60		99	99
30	715	64		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	121	1	1	1
1	310	121		1	1
2	310	121		1	1
3	356	75		1	1
4	390	41		2	7
5	409	30		2	7
6	423	25		2	7
7	434	23		3	10
8	443	21	3	10	
9	452	20	2	4	13
10	460	20		5	15
11	468	20		6	17
12	476	20		7	19
13	485	20		9	22
14	493	20	12	25	
15	501	20	3	15	28
16	510	20		19	32
17	518	20		24	35
18	526	19		30	39
19	535	19		38	44
20	543	19	47	48	
21	551	19	4	55	53
22	560	19		64	58
23	569	20		72	62
24	578	20		80	68
25	587	21	86	73	
26	597	22	5	91	78
27	609	23		93	81
28	623	26		93	81
29	639	29		98	93
30	662	37		99	99
31	704	57		99	99
32	720	68		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 11 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-478	479-516	517-559	560-650
Listening	370-479	480-515	516-554	555-629	630-730
Reading	390-508	509-546	547-582	583-633	634-715
Writing	310-449	450-500	501-549	550-594	595-720
Composite Scores					
Overall	360-471	472-509	510-550	551-603	604-703
Oral	370-470	471-496	497-529	530-566	567-690
Comprehension	380-514	515-539	540-574	575-607	608-722
Literacy	350-478	479-523	524-565	566-613	614-717
Productive	340-450	451-489	490-532	533-576	577-685

Form C Grade 11 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	54	1	1	1
1	409	22		1	1
2	425	15		1	1
3	434	12		1	1
4	441	10		1	1
5	446	9		1	1
6	451	8	2	2	7
7	455	8		2	7
8	458	7		2	7
9	461	7		2	7
10	463	6		2	7
11	466	6		3	10
12	468	6		3	10
13	471	6		3	10
14	473	6		4	13
15	475	6		4	13
16	477	5	3	5	15
17	479	5		6	17
18	481	5		6	17
19	483	5		7	19
20	485	5		8	20
21	488	6		9	22
22	490	6		10	23
23	492	6		12	25
24	494	6		13	26
25	497	6		15	28
26	499	6		16	29
27	502	6		19	32
28	505	7		21	33
29	508	7		24	35
30	511	7		27	37
31	514	7	31	40	
32	517	7	4	35	42
33	521	7		40	45
34	525	7		45	47
35	529	8		50	50
36	533	8		56	53
37	539	10		63	57
38	547	14		71	62
39	562	22	5	83	70
40	592	41		88	75
41	650	78		98	93

Listening

NC	SS	SEM	PL	PR	NCE
0	370	121	1	1	1
1	370	121		1	1
2	370	121		1	1
3	370	121		1	1
4	370	121		1	1
5	370	121		1	1
6	370	121		1	1
7	391	100		1	1
8	429	62		3	10
9	452	44		5	15
10	470	37	10	23	
11	485	33	2	16	29
12	499	31		24	35
13	513	31		34	41
14	527	32	3	44	47
15	542	33		55	53
16	559	34	4	69	60
17	577	36		80	68
18	596	36		87	74
19	614	29		94	83
20	634	32	5	97	90
21	665	52		99	99
22	724	78		99	99
23	730	82		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 11 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	105	1	1	1
1	390	105		1	1
2	390	105		1	1
3	390	105		1	1
4	390	105		1	1
5	390	105		1	1
6	392	103		1	1
7	436	59		4	13
8	457	39		7	19
9	471	31		9	22
10	483	26		12	25
11	492	24		15	28
12	501	22	20	32	
13	509	20	2	24	35
14	517	19		28	38
15	524	19		33	41
16	531	18		39	44
17	539	18		45	47
18	546	18		51	51
19	553	18	3	57	54
20	561	19		64	58
21	569	19		70	61
22	578	20		75	64
23	587	21	4	80	68
24	597	22		85	72
25	608	24		89	76
26	622	26		94	83
27	640	31	5	96	87
28	665	40		99	99
29	709	60		99	99
30	715	64		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	121	1	1	1
1	310	121		1	1
2	310	121		1	1
3	356	75		1	1
4	390	41		2	7
5	409	30		2	7
6	423	25		2	7
7	434	23		3	10
8	443	21	3	10	
9	452	20	2	4	13
10	460	20		5	15
11	468	20		6	17
12	476	20		7	19
13	485	20		9	22
14	493	20	12	25	
15	501	20	3	15	28
16	510	20		19	32
17	518	20		24	35
18	526	19		30	39
19	535	19		38	44
20	543	19		47	48
21	551	19	4	55	53
22	560	19		64	58
23	569	20		72	62
24	578	20		80	68
25	587	21	86	73	
26	597	22	5	91	78
27	609	23		93	81
28	623	26		93	81
29	639	29		98	93
30	662	37		99	99
31	704	57		99	99
32	720	68		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 12 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-478	479-517	518-559	560-650
Listening	370-480	481-516	517-559	560-632	633-730
Reading	390-509	510-547	548-583	584-634	635-715
Writing	310-450	451-501	502-549	550-595	596-720
Composite Scores					
Overall	360-472	473-510	511-552	553-605	606-703
Oral	370-471	472-499	500-530	531-568	569-690
Comprehension	380-514	515-539	540-574	575-609	610-722
Literacy	350-479	480-524	525-566	567-614	615-717
Productive	340-450	451-489	490-533	534-577	578-685

Form C Grade 12 Scoring Tables

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	54	1	1	1
1	409	22		1	1
2	425	15		1	1
3	434	12		1	1
4	441	10		1	1
5	446	9		1	1
6	451	8	2	2	7
7	455	8		2	7
8	458	7		2	7
9	461	7		2	7
10	463	6		2	7
11	466	6		3	10
12	468	6		3	10
13	471	6		3	10
14	473	6		4	13
15	475	6		4	13
16	477	5	3	5	15
17	479	5		6	17
18	481	5		6	17
19	483	5		7	19
20	485	5		8	20
21	488	6		9	22
22	490	6		10	23
23	492	6		12	25
24	494	6		13	26
25	497	6		15	28
26	499	6		16	29
27	502	6		19	32
28	505	7		21	33
29	508	7		24	35
30	511	7		27	37
31	514	7		31	40
32	517	7	35	42	
33	521	7	4	40	45
34	525	7		45	47
35	529	8		50	50
36	533	8		56	53
37	539	10		63	57
38	547	14		71	62
39	562	22	5	83	70
40	592	41		88	75
41	650	78		98	93

