



ASSESSMENT GUIDE

Reading, Writing, Listening, and Speaking

Grades K–12



Cecil J. Picard
State Superintendent of Education

February 2007

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Any individual who knowingly engages in any activity during testing that results in invalidation of scores derived from the [test] shall forfeit the test results but will be allowed to retake the test at the next test administration.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met, but individuals will be allowed to retake the test at the next test administration.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the State Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*, chapter 3.

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<p>This <i>Assessment Guide</i> should be distributed to all teachers who are responsible for students identified as limited English proficient.</p>
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Introduction

What is the Purpose of the *Assessment Guide*?

The *ELDA Assessment Guide* provides an overview of the English Language Development Assessment (ELDA). In addition to providing teachers with a description of the overall design of the ELDA tests, this guide presents sample test items to aid teachers in aligning their instruction with the statewide assessment. Teachers should:

- use this guide to become familiar with the ELDA test format,
- include tasks or questions with this type of format in their classroom instruction and assessments for students with limited English proficiency,
- align their English instruction with the English Language Development Standards, and
- use appropriate test accommodations.

Questions or requests for additional information regarding this *Assessment Guide* should be addressed to Louisiana Department of Education, Division of Standards, Assessments, and Accountability, at 225-342-3404 or toll free at 1-877-453-2721.

Why Have the ELDA?

The *Elementary and Secondary School Act of 2001, No Child Left Behind* (NCLB) requires states to annually assess English language proficiency in the skills of reading, writing, speaking, and listening, as well as comprehension of English, and to report annual progress in the acquisition of English for all students enrolled in kindergarten through grade 12 who are identified as limited English proficient. In December 2002, sixteen states, including Louisiana, collaborated under the coordination of the Council of Chief State School Officers (CCSSO) to begin developing an English language assessment that would meet the NCLB requirements. ELDA was designed to improve on existing language placement assessments by measuring proficiency in the four skill areas, as well as comprehension, and by tracking student progress yearly until a student demonstrates full English proficiency in all areas. Developed to be used by individual states and to be aligned to the states' English language development standards, ELDA incorporates a wide range of formats for assessing reading, listening to, speaking, and writing English. The abilities of nonnative English speakers to use academic and conversational English are assessed by prompts and texts drawn from a variety of subjects, situations, and media that are appropriate for the various age groups.

In accordance with NCLB timelines, the ELDA was field tested in spring 2004 and implemented in spring 2005 for grades 3 through 12. The ELDA for grade cluster K–2 was field tested in spring 2005 and implemented in spring 2006.

How Does ELDA Fit with Louisiana’s Current Assessment Program?

All public school students in Louisiana are required to participate in content assessment for their grade level: LEAP for grades 4 and 8, GEE for grades 10 and 11, and *i*LEAP for grades 3, 5, 6, 7, and 9. Students with disabilities who meet specific criteria may qualify for LEAP Alternate Assessment, Level 1 or Level 2 (LAA 1 or LAA 2).

In addition to the grade-level content assessment or alternate assessment, all students who have been identified as limited English proficient according to *Bulletin 111*, The Louisiana School, District, and State Accountability System, are required to participate in ELDA. ELDA measures students’ progress in learning the English language and is used to determine whether a child has attained full English proficiency. The information ELDA provides should be used by the school to develop specialized English language instruction for a student and to determine whether the student needs accommodations to better access mathematics, English language arts, science, and social studies content.

Student performance is reported by scale score in grades 3 through 12 and raw score in kindergarten and grades 1 and 2 as well as by proficiency level in each of the four domains: reading, writing, listening, and speaking. To be considered fully English proficient in Louisiana, students must achieve level 5, full proficiency, in all four domains.

What Does the *Assessment Guide* Include?

The *Assessment Guide* includes information that all teachers can use to understand the purpose and structure of the ELDA. The guide includes information about:

- test design (format and test blueprints),
- test content,
- kindergarten and grades 1 and 2 inventories and support materials, and
- scoring.

General ELDA Test Design

The ELDA is aligned to Louisiana’s English language development standards and measures both academic and social language. The assessment is organized into four grade-level clusters: K–2, 3–5, 6–8, and 9–12. The grade clusters reflect common administrative clustering in many school systems, common clustering in similar tests, and age-appropriate academic and social language. Within each grade cluster, ELDA measures the performance of students who are just beginning to learn English to students who are fully English proficient. Common test items in adjacent grade clusters provide vertical linking to show students’ progress in English as they move from one grade cluster to the next.

As required under NCLB, ELDA contains tests for each of the four skills domains: listening, speaking, reading, and writing. Separate scores are reported for each domain. Additionally, a score must be reported for English comprehension. There is not a separate comprehension test; the score is derived from the Reading and Listening tests.

