

LAS Links 1st Edition

Proficiency Level Descriptors: Forms A and B

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LAS Links Proficiency Levels and Descriptors

The LAS Links Assessments measure language proficiency within five grade spans: K–1, 2–3, 4–5, 6–8, and 9–12. Within each grade span, a student can be assigned to one of five proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, or Above Proficient. The following table provides the description of learners at each level of proficiency.

Proficiency Level	Descriptor
Proficiency Level 1	**BEGINNING** A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
Proficiency Level 2	**EARLY INTERMEDIATE** A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.
Proficiency Level 3	**INTERMEDIATE** A Level 3 student is developing the ability to communicate effectively in English across a range of grade–level–appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 4	**PROFICIENT** A Level 4 student communicates effectively in English across a range of grade–level–appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 5	**ABOVE PROFICIENT** A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade–level–appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

LAS Links Proficiency Level Descriptors—Kindergarten

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
2 Early Intermediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations.	Early Intermediate students typically identify capital letters and lowercase letters in isolation and identify frequently-used beginning sounds.	Early Intermediate students typically write one or more words that attempt to explain a preference.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
3 Intermediate	Intermediate students typically use appropriate words and phrases when conducting transactions and making requests in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, match words to pictures, and recall stated details in a passage read aloud.	Intermediate students typically write one or more words that attempt to describe a picture.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
4 Proficient	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate vocabulary to label and describe the purpose of less-common objects, and use appropriate words and phrases when describing a process. They tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sounds, identify frequently-used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud, and read simple sentences independently.	Proficient students typically use correct basic grammar; capitalize beginning of a sentence; use sentence-ending marks in declarative, interrogative, and imperative sentences; identify standard sentence structure; and describe or explain with a simple phrase or sentence that may contain grammatical/mechanical errors that do not impede understanding.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
5 Above Proficient	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words, and recall subtle details and identify sequence in a passage read aloud.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence, and write a complete sentence to describe a picture or write a phrase or sentence to explain a preference; communication is clear and complete, though it may be simplistic and contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level Descriptors: Speaking—Kindergarten

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- use vocabulary for common objects in social and academic situations
- produce words and phrases when describing social situations
- use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings

Intermediate *students typically*

- use appropriate words and phrases when conducting transactions and making requests in social and academic settings
- produce accurate labels for common objects and describe common functions
- produce sentences with errors that do not interfere with communication when describing social situations

Proficient *students typically*

- produce simple sentences with errors that do not interfere with communication when making requests and conducting transactions in the classroom
- produce accurate labels for less-common objects in social situations
- use accurate vocabulary to describe the purpose of less-common objects in social situations
- use appropriate words and phrases when describing a school-related process; in the lower range of Proficient, students use basic vocabulary and simple phrases; in the upper range of Proficient, students produce complete sentences with errors in vocabulary and grammar that do not interfere with communication
- tell a simple story with mostly correct vocabulary and simple grammar

Above Proficient *students typically*

- produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom
- produce sentences with no errors when describing familiar social situations
- produce complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication when describing a process
- use accurate vocabulary and grammatically correct sentences to explain a school-related process
- tell a simple story with native-like vocabulary and grammar appropriate to the age

Proficiency Level Descriptors: Listening—Kindergarten

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations

Intermediate *students typically*

- follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations

Proficient *students typically*

- follow simple oral directions by distinguishing the location of an object in relation to another object
- recall stated details in an oral story
- make simple inferences

Above Proficient *students typically*

- recall minor details in an oral story
- recall stated sequence of events in an oral story
- determine the main idea of an oral story

Proficiency Level Descriptors: Reading—Kindergarten

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- identify capital letters and lowercase letters in isolation
- identify frequently-used beginning sounds

Intermediate *students typically*

- identify ending sounds
- decode basic short-vowel words
- match words to pictures
- recall stated details in a passage read aloud

Proficient *students typically*

- discriminate between beginning and ending sounds
- identify frequently-used rhyming words
- match words to definitions or descriptions
- recall events in the story in a passage read aloud
- read simple sentences independently