Listening

NC	SS	SEM	PL	PR	NCE
0	370	121	1	1	1
1	370	121		1	1
2	370	121		1	1
3	370	121		1	1
4	370	121		1	1
5	370	121		1	1
6	370	121		1	1
7	391	100		1	1
8	429	62		3	10
9	452	44		5	15
10	470	37	10	23	
11	485	33	2	16	29
12	499	31		24	35
13	513	31		34	41
14	527	32	3	44	47
15	542	33		55	53
16	559	34		69	60
17	577	36	4	80	68
18	596	36		87	74
19	614	29		94	83
20	634	32	5	97	90
21	665	52		99	99
22	724	78		99	99
23	730	82		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form C Grade 12 Scoring Tables (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	105	1	1	1
1	390	105		1	1
2	390	105		1	1
3	390	105		1	1
4	390	105		1	1
5	390	105		1	1
6	392	103		1	1
7	436	59		4	13
8	457	39		7	19
9	471	31		9	22
10	483	26		12	25
11	492	24		15	28
12	501	22		20	32
13	509	20	24	35	
14	517	19	2	28	38
15	524	19		33	41
16	531	18		39	44
17	539	18		45	47
18	546	18	51	51	
19	553	18	3	57	54
20	561	19		64	58
21	569	19		70	61
22	578	20	75	64	
23	587	21	4	80	68
24	597	22		85	72
25	608	24		89	76
26	622	26		94	83
27	640	31	5	96	87
28	665	40		99	99
29	709	60		99	99
30	715	64		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	121	1	1	1
1	310	121		1	1
2	310	121		1	1
3	356	75		1	1
4	390	41		2	7
5	409	30		2	7
6	423	25		2	7
7	434	23		3	10
8	443	21	3	10	
9	452	20	2	4	13
10	460	20		5	15
11	468	20		6	17
12	476	20		7	19
13	485	20		9	22
14	493	20	12	25	
15	501	20	15	28	
16	510	20	3	19	32
17	518	20		24	35
18	526	19		30	39
19	535	19		38	44
20	543	19	47	48	
21	551	19	4	55	53
22	560	19		64	58
23	569	20		72	62
24	578	20		80	68
25	587	21		86	73
26	597	22	5	91	78
27	609	23		93	81
28	623	26		93	81
29	639	29		98	93
30	662	37		99	99
31	704	57		99	99
32	720	68		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

3.2 Form D Proficiency Tables

Kindergarten – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	300-429	430-460	461-495	496-549	550-580
Listening	300-425	426-443	444-469	470-519	520-530
Reading	240-354	355-380	381-420	421-474	475-550
Writing	200-346	347-416	417-487	488-515	516-630
Composite Scores					
Overall	260-388	389-424	425-467	468-514	515-572
Oral	300-429	430-460	461-486	487-525	526-555
Comprehension	270-385	386-411	412-448	449-466	467-540
Literacy	220-350	351-398	399-453	454-494	495-590
Productive	250-387	388-438	439-491	492-532	533-605

Form D Kindergarten Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	300	87	1	1	1
1	365	22		1	4
2	382	15		3	10
3	393	12		4	14
4	400	11		5	16
5	407	10		7	19
6	412	10		8	21
7	417	9		10	23
8	421	9		12	25
9	425	8		14	27
10	429	8	16	29	
11	433	8	2	18	31
12	436	8		20	32
13	440	8		24	35
14	443	8		27	37
15	446	8		30	39
16	449	8		33	41
17	453	8		37	43
18	456	8		41	45
19	460	8		45	47
20	463	8		3	49
21	467	9	54		52
22	471	9	58		54
23	476	9	65		58
24	481	10	70		61
25	487	11	76		65
26	494	12	81		68
27	503	14	85		72
28	518	20	90		77
29	580	82	5		97

Listening

NC	SS	SEM	PL	PR	NCE
0	300	116	1	1	1
1	300	116		1	1
2	300	116		1	1
3	300	116		1	1
4	300	116		1	1
5	308	108		1	2
6	379	37		4	12
7	394	22		6	18
8	403	16		9	22
9	410	14		13	27
10	416	13		18	31
11	422	12	23	34	
12	427	12	2	28	38
13	433	12		34	42
14	439	13	3	43	46
15	446	14		51	51
16	455	15		62	56
17	465	17	4	72	62
18	478	20		83	70
19	499	26		93	81
20	530	47	5	99	97

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Kindergarten Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	240	121	1	1	1
1	240	121		1	1
2	240	121		1	1
3	240	121		1	1
4	240	121		1	1
5	240	121		1	1
6	240	121		1	1
7	240	121		1	1
8	275	86		4	12
9	311	50		10	23
10	329	32		17	30
11	340	23		24	35
12	348	18	31	40	
13	355	16	2	38	44
14	362	15		47	49
15	368	14		54	52
16	374	14		60	56
17	380	14		66	59
18	386	14	3	72	62
19	392	14		77	65
20	399	14		82	69
21	406	14		86	73
22	414	15		88	75
23	424	18	4	92	79
24	439	24		95	85
25	470	49		98	94
26	550	129	5	99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	200	68	1	2	6
1	200	68		2	6
2	200	68		2	6
3	200	68		2	6
4	200	68		2	6
5	200	68		2	6
6	223	63		7	19
7	255	54		15	29
8	282	45		28	38
9	304	38		37	43
10	322	33		46	48
11	338	29	53	52	
12	353	27	2	61	56
13	366	25		69	60
14	379	24		76	65
15	392	24		82	69
16	406	26	87	74	
17	422	29	3	92	79
18	444	37		95	85
19	488	55	4	98	94
20	630	203	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 1 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	300-431	432-461	462-495	496-550	551-580
Listening	300-431	432-449	450-475	476-520	521-530
Reading	240-359	360-384	385-422	423-478	479-550
Writing	200-354	355-434	435-488	489-534	535-630
Composite Scores					
Overall	260-393	394-432	433-470	471-520	521-572
Oral	300-431	432-462	463-489	490-529	530-555
Comprehension	270-389	390-415	416-451	452-485	486-540
Literacy	220-356	357-409	410-455	456-506	507-590
Productive	250-392	393-447	448-491	492-542	543-605

Form D Grade 1 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	300	85	1	1	1
1	363	22		1	1
2	380	15		1	1
3	389	12		1	3
4	397	11		1	4
5	402	10		2	5
6	407	9		2	7
7	412	8		2	8
8	415	8		3	9
9	419	8		3	10
10	422	7		3	11
11	425	7		4	12
12	428	7		4	13
13	431	7	4	14	
14	433	7	2	5	15
15	436	7		6	17
16	438	7		6	18
17	441	7		7	19
18	443	6		8	20
19	445	6		8	21
20	448	6		10	23
21	450	6		11	24
22	452	6		13	26
23	455	6		15	28
24	457	7		17	30
25	460	7	20	32	
26	462	7	3	22	34
27	464	7		24	35
28	467	7		28	38
29	470	7		32	40
30	472	7		36	42
31	475	7		39	44
32	478	7		43	46
33	482	8		49	49
34	485	8		53	51
35	489	9		58	54
36	493	9	65	58	
37	499	10	4	73	63
38	505	11		79	67
39	514	14		86	73
40	527	19		91	78
41	580	72	5	97	90

Listening

NC	SS	SEM	PL	PR	NCE
0	300	116	1	1	1
1	300	116		1	1
2	300	116		1	1
3	300	116		1	1
4	300	116		1	1
5	308	108		1	2
6	379	37		4	12
7	394	22		6	18
8	403	16		9	22
9	410	14		13	27
10	416	13		18	31
11	422	12		23	34
12	427	12	28	38	
13	433	12	2	34	42
14	439	13		43	46
15	446	14		51	51
16	455	15	3	62	56
17	465	17		72	62
18	478	20	4	83	70
19	499	26		93	81
20	530	47	5	99	97

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 1 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	240	122	1	1	1
1	240	122		1	1
2	240	122		1	1
3	240	122		1	1
4	240	122		1	1
5	240	122		1	1
6	240	122		1	1
7	240	122		1	1
8	240	122		1	1
9	274	88		1	3
10	310	52		3	10
11	328	34		6	18
12	339	24		10	23
13	347	19		13	27
14	354	17	17	30	
15	361	15	2	22	33
16	366	14		26	36
17	372	14		30	39
18	377	14		33	41
19	383	13	39	44	
20	388	13	3	43	47
21	394	13		48	49
22	399	13		52	51
23	405	13		57	54
24	412	14		62	57
25	419	14		68	60
26	427	16	4	74	63
27	438	19		82	69
28	453	25		87	74
29	485	47	5	94	84
30	550	112		98	94