ELDA is designed to assess the construct of academic English. *Academic English* is defined as 1) language used to convey curriculum-based academic content and 2) the language of the social environment of a school. ELDA items and prompts are written in the language of

the classroom and of the academic subjects (English language arts, social studies, mathematics, science, and technology), but the items do not require skills or knowledge in the academic subjects. The students' understanding of spoken and written texts and their ability to write and speak about the concepts are being assessed, not the concepts. Any content a student is expected to use in responding to a question is provided in the stimuli. The school social environment stimulus and questions emulate the language demands students encounter within their classroom.

For grade clusters 3–5, 6–8, and 9–12, the ELDA includes multiple-choice and constructed-response items. The assessment for grade cluster K–2 differs in that it strictly uses inventories. For the inventories, the test administrator observes students in a variety of settings over a period of time and records the students' typical behaviors or responses to a set of tasks. Table 1 presents the overall design (test components) of the ELDA for each of the domains and grade clusters assessed. It presents the approximate number of items for each test and the item types, indicated by MC (multiple choice), CR (Speaking constructed response), ECR (extended constructed response), SCR (short constructed response), and K–2 inventory tasks.

Table 1: Test Components

Grade Cluster	Reading	Writing	Listening	Speaking
K–2	14 tasks	9 tasks	7 tasks	8 tasks
3–5	50 MC	1 ECR 3 SCR 15 MC	50 MC	16 CR
6–8	50 MC	1 ECR 3 SCR 15 MC	50 MC	16 CR
9–12	60 MC	1 ECR 4 SCR 15 MC	50 MC	16 CR

Grades 3 through 12

The Reading, Writing, and Listening tests may be administered in group settings. The Speaking test, however, must be administered individually.

For the Speaking test, a student listens to a recorded prompt and responds orally. The test administrator listens to and evaluates the student's response and records a score based on a rubric.

The Writing and Reading tests are untimed, though suggested testing times are provided. The Listening and Speaking tests are timed assessments, with the prompts provided orally. Prior to spring 2007, the prompts were provided on audiotapes. Beginning in spring 2007, compact discs will be used in place of the audiotapes.

Kindergarten and Grades 1 and 2 Inventories

The kindergarten and grades 1 and 2 inventories require the test administrator to observe the student over time in various settings and record a score for each task.

Characteristics of Items

Inventories: Kindergarten, Grades 1 and 2

The assessments for kindergarten and for grades 1 and 2 are different from those for grades 3 through 12 in that they use inventories. The format of the kindergarten and the grades 1 and 2 assessments reflects that students at these grade levels are emergent readers and writers. Each language domain (reading, writing, listening, and speaking) has its own inventory, but all are assembled in a single test booklet. Within each inventory, there are descriptions of student behavior, each corresponding to a specific objective. For each description, there are four levels of student performance (0 through 3), ranging from inability to engage in the behavior to complete mastery of the behavior.

To complete an inventory, study all rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. These behaviors represent varying degrees of mastery of each English language development standard. Each behavior is scored on a 0 to 3 point scale. Descriptions of scale points 1 through 3 appear in the cells for each row. If the student performs below the level of scale point 1, a 0 should be entered in the Score column.

In general, score points have the following meanings:

- A score of 0 indicates a student has not yet begun to acquire this skill or behavior.
- A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level.
- A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed for the score point of 2 but demonstrated considerably less progress on others.
- A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

Observe students over a period of one to two weeks during the testing window in a variety of settings. Students should be observed interacting with you, other adults, and other students. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions.

Sample support materials, such as record sheets, graphics, and word cards, are included to assist in assessment. These may be copied. In reviewing the inventories, think about materials students are familiar with that can be used in assessing the skills in each row. School and district curriculum specialists may also be able to suggest appropriate materials.

Grade Clusters 3–5, 6–8, and 9–12

The Reading and Listening tests are composed of multiple-choice items. The Writing test has both multiple-choice and constructed-responses items. The Speaking test consists entirely of constructed-response items.

Multiple-choice items consist of an interrogatory stem followed by four response options (A, B, C, D); they are scored correct or incorrect. Constructed-response items in the Writing and Speaking tests require students to compose an answer in English, either written or oral.

On the Writing test, students read and respond to prompts to demonstrate their ability to communicate through writing. Short constructed-response items, which are scored on a 0 to 3 point rubric, measure a student's ability communicate an idea through writing. Extended constructed-response items, which are scored on 0 to 4 point rubric, measure both a student's ability to functionally communicate in writing and to use the discourse features of the language.

On the Speaking test, constructed-response items require students to listen to a brief description of a topic and a question. Suggestions for responding to the question are provided and the question is repeated. For some items, graphics are included in the test booklet. Using a scoring rubric and sample responses for each question included in the *Speaking Scoring Guide*, the test administrator scores the student's oral response to the question.

Administration Schedule

The ELDA is administered over a five-week period in April and May—after the LEAP, GEE, *i*LEAP, LAA 1, and LAA 2 administrations. Districts may establish their own administration schedules for ELDA within the testing window.