Above Proficient *students typically*

- identify less-frequent rhyming words
- use context clues to determine meanings of words
- recall subtle details and identify sequence in a passage read aloud

Proficiency Level Descriptors: Writing—Kindergarten

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- write one or more words that attempt to explain a preference

Intermediate *students typically*

- write one or more words that attempt to describe a picture

Proficient *students typically*

- use correct grammar such as singular nouns, subject pronouns, subject/verb agreement, verbs in the infinitive, modal auxiliary verb constructions, and future tense
- capitalize beginning of a sentence
- use writing conventions such as capitalization and sentence-ending marks in declarative, interrogative, and imperative sentences
- differentiate between standard and non-standard sentence structure
- describe a picture or explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding

Above Proficient *students typically*

- form regular plural nouns and possessive pronouns
- use sentence-ending marks in an exclamatory sentence
- write a complete sentence to describe a picture or write a phrase or sentence to explain a preference; communication is clear and complete, though vocabulary may be simplistic and the response may contain minor errors

LAS Links Proficiency Level Descriptors—Grade 1

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
2 Early Intermediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, and identification of basic shapes, letters, numbers, and common locations.	Early Intermediate students typically identify capital letters and lowercase letters in isolation, identify frequently-used beginning sounds, and recall important details in a text passage read aloud.	Early Intermediate students typically write one or more words that attempt to describe a picture or explain a preference.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
3 Intermediate	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Intermediate students typically use verbs in the infinitive and describe a picture or explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
4 Proficient	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate labels for less-common objects and briefly describe their purpose, and describe school-related processes. They tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sounds, identify frequently-used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud, and read simple sentences independently.	Proficient students typically use correct grammar such as singular nouns, subject pronouns, subject/verb agreement, auxiliary verbs, and future tense; use writing conventions such as capitalization and sentence-ending marks in declarative, interrogative, and imperative sentences; and identify standard sentence structure.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
5 Above Proficient	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom, describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words, recall subtle details and determine sequence in a passage, and use interpretation and inference to comprehend a story.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence, differentiate between complete sentences and fragments, and write a complete sentence to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level Descriptors: Speaking—Grade 1

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- use vocabulary for common objects in social and academic situations
- produce words and phrases when describing social situations
- use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings

Intermediate *students typically*

- use appropriate words and phrases when conducting transactions and making requests in social and academic settings
- produce accurate labels for common objects and describe common functions
- produce sentences with errors that do not interfere with communication when describing social situations

Proficient *students typically*

- produce simple sentences with errors that do not interfere with communication when making requests and conducting transactions in the classroom
- produce accurate labels for less-common objects in social situations
- use accurate vocabulary to describe the purpose of less-common objects in social situations
- use appropriate words and phrases when describing a school-related process; in the lower range of Proficient, students use basic vocabulary and simple phrases; in the upper range of Proficient, students produce complete sentences with errors in vocabulary and grammar that do not interfere with communication
- tell a simple story with mostly correct vocabulary and simple grammar

Above Proficient *students typically*

- produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom
- produce sentences with no errors when describing familiar social situations
- produce complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication when describing a process
- use accurate vocabulary and grammatically correct sentences to explain a school-related process
- tell a simple story with native-like vocabulary and grammar appropriate to the age

Proficiency Level Descriptors: Listening—Grade 1

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations

Intermediate *students typically*

- follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations

Proficient *students typically*

- follow simple oral directions by distinguishing the location of an object in relation to another object
- recall stated details in an oral story
- make simple inferences

Above Proficient *students typically*

- recall minor details in an oral story
- recall stated sequence of events in an oral story
- determine the main idea of an oral story

Proficiency Level Descriptors: Reading—Grade 1

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- identify capital letters and lowercase letters in isolation
- identify frequently-used beginning sounds
- recall important details in a text passage read aloud

Intermediate *students typically*

- identify ending sounds
- decode basic short-vowel words
- match words to pictures

Proficient *students typically*

- discriminate between beginning and ending sounds
- identify frequently-used rhyming words
- match words to definitions or descriptions
- recall events in the story in a passage read aloud
- read simple sentences independently