Writing

NC	SS	SEM	PL	PR	NCE
0	200	63	1	1	1
1	200	63		1	1
2	200	63		1	1
3	200	63		1	1
4	200	63		1	1
5	200	63		1	1
6	216	58		1	1
7	245	49		2	6
8	268	41		3	10
9	286	34		4	13
10	302	29		6	16
11	314	26		7	18
12	325	24		8	21
13	335	21		10	23
14	343	20		12	25
15	351	19	14	27	
16	358	18	2	16	29
17	365	17		19	31
18	371	16		21	33
19	377	16		24	35
20	382	16		27	37
21	388	16		32	40
22	394	16		36	42
23	400	16		40	45
24	406	17		44	47
25	412	17		49	49
26	419	18		54	52
27	428	20		60	55
28	438	23	3	67	59
29	451	27		76	65
30	470	34		83	70
31	504	51	4	89	76
32	630	177	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 2 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	350-442	443-472	473-508	509-556	557-600
Listening	310-441	442-461	462-491	492-535	536-560
Reading	300-434	435-471	472-498	499-546	547-610
Writing	270-424	425-474	475-503	504-543	544-640
Composite Scores					
Overall	307-435	436-469	470-500	501-545	546-602
Oral	330-442	443-469	470-494	495-539	540-580
Comprehension	305-447	448-472	473-494	495-530	531-585
Literacy	285-429	430-472	473-500	501-544	545-625
Productive	310-433	434-473	474-505	506-549	550-620

Form D Grade 2 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	350	72	1	1	1
1	406	16		1	1
2	418	11		1	1
3	424	9		1	1
4	430	8		1	1
5	434	7		1	2
6	437	7		1	3
7	440	7	1	3	
8	443	6	2	1	4
9	446	6		2	5
10	448	6		2	5
11	450	6		2	7
12	452	6		2	7
13	454	5		2	8
14	456	5		3	9
15	458	5		3	11
16	460	5		4	12
17	462	5		4	13
18	464	5		5	15
19	466	5		5	16
20	468	5		6	17
21	470	5		7	19
22	471	5	8	20	
23	473	5	3	9	22
24	475	5		11	24
25	477	5		12	25
26	479	5		14	27
27	481	6		16	29
28	483	6		18	31
29	485	6		21	33
30	488	6		25	36
31	490	6		28	38
32	493	6		33	41
33	495	7		36	43
34	498	7		41	45
35	502	7		47	49
36	506	8		53	52
37	510	9	4	59	55
38	516	10		66	59
39	524	13		74	63
40	538	19		85	71
41	600	81	5	95	84

Listening

NC	SS	SEM	PL	PR	NCE
0	310	124	1	1	1
1	310	124		1	1
2	310	124		1	1
3	310	124		1	1
4	310	124		1	1
5	359	75		1	2
6	398	36		2	6
7	412	22		3	9
8	421	17		3	11
9	429	15		4	14
10	436	14	6	18	
11	443	14	2	10	23
12	450	14		14	28
13	458	15		22	34
14	466	15	3	32	40
15	475	16		44	47
16	485	17		57	54
17	498	19	4	72	62
18	517	23		87	73
19	560	57	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 2 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	300	142	1	1	1
1	300	142		1	1
2	300	142		1	1
3	300	142		1	1
4	300	142		1	1
5	300	142		1	1
6	300	142		1	1
7	300	142		1	1
8	355	87		3	10
9	390	52		8	20
10	407	35		13	26
11	419	27		18	30
12	429	22	23	34	
13	437	19	2	28	38
14	443	18		31	40
15	450	16		36	42
16	456	16		40	45
17	462	15		44	47
18	468	15		48	49
19	474	15	3	52	51
20	480	15		56	53
21	486	15		61	56
22	493	15		66	59
23	500	16	4	71	61
24	508	16		76	65
25	516	17		81	68
26	526	18		85	72
27	537	21		89	76
28	553	25	5	94	83
29	580	36		98	93
30	610	55		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	270	71	1	1	1
1	270	71		1	1
2	270	71		1	1
3	270	71		1	1
4	270	71		1	1
5	292	57		1	3
6	319	45		2	6
7	340	39		2	8
8	357	34		3	10
9	372	30		4	12
10	384	27		4	14
11	395	25		6	16
12	405	23		7	19
13	414	21		9	22
14	422	20	12	25	
15	429	19	2	15	28
16	436	18		18	31
17	443	18		22	34
18	449	17		26	36
19	455	17		30	39
20	462	17		35	42
21	468	17		39	44
22	474	17		45	47
23	481	17	3	51	51
24	487	17		56	53
25	494	18		62	57
26	502	19		69	60
27	511	20	4	74	64
28	521	22		80	68
29	535	26		86	73
30	554	33	5	92	79
31	590	49		95	85
32	640	77		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 3 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	350-442	443-473	474-508	509-557	558-600
Listening	310-446	447-467	468-503	504-545	546-560
Reading	300-435	436-473	474-503	504-548	549-610
Writing	270-427	428-483	484-528	529-559	560-640
Composite Scores					
Overall	307-437	438-474	475-510	511-552	553-602
Oral	330-443	444-470	471-504	505-547	548-580
Comprehension	305-451	452-481	482-499	500-532	533-585
Literacy	285-431	432-478	479-515	516-553	554-625
Productive	310-434	435-478	479-518	519-558	559-620

Form D Grade 3 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	350	72	1	1	1
1	406	16		1	1
2	418	11		1	1
3	424	9		1	1
4	430	8		1	1
5	434	7		1	2
6	437	7		1	3
7	440	7	1	3	
8	443	6	2	1	4
9	446	6		2	5
10	448	6		2	5
11	450	6		2	7
12	452	6		2	7
13	454	5		2	8
14	456	5		3	9
15	458	5		3	11
16	460	5		4	12
17	462	5		4	13
18	464	5		5	15
19	466	5		5	16
20	468	5		6	17
21	470	5		7	19
22	471	5	8	20	
23	473	5	9	22	
24	475	5	3	11	24
25	477	5		12	25
26	479	5		14	27
27	481	6		16	29
28	483	6		18	31
29	485	6		21	33
30	488	6		25	36
31	490	6		28	38
32	493	6		33	41
33	495	7		36	43
34	498	7		41	45
35	502	7		47	49
36	506	8		53	52
37	510	9	4	59	55
38	516	10		66	59
39	524	13		74	63
40	538	19		85	71
41	600	81	5	95	84