Above Proficient *students typically*

- identify less-frequent rhyming words
- use context clues to determine meanings of words
- recall subtle details and determine sequence in a passage
- use interpretation and inference to comprehend a story

Proficiency Level Descriptors: Writing—Grade 1

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- write one or more words that attempt to describe a picture or explain a preference

Intermediate *students typically*

- use verbs in the infinitive
- describe a picture or explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding

Proficient *students typically*

- use correct grammar such as singular nouns, subject pronouns, subject/verb agreement, modal auxiliary verb constructions, and future tense
- use writing conventions such as capitalization and sentence-ending marks in declarative, interrogative, and imperative sentences
- differentiate between standard and non-standard sentence structure

Above Proficient *students typically*

- form regular plural nouns and possessive pronouns
- use sentence-ending marks in an exclamatory sentence
- differentiate between complete sentences and fragments
- write a complete sentence to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors

LAS Links Proficiency Level Descriptors—Grades 2–3

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
2 Early Intermediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary related to home/school environment.	Early Intermediate students typically identify beginning sounds and classify related objects in a group.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
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; produce sentences with errors when describing social situations; and tell a simple story with frequent errors that interfere with communication.	Intermediate students typically follow oral directions using vocabulary related to home/school environment, recall stated details in an oral story, and make simple inferences.	Intermediate students typically identify one-syllable words and ending sounds, match words to definitions or descriptions, recall stated details, and determine a character's feeling.	Intermediate students typically use auxiliary verb constructions, describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
4 Proficient	Proficient students typically converse in complete sentences with grammar and/or vocabulary errors, produce accurate labels for less-common objects, produce grammatically correct sentences when describing social situations or a multi-step process or explaining reasoning, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow more complex directions, recall subtle details in an oral story, and determine main idea of an oral story.	Proficient students typically identify rhyming words written with diphthongs, identify short and long vowel sounds and less-frequent ending sounds, identify synonyms of social and academic vocabulary, use context clues to determine meaning, recall implicit details, describe a character, make inferences in context, and transfer concepts to new situations.	Proficient students typically use correct basic grammar; use writing conventions such as capitalization and basic punctuation; differentiate complete sentences from fragments and use standard word order; and write a story using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
5 Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, describing a multi-step process, or explaining reasoning.	Above Proficient students typically follow directions using academic vocabulary.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, determine story sequence and main idea of fiction and academic texts, draw conclusions and generalizations, and use self-monitoring technique to check for understanding.	Above Proficient students typically use verb tense agreement, appropriate indefinite articles, punctuation in dates. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level Descriptors: Speaking—Grades 2–3

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- use vocabulary for common objects in social and academic situations
- produce words and phrases when describing social situations
- use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings

Intermediate *students typically*

- use appropriate words and phrases when expressing a preference, asking questions and conducting transactions, providing information, and making requests in social and academic settings
- produce accurate labels for common objects and describe common functions
- produce sentences with errors that do not interfere with communication when describing social situations
- use basic vocabulary and simple phrases to explain reasoning and process
- tell a simple story with frequent errors in grammar and vocabulary that interfere with communication

Proficient *students typically*

- in the lower range of Proficient, converse in complete sentences with frequent grammar and/or vocabulary errors
- in the upper range of Proficient, converse in complete sentences with minimal grammatical errors
- produce accurate labels for less-common objects in social and academic situations
- use accurate vocabulary to describe the purpose of common objects in social situations
- produce grammatically correct sentences when describing social situations
- in the lower range of Proficient, use words and phrases when describing a multi-step process
- in the upper range of Proficient, produce complete sentences with errors in vocabulary and grammar that do not interfere with communication when describing a multi-step process or explaining reasoning
- tell a simple story with mostly correct vocabulary and simple grammar

Above Proficient *students typically*

- produce sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, describing a multi-step process, or explaining reasoning

Proficiency Level Descriptors: Listening—Grades 2–3

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- follow simple oral directions
- identify high-frequency vocabulary related to home/school environment