Listening

NC	SS	SEM	PL	PR	NCE
0	310	124	1	1	1
1	310	124		1	1
2	310	124		1	1
3	310	124		1	1
4	310	124		1	1
5	359	75		1	2
6	398	36		2	6
7	412	22		3	9
8	421	17		3	11
9	429	15		4	14
10	436	14		6	18
11	443	14	10	23	
12	450	14	2	14	28
13	458	15		22	34
14	466	15	32	40	
15	475	16	3	44	47
16	485	17		57	54
17	498	19	72	62	
18	517	23	4	87	73
19	560	57	5	99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 3 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	300	142	1	1	1
1	300	142		1	1
2	300	142		1	1
3	300	142		1	1
4	300	142		1	1
5	300	142		1	1
6	300	142		1	1
7	300	142		1	1
8	355	87		3	10
9	390	52		8	20
10	407	35		13	26
11	419	27		18	30
12	429	22		23	34
13	437	19	2	28	38
14	443	18		31	40
15	450	16		36	42
16	456	16		40	45
17	462	15		44	47
18	468	15		48	49
19	474	15	3	52	51
20	480	15		56	53
21	486	15		61	56
22	493	15		66	59
23	500	16		71	61
24	508	16		4	76
25	516	17	81		68
26	526	18	85		72
27	537	21	89		76
28	553	25	94		83
29	580	36	5	98	93
30	610	55		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	270	71	1	1	1
1	270	71		1	1
2	270	71		1	1
3	270	71		1	1
4	270	71		1	1
5	292	57		1	3
6	319	45		2	6
7	340	39		2	8
8	357	34		3	10
9	372	30		4	12
10	384	27		4	14
11	395	25		6	16
12	405	23		7	19
13	414	21		9	22
14	422	20	12	25	
15	429	19	2	15	28
16	436	18		18	31
17	443	18		22	34
18	449	17		26	36
19	455	17		30	39
20	462	17		35	42
21	468	17		39	44
22	474	17		45	47
23	481	17		51	51
24	487	17	3	56	53
25	494	18		62	57
26	502	19		69	60
27	511	20		74	64
28	521	22		80	68
29	535	26		4	86
30	554	33	92		79
31	590	49	5	95	85
32	640	77		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 4 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	360-448	449-474	475-509	510-558	559-635
Listening	350-456	457-483	484-524	525-580	581-640
Reading	360-467	468-503	504-534	535-587	588-680
Writing	290-433	434-497	498-532	533-583	584-680
Composite Scores					
Overall	340-451	452-489	490-524	525-577	578-658
Oral	355-449	450-477	478-513	514-574	575-637
Comprehension	355-484	485-505	506-525	526-562	563-660
Literacy	325-450	451-500	501-533	534-585	586-680
Productive	325-440	441-485	486-520	521-570	571-657

Form D Grade 4 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	360	36	1	1	1
1	376	26		1	1
2	395	19		1	1
3	406	16		1	1
4	415	15		1	1
5	423	13		1	1
6	429	12		1	1
7	435	11		1	1
8	440	11		1	3
9	444	10		1	4
10	448	10	2	5	
11	452	9	2	2	7
12	456	9		2	8
13	460	8		3	11
14	463	8		4	12
15	467	8		4	14
16	470	8		5	15
17	473	7		6	17
18	476	7	3	7	19
19	479	7		8	20
20	482	7		9	22
21	485	7		11	24
22	488	7		13	26
23	491	7		16	29
24	494	7		19	31
25	497	7		22	33
26	500	7		24	35
27	504	7		29	38
28	507	7		32	40
29	510	7	4	36	42
30	513	7		40	45
31	517	8		45	48
32	521	8		50	50
33	524	8		54	52
34	528	8		60	55
35	532	8		65	58
36	537	9		70	61
37	542	10		75	64
38	549	11		80	68
39	558	15		83	70
40	575	25	5	89	76
41	635	85		96	86

Listening

NC	SS	SEM	PL	PR	NCE
0	350	125	1	1	1
1	350	125		1	1
2	350	125		1	1
3	350	125		1	1
4	350	125		1	1
5	350	125		1	1
6	379	96		1	3
7	420	55		3	9
8	441	36		5	16
9	456	29		9	21
10	469	25	2	14	28
11	481	24		21	33
12	492	23	3	29	38
13	503	22		39	44
14	514	21	4	50	50
15	526	21		61	56
16	539	23		72	62
17	556	26		84	71
18	579	33	5	93	81
19	613	43		98	93
20	640	58		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 4 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	360	115	1	1	1
1	360	115		1	1
2	360	115		1	1
3	360	115		1	1
4	360	115		1	1
5	360	115		1	1
6	397	78		3	10
7	428	47		7	18
8	445	35		10	23
9	458	28	14	27	
10	469	24	2	19	31
11	478	22		23	34
12	487	20		28	37
13	495	19		32	40
14	502	18		37	43
15	509	18	3	42	46
16	516	18		47	49
17	524	18		53	52
18	531	18	59	55	
19	539	18	4	64	58
20	547	19		70	61
21	555	19		75	64
22	565	20		81	69
23	575	20		86	73
24	585	20		89	76
25	596	20	5	93	81
26	608	20		95	85
27	622	23		97	90
28	641	29		99	97
29	676	47		99	99
30	680	50		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	290	131	1	1	1
1	290	131		1	1
2	290	131		1	1
3	338	83		1	3
4	375	46		2	5
5	397	34		2	8
6	412	27		3	10
7	424	24	4	13	
8	434	22	2	5	14
9	443	20		6	17
10	451	19		7	19
11	459	18		9	21
12	467	18		11	24
13	474	17		13	27
14	481	17		17	30
15	488	17		20	32
16	495	17	24	35	
17	502	17	3	29	39
18	509	17		35	42
19	516	17		42	46
20	523	17		48	49
21	531	17		56	53
22	538	17	4	64	57
23	546	18		70	61
24	554	18		77	65
25	562	19		83	70
26	572	20		89	75
27	582	21		93	80
28	594	23	5	93	81
29	608	26		94	84
30	628	32		98	92
31	662	47		99	99
32	680	57		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 5 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Proficient
Speaking	360-448	449-474	475-510	511-558	559-635
Listening	350-457	458-489	490-527	528-583	584-640
Reading	360-469	470-504	505-535	536-589	590-680
Writing	290-434	435-498	499-537	538-584	585-680
Composite Scores					
Overall	340-452	453-491	492-527	528-578	579-658
Oral	355-451	452-484	485-515	516-579	580-637
Comprehension	355-490	491-508	509-530	531-572	573-660
Literacy	325-451	452-501	502-536	537-586	587-680
Productive	325-441	442-486	487-523	524-571	572-657

Form D Grade 5 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	360	36	1	1	1
1	376	26		1	1
2	395	19		1	1
3	406	16		1	1
4	415	15		1	1
5	423	13		1	1
6	429	12		1	1
7	435	11		1	1
8	440	11		1	3
9	444	10		1	4
10	448	10	2	5	
11	452	9	2	2	7
12	456	9		2	8
13	460	8		3	11
14	463	8		4	12
15	467	8		4	14
16	470	8		5	15
17	473	7		6	17
18	476	7	3	7	19
19	479	7		8	20
20	482	7		9	22
21	485	7		11	24
22	488	7		13	26
23	491	7		16	29
24	494	7		19	31
25	497	7		22	33
26	500	7		24	35
27	504	7		29	38
28	507	7		32	40
29	510	7	36	42	
30	513	7	4	40	45
31	517	8		45	48
32	521	8		50	50
33	524	8		54	52
34	528	8		60	55
35	532	8		65	58
36	537	9		70	61
37	542	10		75	64
38	549	11		80	68
39	558	15		83	70
40	575	25	5	89	76
41	635	85		96	86

Listening

NC	SS	SEM	PL	PR	NCE
0	350	125	1	1	1
1	350	125		1	1
2	350	125		1	1
3	350	125		1	1
4	350	125		1	1
5	350	125		1	1
6	379	96		1	3
7	420	55		3	9
8	441	36		5	16
9	456	29		9	21
10	469	25	2	14	28
11	481	24		21	33
12	492	23	3	29	38
13	503	22		39	44
14	514	21		50	50
15	526	21	4	61	56
16	539	23		72	62
17	556	26		84	71
18	579	33	5	93	81
19	613	43		98	93
20	640	58		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 5 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	360	115	1	1	1
1	360	115		1	1
2	360	115		1	1
3	360	115		1	1
4	360	115		1	1
5	360	115		1	1
6	397	78		3	10
7	428	47		7	18
8	445	35		10	23
9	458	28		14	27
10	469	24	19	31	
11	478	22	2	23	34
12	487	20		28	37
13	495	19		32	40
14	502	18		37	43
15	509	18	3	42	46
16	516	18		47	49
17	524	18		53	52
18	531	18	59	55	
19	539	18	4	64	58
20	547	19		70	61
21	555	19		75	64
22	565	20		81	69
23	575	20		86	73
24	585	20		89	76
25	596	20	5	93	81
26	608	20		95	85
27	622	23		97	90
28	641	29		99	97
29	676	47		99	99
30	680	50		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	290	131	1	1	1
1	290	131		1	1
2	290	131		1	1
3	338	83		1	3
4	375	46		2	5
5	397	34		2	8
6	412	27		3	10
7	424	24		4	13
8	434	22	5	14	
9	443	20	2	6	17
10	451	19		7	19
11	459	18		9	21
12	467	18		11	24
13	474	17		13	27
14	481	17		17	30
15	488	17		20	32
16	495	17	24	35	
17	502	17	3	29	39
18	509	17		35	42
19	516	17		42	46
20	523	17		48	49
21	531	17	56	53	
22	538	17	4	64	57
23	546	18		70	61
24	554	18		77	65
25	562	19		83	70
26	572	20		89	75
27	582	21		93	80
28	594	23	5	93	81
29	608	26		94	84
30	628	32		98	92
31	662	47		99	99
32	680	57		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 6 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	365-450	451-475	476-511	512-559	560-645
Listening	360-461	462-488	489-531	532-585	586-680
Reading	380-500	501-528	529-558	559-607	608-690
Writing	300-446	447-497	498-547	548-590	591-710
Composite Scores					
Overall	351-464	465-497	498-536	537-585	586-681
Oral	362-454	455-480	481-517	518-574	575-662
Comprehension	370-498	499-513	514-539	540-573	574-685
Literacy	340-473	474-512	513-552	553-598	599-700
Productive	332-448	449-486	487-529	530-574	575-677

Form D Grade 6 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	365	43	1	1	1
1	386	30		1	1
2	408	21		1	1
3	421	17		1	1
4	431	14		1	1
5	438	12		1	2
6	445	11		1	4
7	450	10	2	5	
8	455	9	2	2	8
9	459	9		3	9
10	463	8		3	11
11	466	8		4	12
12	469	8		4	14
13	473	7	5	16	
14	476	7	3	6	18
15	478	7		7	19
16	481	7		8	21
17	484	7		10	23
18	487	7		12	25
19	489	7		14	27
20	492	7		16	29
21	495	7		19	32
22	497	7		21	33
23	500	7		24	35
24	502	7		26	36
25	505	7		29	38
26	507	7		31	39
27	510	7	34	41	
28	513	7	4	39	44
29	515	7		41	45
30	518	7		45	47
31	521	7		48	49
32	524	7		52	51
33	527	7		56	53
34	530	7		60	55
35	534	8		64	58
36	538	8		68	60
37	542	9		73	63
38	549	12		79	67
39	557	15		83	70
40	574	25	5	88	75
41	645	96		96	86

Listening

NC	SS	SEM	PL	PR	NCE
0	360	118	1	1	1
1	360	118		1	1
2	360	118		1	1
3	360	118		1	1
4	360	118		1	1
5	360	118		1	1
6	360	118		1	1
7	411	67		2	6
8	436	42		4	14
9	452	32	7	19	
10	465	28	2	10	23
11	477	26		14	28
12	488	25		18	31
13	499	24	3	25	36
14	510	24		32	40
15	521	23		41	45
16	532	23	4	51	51
17	544	24		62	56
18	556	24		71	62
19	570	25		79	67
20	587	27	5	88	74
21	607	31		93	81
22	640	43		98	93
23	680	68		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 6 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	380	114	1	1	1
1	380	114		1	1
2	380	114		1	1
3	380	114		1	1
4	380	114		1	1
5	380	114		1	1
6	425	69		3	10
7	450	44		6	17
8	467	33		9	21
9	480	27		12	25
10	490	24		16	29
11	499	21	20	32	
12	508	20	2	26	36
13	516	19		31	39
14	523	18		35	42
15	531	18	3	41	45
16	538	18		47	48
17	545	18		53	52
18	553	18		58	54
19	561	18	4	65	58
20	569	18		70	61
21	577	18		75	64
22	585	18		80	68
23	595	19		85	72
24	605	20		89	76
25	616	21	5	93	81
26	629	23		95	85
27	647	27		98	92
28	675	38		99	99
29	690	47		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	300	148	1	1	1
1	300	148		1	1
2	300	148		1	1
3	385	63		2	5
4	414	36		2	8
5	430	27		4	13
6	443	22	5	15	
7	452	20	2	6	18
8	460	18		8	20
9	467	17		9	22
10	474	16		11	24
11	480	15		13	26
12	487	15		15	28
13	493	15	18	31	
14	499	15	3	21	33
15	505	15		24	35
16	511	15		28	38
17	518	15		33	41
18	524	15		38	43
19	532	15		44	47
20	539	16	50	50	
21	547	16	58	54	
22	555	16	4	66	59
23	564	17		73	63
24	572	17		79	67
25	582	17		85	72
26	591	18		90	76
27	602	19	93	81	
28	613	20	95	85	
29	627	22	5	97	91
30	645	27		99	98
31	673	38		99	99
32	710	62		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 7 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	365-450	451-476	477-512	513-559	560-645
Listening	360-462	463-491	492-532	533-587	588-680
Reading	380-501	502-529	530-559	560-607	608-690
Writing	300-446	447-497	498-547	548-591	592-710
Composite Scores					
Overall	351-464	465-498	499-537	538-586	587-681
Oral	362-459	460-484	485-520	521-579	580-662
Comprehension	370-499	500-516	517-545	546-575	576-685
Literacy	340-473	474-513	514-553	554-599	600-700
Productive	332-448	449-486	487-529	530-575	576-677

Form D Grade 7 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	365	43	1	1	1
1	386	30		1	1
2	408	21		1	1
3	421	17		1	1
4	431	14		1	1
5	438	12		1	2
6	445	11		1	4
7	450	10	2	5	
8	455	9	2	2	8
9	459	9		3	9
10	463	8		3	11
11	466	8		4	12
12	469	8		4	14
13	473	7		5	16
14	476	7		6	18
15	478	7	3	7	19
16	481	7		8	21
17	484	7		10	23
18	487	7		12	25
19	489	7		14	27
20	492	7		16	29
21	495	7		19	32
22	497	7		21	33
23	500	7		24	35
24	502	7		26	36
25	505	7		29	38
26	507	7		31	39
27	510	7		34	41
28	513	7	4	39	44
29	515	7		41	45
30	518	7		45	47
31	521	7		48	49
32	524	7		52	51
33	527	7		56	53
34	530	7		60	55
35	534	8		64	58
36	538	8		68	60
37	542	9		73	63
38	549	12		79	67
39	557	15		83	70
40	574	25		5	88
41	645	96	96		86