Intermediate *students typically*

- follow oral directions using vocabulary related to home/school environment
- recall stated details in an oral story
- make simple inferences

Proficient *students typically*

- follow more complex directions
- recall subtle details in an oral story
- determine main idea of an oral story

Above Proficient *students typically*

- follow directions using academic vocabulary

Proficiency Level Descriptors: Reading—Grades 2–3

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- identify beginning sounds
- classify related objects in a group

Intermediate *students typically*

- identify one-syllable words and ending sounds
- match words to definitions or descriptions
- recall stated details
- determine a character's feeling

Proficient *students typically*

- identify rhyming words written with diphthongs
- identify short and long vowel sounds and less-frequent ending sounds
- identify synonyms of social and academic vocabulary
- use context clues to determine a word's meaning
- recall implicit details
- describe a character
- make inferences with strong context support
- transfer concepts learned to new situations

Above Proficient *students typically*

- identify two-syllable words and rhyming words written with digraphs
- use common multiple-meaning words
- determine sequence in a story
- determine main idea of fiction and academic texts
- draw conclusions and generalizations
- use self-monitoring technique to check for understanding

Proficiency Level Descriptors: Writing—Grades 2–3

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- attempt to describe a picture or explain a preference by writing words, phrases, or simple sentences that may contain some errors that impede understanding
- attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication

Intermediate *students typically*

- use auxiliary verb constructions
- describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding
- write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication

Proficient *students typically*

- use correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles
- use writing conventions such as capitalization, end punctuation, and commas in a series
- differentiate complete sentences from fragments and use standard word order
- write a story suggested by a series of pictures using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication

Above Proficient *students typically*

- use verb tense agreement and appropriate indefinite articles
- use punctuation in dates
- write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors

LAS Links Proficiency Level Descriptors—Grades 4–5

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
2 Early Intermediate	Early Intermediate students typically identify very common objects in social situations and describe their function in simple phrases, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Early Intermediate students typically recall important basic details in an oral story.	Early Intermediate students typically divide high-frequency words into affix and root word.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
3 Intermediate	Intermediate students typically use appropriate words and phrases when providing information, conducting transactions, giving directions, and describing location; produce accurate labels for common objects and functions; produce sentences with some errors when describing social situations, and tell a simple story with frequent errors in grammar and vocabulary.	Intermediate students typically follow oral directions using basic academic vocabulary and interpret specific vocabulary within a school setting.	Intermediate students typically divide unfamiliar words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and recall stated details.	Intermediate students typically use correct basic grammar; use standard word order; describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
4 Proficient	Proficient students typically produce complete sentences with minor errors in grammar/ vocabulary when providing information, asking questions, explaining a process, and expressing an opinion, produce accurate labels for less-common objects and describe the purpose of common objects, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, identify sequence of steps, and determine main idea of a class lesson.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; identify synonyms; use context clues to determine meaning; read for specific information in a chart, table, or diagram; recall implicit details; infer information and draw conclusions; and determine the organizational structure of a passage.	Proficient students typically use verb tense agreement and object pronouns; use capitalization and basic punctuation; differentiate complete sentences from fragments; correctly place adjectives and adverbs in sentences; write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
5 Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location; they use precise vocabulary to identify and describe objects.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding.	Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level Descriptors: Speaking—Grades 4–5

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- identify very common objects in social situations and describe their function in simple phrases
- produce words and phrases when describing social situations
- use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings

Intermediate *students typically*

- use appropriate words and phrases when providing information and conducting transactions in social and academic settings
- produce accurate labels for common objects and describe common functions
- produce sentences with errors in vocabulary and grammar that do not interfere with communication when describing social situations
- use words and phrases when giving directions and describing location
- tell a simple story with frequent errors in grammar and vocabulary

Proficient *students typically*

- produce complete sentences with errors in grammar and/or vocabulary that do not interfere with communication when providing information, asking questions, explaining a process in a social situation, and expressing an opinion
- in the lower range of Proficient, produce sentences with errors in vocabulary and grammar when conducting transactions
- in the upper range of Proficient, produce sentences without errors in vocabulary and grammar when conducting transactions
- produce accurate labels for less-common objects in social and academic situations and describe the purpose of common objects in social situations
- produce grammatically correct sentences when describing social situations
- tell a simple story with mostly correct vocabulary and simple grammar

Above Proficient *students typically*

- produce sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, asking questions, expressing an opinion, explaining a process in a social situation, and conducting transactions
- produce sophisticated vocabulary to identify and describe academic objects
- use complex sentence structure and accurate vocabulary when giving directions and describing location
- use simple sentences with errors in vocabulary and grammar that do not interfere with communication when explaining a process in an academic situation

Proficiency Level Descriptors: Listening—Grades 4–5

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- recall important basic details in an oral story

Intermediate *students typically*

- follow oral directions using basic academic vocabulary
- interpret specific vocabulary within a school setting

Proficient *students typically*

- follow multi-step directions using academic vocabulary
- recall stated details in a classroom discussion and a class lesson
- identify sequence of steps
- determine main idea of a class lesson

Above Proficient *students typically*

- follow directions using phrasal verbs
- recall subtle details in a classroom discussion, a class lesson, or an oral story
- determine key information to summarize a task

Proficiency Level Descriptors: Reading—Grades 4–5

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- divide high-frequency words into affix and root word

Intermediate *students typically*

- divide unfamiliar words into affix and root word
- use knowledge of high-frequency affixes to determine word meaning
- recall stated details

Proficient *students typically*

- use knowledge of lower-frequency affixes to determine word meaning
- identify synonyms of high-frequency social and academic vocabulary
- use context clues to determine less-common meanings of words
- read for specific information in a chart, table, or diagram
- recall implicit details in an informational passage and in a story
- infer information and draw conclusions in fiction and academic texts
- determine the organizational structure of a passage

Above Proficient *students typically*

- divide words into syllables
- use knowledge of low-frequency affixes to determine word meaning
- identify rhyming words
- identify low-frequency synonyms and antonyms of social and academic vocabulary
- use prediction in context to read fluently
- determine the sequence in a reading selection
- determine main idea in fiction and academic texts
- use self-monitoring technique to check for understanding

Proficiency Level Descriptors: Writing—Grades 4–5

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- attempt to describe a picture or explain a preference by writing words, phrases, or simple sentences that may contain some errors that impede understanding
- attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication

Intermediate *students typically*

- use correct grammar such as subject/verb agreement and auxiliary verb constructions, appropriate indefinite articles, object and possessive pronouns in a simple sentence, and coordinating conjunctions
- use standard word order
- describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding
- write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication

Proficient *students typically*

- use verb tense agreement
- use object pronouns in a complex sentence
- use writing conventions such as capitalization, appropriate end punctuation, commas in a series, and apostrophes in contractions and possessives
- differentiate complete sentences from fragments
- correctly place adjectives and adverbs in sentences
- write to describe, explain, compare, persuade, or express, using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication

Above Proficient *students typically*

- use irregular plurals and appropriate articles
- use commas in a date
- differentiate complete sentences from run-ons
- write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics

LAS Links Proficiency Level Descriptors—Grades 6–8

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
2 Early Intermediate	Early Intermediate students typically produce words and phrases when describing social situations and giving directions, use simple sentences with errors in grammar and vocabulary that interfere with communication when describing location, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Early Intermediate students typically recall important basic details in a classroom discussion.	Early Intermediate students typically interpret high-frequency idioms.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
3 Intermediate	Intermediate students typically use appropriate words and phrases when expressing an opinion, providing information, conducting a transaction, or describing common functions; produce sentences with some errors when describing common social situations; and tell a simple story with frequent grammar and/or vocabulary errors that interfere with communication.	Intermediate students typically follow multi-step directions using academic vocabulary and recall stated details in a classroom discussion or a short oral story.	Intermediate students typically divide words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and identify synonyms of high-frequency social and academic vocabulary.	Intermediate students typically use basic grammar; describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding; and write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
4 Proficient	Proficient students typically produce sentences with minor errors when expressing an opinion, providing information, conducting a transaction, making a request, explaining a process, giving directions, and describing locations and social situations; use accurate labels for common objects; and tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically determine main idea of a classroom discussion, infer directions from statements, and infer simple conclusions from an oral story.	Proficient students typically use knowledge of lower-frequency prefixes to determine word meaning; interpret lower-frequency idioms; recall stated and implicit details in a variety of genres; read for specific information in a chart, table, or diagram; determine main idea in fiction and academic texts; and identify character traits.	Proficient students typically use verb tense agreement and subordinating conjunctions; use capitalization and basic punctuation; correctly place adjectives and adverbs; differentiate complete sentences from fragments; write with complete sentences, accurate vocabulary, and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and without grammar errors when expressing an opinion, providing information, conducting transactions, or making requests; produce precise vocabulary when identifying and describing objects; use complex sentence structure and accurate vocabulary when explaining a process.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details from a classroom discussion or a lengthy oral story, determine key information to summarize a task, and draw conclusions about a character in an oral story.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words, synonyms, and antonyms, interpret low-frequency idioms, use prediction to read fluently, recall subtle details, identify author's purpose and explain author's techniques, and interpret metaphor in poetry.	Above Proficient students typically form irregular plurals, use subject/verb agreement with indefinite pronouns, use appropriate prepositions, differentiate complete sentences from run-ons, and write fluently to describe a picture or explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level Descriptors: Speaking—Grades 6–8

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- produce words and phrases when describing social situations and giving directions
- use simple sentences with errors in grammar and vocabulary that interfere with communication when describing location
- use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings

Intermediate *students typically*

- use appropriate words and phrases when expressing an opinion, providing information, conducting a transaction in social and academic settings, or describing common functions
- produce sentences with errors in vocabulary and grammar that do not interfere with communication when describing common social situations
- tell a simple story with frequent errors in grammar and vocabulary that interfere with communication

Proficient *students typically*

- produce complete sentences with errors in grammar and/or vocabulary that do not interfere with communication when expressing an opinion, providing information, conducting a transaction, making a request, explaining a process in an academic content area, describing less-common social situations, giving directions, and describing location
- produce accurate labels for common objects and describe common functions in academic situations
- produce sentences without errors in vocabulary and grammar when describing common social situations and activities
- use words and phrases when describing an academic process
- in the lower range of Proficient, use words and phrases when explaining a process
- in the upper range of Proficient, use simple sentences with errors in vocabulary and grammar that do not interfere with communication when explaining a process
- tell a simple story with mostly correct vocabulary and simple grammar

Above Proficient *students typically*

- produce sentences with more sophisticated vocabulary and without errors in grammar when expressing an opinion, providing information, conducting transactions, making requests, describing less-common social situations, or describing an academic process
- produce sophisticated vocabulary when identifying and describing objects in academic and social situations
- use complex sentence structure and accurate vocabulary when explaining a process

Proficiency Level Descriptors: Listening—Grades 6–8

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- recall important basic details in a classroom discussion

Intermediate *students typically*

- follow multi-step directions using academic vocabulary
- recall stated details in a classroom discussion or a short oral story

Proficient *students typically*

- determine main idea of a classroom discussion
- infer directions from statements
- infer simple conclusions from an oral story

Above Proficient *students typically*

- follow directions using phrasal verbs
- recall subtle details from a classroom discussion or a lengthy oral story
- determine key information to summarize a task
- draw conclusions about a character in an oral story

Proficiency Level Descriptors: Reading—Grades 6–8

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- interpret high-frequency idioms

Intermediate *students typically*

- divide words into affix and root word
- use knowledge of high-frequency affixes to determine word meaning
- identify synonyms of high-frequency social and academic vocabulary

Proficient *students typically*

- use knowledge of lower-frequency prefixes to determine word meaning
- interpret lower-frequency idioms
- recall stated and implicit details in a variety of genres
- read for specific information in a chart, table, or diagram
- determine main idea in fiction and academic texts
- identify character traits