Listening

NC	SS	SEM	PL	PR	NCE
0	360	118	1	1	1
1	360	118		1	1
2	360	118		1	1
3	360	118		1	1
4	360	118		1	1
5	360	118		1	1
6	360	118		1	1
7	411	67		2	6
8	436	42		4	14
9	452	32	7	19	
10	465	28	2	10	23
11	477	26		14	28
12	488	25		18	31
13	499	24	3	25	36
14	510	24		32	40
15	521	23		41	45
16	532	23		51	51
17	544	24	4	62	56
18	556	24		71	62
19	570	25		79	67
20	587	27		88	74
21	607	31	5	93	81
22	640	43		98	93
23	680	68		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 7 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	380	114	1	1	1
1	380	114		1	1
2	380	114		1	1
3	380	114		1	1
4	380	114		1	1
5	380	114		1	1
6	425	69		3	10
7	450	44		6	17
8	467	33		9	21
9	480	27		12	25
10	490	24		16	29
11	499	21	20	32	
12	508	20	2	26	36
13	516	19		31	39
14	523	18		35	42
15	531	18	3	41	45
16	538	18		47	48
17	545	18		53	52
18	553	18		58	54
19	561	18	4	65	58
20	569	18		70	61
21	577	18		75	64
22	585	18		80	68
23	595	19		85	72
24	605	20		89	76
25	616	21	5	93	81
26	629	23		95	85
27	647	27		98	92
28	675	38		99	99
29	690	47		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	300	148	1	1	1
1	300	148		1	1
2	300	148		1	1
3	385	63		2	5
4	414	36		2	8
5	430	27		4	13
6	443	22	5	15	
7	452	20	2	6	18
8	460	18		8	20
9	467	17		9	22
10	474	16		11	24
11	480	15		13	26
12	487	15		15	28
13	493	15	18	31	
14	499	15	3	21	33
15	505	15		24	35
16	511	15		28	38
17	518	15		33	41
18	524	15		38	43
19	532	15		44	47
20	539	16	50	50	
21	547	16	58	54	
22	555	16	4	66	59
23	564	17		73	63
24	572	17		79	67
25	582	17		85	72
26	591	18		90	76
27	602	19		93	81
28	613	20	95	85	
29	627	22	97	91	
30	645	27	99	98	
31	673	38	99	99	
32	710	62	99	99	

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 8 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	365-450	451-476	477-513	514-559	560-645
Listening	360-466	467-497	498-534	535-589	590-680
Reading	380-501	502-531	532-560	561-607	608-690
Writing	300-447	448-498	499-547	548-592	593-710
Composite Scores					
Overall	351-466	467-500	501-538	539-586	587-681
Oral	362-464	465-491	492-524	525-581	582-662
Comprehension	370-500	501-518	519-552	553-578	579-685
Literacy	340-474	475-514	515-553	554-599	600-700
Productive	332-448	449-487	488-530	531-575	576-677

Form D Grade 8 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	365	43	1	1	1
1	386	30		1	1
2	408	21		1	1
3	421	17		1	1
4	431	14		1	1
5	438	12		1	2
6	445	11		1	4
7	450	10	2	5	
8	455	9	2	2	8
9	459	9		3	9
10	463	8		3	11
11	466	8		4	12
12	469	8		4	14
13	473	7		5	16
14	476	7		6	18
15	478	7	3	7	19
16	481	7		8	21
17	484	7		10	23
18	487	7		12	25
19	489	7		14	27
20	492	7		16	29
21	495	7		19	32
22	497	7		21	33
23	500	7		24	35
24	502	7		26	36
25	505	7		29	38
26	507	7		31	39
27	510	7		34	41
28	513	7		39	44
29	515	7	4	41	45
30	518	7		45	47
31	521	7		48	49
32	524	7		52	51
33	527	7		56	53
34	530	7		60	55
35	534	8		64	58
36	538	8		68	60
37	542	9		73	63
38	549	12		79	67
39	557	15		83	70
40	574	25	5	88	75
41	645	96		96	86

Listening

NC	SS	SEM	PL	PR	NCE
0	360	118	1	1	1
1	360	118		1	1
2	360	118		1	1
3	360	118		1	1
4	360	118		1	1
5	360	118		1	1
6	360	118		1	1
7	411	67		2	6
8	436	42		4	14
9	452	32		7	19
10	465	28	10	23	
11	477	26	2	14	28
12	488	25		18	31
13	499	24	3	25	36
14	510	24		32	40
15	521	23		41	45
16	532	23	51	51	
17	544	24	4	62	56
18	556	24		71	62
19	570	25		79	67
20	587	27		88	74
21	607	31	5	93	81
22	640	43		98	93
23	680	68		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 8 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	380	114	1	1	1
1	380	114		1	1
2	380	114		1	1
3	380	114		1	1
4	380	114		1	1
5	380	114		1	1
6	425	69		3	10
7	450	44		6	17
8	467	33		9	21
9	480	27		12	25
10	490	24		16	29
11	499	21	20	32	
12	508	20	2	26	36
13	516	19		31	39
14	523	18		35	42
15	531	18	41	45	
16	538	18	3	47	48
17	545	18		53	52
18	553	18		58	54
19	561	18	4	65	58
20	569	18		70	61
21	577	18		75	64
22	585	18		80	68
23	595	19		85	72
24	605	20		89	76
25	616	21	5	93	81
26	629	23		95	85
27	647	27		98	92
28	675	38		99	99
29	690	47		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	300	148	1	1	1
1	300	148		1	1
2	300	148		1	1
3	385	63		2	5
4	414	36		2	8
5	430	27		4	13
6	443	22	5	15	
7	452	20	2	6	18
8	460	18		8	20
9	467	17		9	22
10	474	16		11	24
11	480	15		13	26
12	487	15	15	28	
13	493	15	18	31	
14	499	15	3	21	33
15	505	15		24	35
16	511	15		28	38
17	518	15		33	41
18	524	15		38	43
19	532	15	44	47	
20	539	16	50	50	
21	547	16	58	54	
22	555	16	4	66	59
23	564	17		73	63
24	572	17		79	67
25	582	17		85	72
26	591	18	90	76	
27	602	19	5	93	81
28	613	20		95	85
29	627	22		97	91
30	645	27		99	98
31	673	38		99	99
32	710	62		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 9 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-477	478-514	515-559	560-650
Listening	370-470	471-508	509-545	546-624	625-730
Reading	390-506	507-544	545-580	581-631	632-715
Writing	310-448	449-499	500-548	549-593	594-720
Composite Scores					
Overall	360-468	469-507	508-546	547-601	602-703
Oral	370-464	465-489	490-524	525-560	561-690
Comprehension	380-511	512-533	534-566	567-596	597-722
Literacy	350-477	478-521	522-564	565-612	613-717
Productive	340-449	450-488	489-531	532-576	577-685

Form D Grade 9 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	44	1	1	1
1	404	22		1	1
2	422	16		1	1
3	433	13		1	1
4	441	11		1	2
5	448	10	1	4	
6	453	9	2	2	6
7	457	8		2	7
8	461	8		2	7
9	464	7		2	8
10	467	7		3	10
11	470	7		3	11
12	473	7		4	12
13	476	6		5	14
14	478	6	3	5	16
15	481	6		6	17
16	483	6		7	19
17	486	6		8	21
18	488	6		9	22
19	490	6		10	23
20	493	6		12	26
21	495	6		14	27
22	497	6		15	28
23	500	6		17	30
24	502	6		19	31
25	505	6		21	33
26	507	6		23	34
27	510	6		26	37
28	512	6	28	38	
29	515	6	4	32	40
30	518	6		36	42
31	521	7		40	45
32	524	7		44	47
33	527	7		47	49
34	531	7		53	51
35	535	7		58	54
36	539	8		63	57
37	544	9		68	60
38	550	11		74	64
39	560	15	5	82	69
40	581	29		88	75
41	650	97		98	92

Listening

NC	SS	SEM	PL	PR	NCE
0	370	120	1	1	1
1	370	120		1	1
2	370	120		1	1
3	370	120		1	1
4	370	120		1	1
5	370	120		1	1
6	370	120		1	1
7	415	75		2	7
8	444	46		4	13
9	462	34	7	19	
10	477	31	2	12	26
11	491	32		19	32
12	505	32		27	37
13	519	31	3	38	44
14	533	29		49	49
15	546	26	4	59	55
16	559	23		69	60
17	570	21		76	65
18	581	20		82	69
19	592	19		86	73
20	605	22		91	78
21	624	32		95	84
22	661	54	5	99	96
23	730	104		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 9 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	111	1	1	1
1	390	111		1	1
2	390	111		1	1
3	390	111		1	1
4	390	111		1	1
5	390	111		1	1
6	424	77		3	10
7	453	48		6	17
8	470	34		9	21
9	483	26		12	25
10	492	23		15	29
11	501	20	20	32	
12	508	19	2	23	35
13	515	17		27	37
14	522	16		31	40
15	528	16		36	43
16	534	16		41	45
17	540	15		46	48
18	545	15		50	50
19	551	15	56	53	
20	558	15	3	61	56
21	564	16		66	59
22	571	16		71	62
23	578	16		75	64
24	586	17		80	68
25	594	18	4	83	70
26	604	19		88	75
27	617	22		92	80
28	633	26	5	95	85
29	660	38		98	94
30	715	80		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	125	1	1	1
1	310	125		1	1
2	310	125		1	1
3	362	73		1	3
4	396	45		2	5
5	417	34		2	8
6	432	29		3	10
7	444	26	3	12	
8	455	23	2	4	13
9	464	22		5	15
10	473	20		7	18
11	481	20		8	20
12	488	19		10	23
13	496	19	13	26	
14	503	18	3	15	29
15	511	18		20	32
16	518	18		24	35
17	526	18		30	39
18	533	19		36	43
19	541	19		45	47
20	550	19	4	54	52
21	558	20		62	56
22	567	20		70	61
23	576	21		78	66
24	585	21		85	72
25	595	22	5	90	77
26	606	22		93	81
27	618	23		93	81
28	631	25		98	93
29	647	27		99	98
30	667	33		99	99
31	701	47		99	99
32	720	57		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 10 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-477	478-515	516-559	560-650
Listening	370-474	475-510	511-549	550-626	627-730
Reading	390-507	508-545	546-581	582-632	633-715
Writing	310-448	449-499	500-548	549-593	594-720
Composite Scores					
Overall	360-470	471-507	508-548	549-602	603-703
Oral	370-467	468-494	495-526	527-565	566-690
Comprehension	380-513	514-535	536-568	569-605	606-722
Literacy	350-477	478-522	523-564	565-612	613-717
Productive	340-449	450-488	489-531	532-576	577-685

Form D Grade 10 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	44	1	1	1
1	404	22		1	1
2	422	16		1	1
3	433	13		1	1
4	441	11		1	2
5	448	10	1	4	
6	453	9	2	2	6
7	457	8		2	7
8	461	8		2	7
9	464	7		2	8
10	467	7		3	10
11	470	7		3	11
12	473	7		4	12
13	476	6	5	14	
14	478	6	3	5	16
15	481	6		6	17
16	483	6		7	19
17	486	6		8	21
18	488	6		9	22
19	490	6		10	23
20	493	6		12	26
21	495	6		14	27
22	497	6		15	28
23	500	6		17	30
24	502	6		19	31
25	505	6		21	33
26	507	6		23	34
27	510	6		26	37
28	512	6		28	38
29	515	6	32	40	
30	518	6	4	36	42
31	521	7		40	45
32	524	7		44	47
33	527	7		47	49
34	531	7		53	51
35	535	7		58	54
36	539	8		63	57
37	544	9		68	60
38	550	11		74	64
39	560	15	5	82	69
40	581	29		88	75
41	650	97		98	92

Listening

NC	SS	SEM	PL	PR	NCE
0	370	120	1	1	1
1	370	120		1	1
2	370	120		1	1
3	370	120		1	1
4	370	120		1	1
5	370	120		1	1
6	370	120		1	1
7	415	75		2	7
8	444	46		4	13
9	462	34	7	19	
10	477	31	2	12	26
11	491	32		19	32
12	505	32		27	37
13	519	31	3	38	44
14	533	29		49	49
15	546	26		59	55
16	559	23	4	69	60
17	570	21		76	65
18	581	20		82	69
19	592	19		86	73
20	605	22		91	78
21	624	32		95	84
22	661	54	5	99	96
23	730	104		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 10 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	111	1	1	1
1	390	111		1	1
2	390	111		1	1
3	390	111		1	1
4	390	111		1	1
5	390	111		1	1
6	424	77		3	10
7	453	48		6	17
8	470	34		9	21
9	483	26		12	25
10	492	23		15	29
11	501	20	20	32	
12	508	19	2	23	35
13	515	17		27	37
14	522	16		31	40
15	528	16		36	43
16	534	16		41	45
17	540	15		46	48
18	545	15		50	50
19	551	15	3	56	53
20	558	15		61	56
21	564	16		66	59
22	571	16		71	62
23	578	16		75	64
24	586	17	4	80	68
25	594	18		83	70
26	604	19		88	75
27	617	22		92	80
28	633	26	5	95	85
29	660	38		98	94
30	715	80		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	125	1	1	1
1	310	125		1	1
2	310	125		1	1
3	362	73		1	3
4	396	45		2	5
5	417	34		2	8
6	432	29		3	10
7	444	26	3	12	
8	455	23	2	4	13
9	464	22		5	15
10	473	20		7	18
11	481	20		8	20
12	488	19		10	23
13	496	19	13	26	
14	503	18	3	15	29
15	511	18		20	32
16	518	18		24	35
17	526	18		30	39
18	533	19		36	43
19	541	19		45	47
20	550	19	4	54	52
21	558	20		62	56
22	567	20		70	61
23	576	21		78	66
24	585	21	85	72	
25	595	22	5	90	77
26	606	22		93	81
27	618	23		93	81
28	631	25		98	93
29	647	27		99	98
30	667	33		99	99
31	701	47		99	99
32	720	57		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 11 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-478	479-516	517-559	560-650
Listening	370-479	480-515	516-554	555-629	630-730
Reading	390-508	509-546	547-582	583-633	634-715
Writing	310-449	450-500	501-549	550-594	595-720
Composite Scores					
Overall	360-471	472-509	510-550	551-603	604-703
Oral	370-470	471-496	497-529	530-566	567-690
Comprehension	380-514	515-539	540-574	575-607	608-722
Literacy	350-478	479-523	524-565	566-613	614-717
Productive	340-450	451-489	490-532	533-576	577-685