Above Proficient *students typically*

- divide words into syllables
- use knowledge of low-frequency affixes to determine word meaning
- identify rhyming words
- identify synonyms and antonyms of low-frequency social and academic vocabulary
- interpret low-frequency idioms
- use prediction in context to read fluently
- recall subtle details in a variety of genres
- identify author's purpose and explain author's techniques
- interpret metaphor in poetry

Proficiency Level Descriptors: Writing—Grades 6–8

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- attempt to describe a picture or explain a preference by writing words, phrases, or simple sentences that may contain some errors that impede understanding
- attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication

Intermediate *students typically*

- use subject/verb agreement and auxiliary verb constructions and coordinating conjunctions
- describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding
- write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication

Proficient *students typically*

- use correct grammar such as verb tense agreement, appropriate prepositions in common expressions, and subordinating conjunctions
- use appropriate articles and adverbs
- use writing conventions such as capitalization, appropriate end punctuation, commas in a series, and apostrophes in contractions and possessives
- identify standard subject-verb-object order
- correctly place adjectives and adverbs in sentences
- differentiate complete sentences from fragments
- write to describe, explain, compare, persuade, or express, using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication

Above Proficient *students typically*

- form irregular plurals
- use subject/verb agreement with indefinite pronouns
- use appropriate prepositions
- differentiate complete sentences from run-ons
- write fluently to describe a picture or explain a preference; communication is clear and complete, though it may contain minor errors

LAS Links Proficiency Level Descriptors—Grades 9–12

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
2 Early Intermediate	Early Intermediate students typically produce words and phrases when describing social situations, use words and phrases when giving directions, and use basic vocabulary and simple phrases when explaining personal preferences or describing a sequence of pictures about familiar settings.	Early Intermediate students typically follow multi-step directions.	Early Intermediate students typically divide words into affix and root word.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
3 Intermediate	Intermediate students typically use appropriate words and phrases when providing information, expressing a preference, conducting a transaction, and describing personal experience; produce sentences with errors when describing social situations, or giving directions; and tell a simple story with grammar/ vocabulary errors that interfere with communication.	Intermediate students typically interpret simple academic vocabulary and recall stated details in a classroom discussion or an oral story.	Intermediate students typically use knowledge of high-frequency affixes to determine word meaning, identify synonyms of high-frequency social and academic vocabulary, and recall stated and implicit details in a simple narrative.	Intermediate students typically use correct basic grammar; use correct word order in questions; describe or explain with simple phrases or sentences that may contain errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level	Speaking	Listening	Reading	Writing	Overall
4 Proficient	Proficient students typically produce complete sentences with minor errors in grammar/ vocabulary when expressing and explaining a preference, conducting transactions, and describing a location, process, or personal experience; use accurate vocabulary when describing the purpose of common objects; and tell a story with mostly correct vocabulary and grammar.	Proficient students typically recall subtle details from a classroom discussion, interpret idiomatic expressions and complex academic vocabulary concepts, and determine key information to summarize a task.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning, interpret high-frequency idioms and figurative expressions, determine main idea, infer information, draw conclusions, identify character traits, follow instructions to fill out a form, and determine the organization of a passage and the purpose of a document.	Proficient students typically use tense agreement and auxiliary verbs; use capitalization and basic punctuation; differentiate complete declarative sentences from fragments; correctly place adjectives and adverbs; and write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and without grammar errors when expressing a preference, conducting transactions, giving directions, and describing a location, process, or social situation; use precise vocabulary to identify and describe objects; and tell a story using accurate vocabulary and grammar.	Above Proficient students typically interpret more complex grammar and academic vocabulary to follow complex instructions, use context clues to interpret new vocabulary, and draw conclusions about a character in an oral story.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words, synonyms, and antonyms, interpret low-frequency idioms, use prediction to read fluently, infer information from challenging texts, explain author's techniques, and use self-monitoring technique.	Above Proficient students typically form irregular plurals, differentiate complete declarative and imperative sentences from run-ons and complex fragments, and write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Proficiency Level Descriptors: Speaking—Grades 9–12

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- produce words and phrases when describing social situations
- use words and phrases when giving directions
- use basic vocabulary and simple phrases when explaining personal preferences
- use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings

Intermediate *students typically*

- use appropriate words and phrases when providing information, expressing a preference, conducting a transaction, describing location, and describing personal experiences
- produce accurate labels for common objects and describe common functions in academic situations
- produce sentences with errors in vocabulary and grammar that do not interfere with communication when describing social situations, giving directions, or explaining reasons for preferences
- tell a simple story with frequent errors in grammar and vocabulary that interfere with communication

Proficient *students typically*

- produce complete sentences with errors in grammar and/or vocabulary that do not interfere with communication when expressing a preference, conducting transactions, or describing location and process in an academic situation
- produce accurate labels for less-common objects in social and academic situations
- use accurate vocabulary when describing the purpose of common objects in social situations
- in the lower range of Proficient, use simple sentences with errors in vocabulary and grammar that do not interfere with communication when describing personal experiences
- in the upper range of Proficient, use simple sentences without errors in vocabulary and grammar when describing personal experiences
- use complex sentence structure and accurate vocabulary when explaining reasons for preferences
- tell a simple story with mostly correct vocabulary and grammar

Above Proficient *students typically*

- produce sentences with more sophisticated vocabulary and without errors in grammar when expressing a preference and conducting transactions
- produce sophisticated vocabulary when identifying and describing objects in academic and social situations
- speak in grammatically correct sentences when describing social situations
- use complex sentence structure and accurate vocabulary when giving directions and describing location or process
- tell a simple story using accurate vocabulary and correct grammar

Proficiency Level Descriptors: Listening—Grades 9–12

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- follow multi-step directions

Intermediate *students typically*

- interpret simple academic vocabulary
- recall stated details in a classroom discussion or an oral story

Proficient *students typically*

- recall subtle details from a classroom discussion
- interpret complex academic vocabulary and concepts
- interpret idiomatic expressions
- determine key information to summarize a task

Above Proficient *students typically*

- interpret more complex grammar and academic vocabulary to follow complex instructions
- use context clues to interpret new vocabulary
- draw conclusions about a character in an oral story

Proficiency Level Descriptors: Reading—Grades 9–12

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- divide words into affix and root word

Intermediate *students typically*

- use knowledge of high-frequency affixes to determine word meaning
- identify synonyms of high-frequency social and academic vocabulary
- recall stated and implicit details in a simple narrative

Proficient *students typically*

- use knowledge of lower-frequency affixes to determine word meaning
- interpret high-frequency idioms
- use context clues to interpret figurative expressions
- determine main idea in fiction and academic texts
- infer information and draw conclusions
- identify character traits
- follow instructions to fill out a form
- determine the organization of a passage
- determine the purpose of workplace documents

Above Proficient *students typically*

- divide words into syllables
- use knowledge of low-frequency affixes to determine word meaning
- identify rhyming words
- identify synonyms and antonyms of low-frequency social and academic vocabulary
- interpret low-frequency idioms
- use prediction in context to read fluently
- infer information from challenging fiction and academic texts
- explain author techniques
- use self-monitoring technique to check for understanding

Proficiency Level Descriptors: Writing—Grades 9–12

Beginning *students are beginning to develop receptive and productive skills in English.*

Early Intermediate *students typically*

- attempt to describe a picture or explain a preference by writing words, phrases, or simple sentences that may contain some errors that impede understanding
- attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication

Intermediate *students typically*

- use correct grammar such as subject/verb agreement and auxiliary verb constructions, subordinating conjunctions, and intensive pronouns
- use correct word order in questions
- describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding
- write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication

Proficient *students typically*

- use tense agreement, appropriate modal auxiliary verbs and adverbs, object pronouns, and prepositions
- use writing conventions such as capitalization, commas in series, and apostrophes in contractions and possessives
- differentiate complete declarative sentences from fragments
- use tag question form
- correctly place adjectives and adverbs in sentences
- write to describe, explain, compare, persuade, or express, using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication

Above Proficient *students typically*

- form irregular plurals
- differentiate complete declarative sentences from run-ons and complex fragments
- differentiate complete imperative sentences from fragments
- write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors



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