Form D Grade 11 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	44	1	1	1
1	404	22		1	1
2	422	16		1	1
3	433	13		1	1
4	441	11		1	2
5	448	10	1	4	
6	453	9	2	2	6
7	457	8		2	7
8	461	8		2	7
9	464	7		2	8
10	467	7		3	10
11	470	7		3	11
12	473	7		4	12
13	476	6		5	14
14	478	6		5	16
15	481	6		3	6
16	483	6	7		19
17	486	6	8		21
18	488	6	9		22
19	490	6	10		23
20	493	6	12		26
21	495	6	14		27
22	497	6	15		28
23	500	6	17		30
24	502	6	19		31
25	505	6	21		33
26	507	6	23		34
27	510	6	26		37
28	512	6	28		38
29	515	6	32		40
30	518	6	4	36	42
31	521	7		40	45
32	524	7		44	47
33	527	7		47	49
34	531	7		53	51
35	535	7		58	54
36	539	8		63	57
37	544	9		68	60
38	550	11		74	64
39	560	15	5	82	69
40	581	29		88	75
41	650	97		98	92

Listening

NC	SS	SEM	PL	PR	NCE
0	370	120	1	1	1
1	370	120		1	1
2	370	120		1	1
3	370	120		1	1
4	370	120		1	1
5	370	120		1	1
6	370	120		1	1
7	415	75		2	7
8	444	46		4	13
9	462	34		7	19
10	477	31	12	26	
11	491	32	2	19	32
12	505	32		27	37
13	519	31	3	38	44
14	533	29		49	49
15	546	26		59	55
16	559	23	4	69	60
17	570	21		76	65
18	581	20		82	69
19	592	19		86	73
20	605	22		91	78
21	624	32		95	84
22	661	54	5	99	96
23	730	104		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 11 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	111	1	1	1
1	390	111		1	1
2	390	111		1	1
3	390	111		1	1
4	390	111		1	1
5	390	111		1	1
6	424	77		3	10
7	453	48		6	17
8	470	34		9	21
9	483	26		12	25
10	492	23		15	29
11	501	20		20	32
12	508	19	23	35	
13	515	17	2	27	37
14	522	16		31	40
15	528	16		36	43
16	534	16		41	45
17	540	15		46	48
18	545	15		50	50
19	551	15	3	56	53
20	558	15		61	56
21	564	16		66	59
22	571	16		71	62
23	578	16		75	64
24	586	17	4	80	68
25	594	18		83	70
26	604	19		88	75
27	617	22		92	80
28	633	26		95	85
29	660	38	5	98	94
30	715	80		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	125	1	1	1
1	310	125		1	1
2	310	125		1	1
3	362	73		1	3
4	396	45		2	5
5	417	34		2	8
6	432	29		3	10
7	444	26	3	12	
8	455	23	2	4	13
9	464	22		5	15
10	473	20		7	18
11	481	20		8	20
12	488	19		10	23
13	496	19	13	26	
14	503	18	3	15	29
15	511	18		20	32
16	518	18		24	35
17	526	18		30	39
18	533	19		36	43
19	541	19		45	47
20	550	19	4	54	52
21	558	20		62	56
22	567	20		70	61
23	576	21		78	66
24	585	21		85	72
25	595	22	5	90	77
26	606	22		93	81
27	618	23		93	81
28	631	25		98	93
29	647	27		99	98
30	667	33		99	99
31	701	47		99	99
32	720	57		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Grade 12 – Proficiency Level Score Ranges

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Proficient	Level 5 Above Proficient
Speaking	370-451	452-478	479-517	518-559	560-650
Listening	370-480	481-516	517-559	560-632	633-730
Reading	390-509	510-547	548-583	584-634	635-715
Writing	310-450	451-501	502-549	550-595	596-720
Composite Scores					
Overall	360-472	473-510	511-552	553-605	606-703
Oral	370-471	472-499	500-530	531-568	569-690
Comprehension	380-514	515-539	540-574	575-609	610-722
Literacy	350-479	480-524	525-566	567-614	615-717
Productive	340-450	451-489	490-533	534-577	578-685

Form D Grade 12 Scoring Table

Speaking

NC	SS	SEM	PL	PR	NCE
0	370	44	1	1	1
1	404	22		1	1
2	422	16		1	1
3	433	13		1	1
4	441	11		1	2
5	448	10	1	4	
6	453	9	2	2	6
7	457	8		2	7
8	461	8		2	7
9	464	7		2	8
10	467	7		3	10
11	470	7		3	11
12	473	7		4	12
13	476	6		5	14
14	478	6	5	16	
15	481	6	3	6	17
16	483	6		7	19
17	486	6		8	21
18	488	6		9	22
19	490	6		10	23
20	493	6		12	26
21	495	6		14	27
22	497	6		15	28
23	500	6		17	30
24	502	6		19	31
25	505	6		21	33
26	507	6		23	34
27	510	6		26	37
28	512	6		28	38
29	515	6		32	40
30	518	6	4	36	42
31	521	7		40	45
32	524	7		44	47
33	527	7		47	49
34	531	7		53	51
35	535	7		58	54
36	539	8		63	57
37	544	9		68	60
38	550	11		74	64
39	560	15	5	82	69
40	581	29		88	75
41	650	97		98	92

Listening

NC	SS	SEM	PL	PR	NCE
0	370	120	1	1	1
1	370	120		1	1
2	370	120		1	1
3	370	120		1	1
4	370	120		1	1
5	370	120		1	1
6	370	120		1	1
7	415	75		2	7
8	444	46		4	13
9	462	34		7	19
10	477	31	12	26	
11	491	32	2	19	32
12	505	32		27	37
13	519	31	3	38	44
14	533	29		49	49
15	546	26		59	55
16	559	23	69	60	
17	570	21	4	76	65
18	581	20		82	69
19	592	19		86	73
20	605	22		91	78
21	624	32		95	84
22	661	54	5	99	96
23	730	104		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

Form D Grade 12 Scoring Table (continued)

Reading

NC	SS	SEM	PL	PR	NCE
0	390	111	1	1	1
1	390	111		1	1
2	390	111		1	1
3	390	111		1	1
4	390	111		1	1
5	390	111		1	1
6	424	77		3	10
7	453	48		6	17
8	470	34		9	21
9	483	26		12	25
10	492	23		15	29
11	501	20		20	32
12	508	19	23	35	
13	515	17	2	27	37
14	522	16		31	40
15	528	16		36	43
16	534	16		41	45
17	540	15		46	48
18	545	15		50	50
19	551	15	3	56	53
20	558	15		61	56
21	564	16		66	59
22	571	16		71	62
23	578	16		75	64
24	586	17	4	80	68
25	594	18		83	70
26	604	19		88	75
27	617	22		92	80
28	633	26		95	85
29	660	38	5	98	94
30	715	80		99	99

Writing

NC	SS	SEM	PL	PR	NCE
0	310	125	1	1	1
1	310	125		1	1
2	310	125		1	1
3	362	73		1	3
4	396	45		2	5
5	417	34		2	8
6	432	29		3	10
7	444	26	3	12	
8	455	23	2	4	13
9	464	22		5	15
10	473	20		7	18
11	481	20		8	20
12	488	19		10	23
13	496	19		13	26
14	503	18	3	15	29
15	511	18		20	32
16	518	18		24	35
17	526	18		30	39
18	533	19		36	43
19	541	19		45	47
20	550	19	4	54	52
21	558	20		62	56
22	567	20		70	61
23	576	21		78	66
24	585	21		85	72
25	595	22	90	77	
26	606	22	5	93	81
27	618	23		93	81
28	631	25		98	93
29	647	27		99	98
30	667	33		99	99
31	701	47		99	99
32	720	57		99	99

Key	
NC	= Number Correct
NCE	= Normal Curve Equivalence
PL	= Proficiency Level
PR	= Percentile Rank
SEM	= Standard Error of Measurement
SS	= Scale Score

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