There is no required sequence for administering the Reading, Writing, and Listening tests. Nevertheless, for grades 3 through 12, it is recommended that the Speaking test be administered last because the test administrator records the scores for the Speaking test on the answer document. The Reading, Writing, and Listening tests each must be administered in one day. The Reading and Writing tests are untimed. The Listening and Speaking tests are timed based on the length of the script on audiotape or compact disc. An overview of the tests and testing times are shown in table 2.

Table 2: Suggested Testing Times for ELDA

Grade Cluster	Reading	Writing	Listening	Speaking
K–2	Inventories are completed by the test administrator within testing window			
3–5	1 hour	1 hour	1 hour and 20 minutes	25 minutes
6–8	1 hour	1 hour	1 hour and 20 minutes	25 minutes
9–12	1 hour and 15 minutes	1 hour	1 hour and 40 minutes	25 minutes

Test Accommodations

Test accommodations provided to students on LEAP, GEE, *i*LEAP, or LAA 2 that are based on their English language proficiency are not allowed on ELDA. Such accommodations would subvert the purpose of ELDA: to measure the student's proficiency in English. However, students participating in ELDA in grades 3 through 12 who qualify for accommodations based on a disability may receive those accommodations. These accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. Students in kindergarten through grade 2 are assessed through inventories, so accommodations are not needed.

Test accommodations should not be different from or in addition to the accommodations documented on the students' Individualized Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP) and Data Validation forms and provided in regular classroom instruction and assessment. Individual or small group administration **must** be used if the accommodations will interfere with the testing of other students (for example, *Tests Read Aloud*). The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. (See *Bulletin 118*, chapter 33, for the full policy regarding accommodations in state assessments for special populations.)

The following test accommodations may be used for special education students and for students with disabilities according to Section 504. If an accommodation—even an approved accommodation—is not provided in classroom instruction and assessment, it is inappropriate to provide that accommodation during testing. For example, if a student does not dictate answers to a tape recorder during classroom instruction and assessment, then using a tape recorder—*Assistive Technology*—would not be appropriate as a test accommodation. All accommodations must be documented on the IEP or IAP and Data Validation form for the student to receive them.

Descriptions of the test accommodations follow.

Braille: Generally, all test items in the standard print edition of the test booklet and answer document are included in the braille test booklet. If an item is omitted, students are given credit for the item. The test administrator must transfer all braille answers to a scorable answer document. Student responses not transferred to a scorable answer document will not be scored. Both *Braille* and *Transferred Answers* must be coded as accommodations.

Large Print: The large-print edition is essentially an enlarged version of the standard print edition of the test. All items in the standard print edition of the answer document are included in the large-print test booklet, though the page layout may vary slightly. Students who use the large-print edition mark their answers on the large-print test booklet. The test administrator must transfer all scorable information to a scorable answer document, including the answers to constructed-response items. Both *Large Print* and *Transferred Answers* must be coded as accommodations.

Answers Recorded: If a student is unable to write due to his or her disability, provisions must be made for the test administrator to record the student's answers on a scorable answer

document. Scribes and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the answers. The student's responses must accurately represent the student's own choices. If a scribe is used, the scribe must write exactly what the student dictates. On the Writing assessment, the scribe must write exactly what the student dictates, without punctuation and capitalization, on the rough draft. The student must then edit what the scribe wrote and provide any punctuation, capitalization, or other changes. The scribe then must copy the edited response to the final draft pages in the answer document. Student responses not transferred to a scorable answer document will not be scored. If both a student's and a test administrator's handwriting appear on the same item response on the answer document, only the student's writing will be scored.

Assistive Technology: Assistive technology may include but is not limited to a computer, tape recorder, calculator, abacus, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or an electronic reader. An electronic reader may not be used during the Reading test. Spell check, glossaries, grammar check, dictionaries and thesauruses are not allowed on the ELDA. If the student records responses on a computer or anything other than the scorable answer document, the responses must be transferred to a scorable answer document. Student responses not transferred to a scorable answer document will not be scored. The answer document must be coded for the accommodation *Transferred Answers*. All documents, computer disks, or other materials containing test items or student responses must be returned to the School Test Coordinator. The School Test Coordinator also must verify that test items and student responses are removed from computer hard drives.

Extended Time: Every student must be given sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period. Or it may be determined appropriate to administer the test in a number of short sessions. The time of day the test is administered may be adjusted to a time more beneficial to the student. These sessions, however, must be completed within the allotted testing window. If testing is to be continued after an extended break or on another day, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items.

Communication Assistance: A test administrator who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign portions of the test if warranted by the student's reading level as documented on the IEP or IAP and Data Validation form. The test should be signed directly as written. **The passages, questions, and answer options on the Reading test cannot be signed or cued.** However, the directions to the test may be signed or cued. The test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers or to sign the Reading test, which results in an invalid score.

Transferred Answers: If a student recorded answers in the test booklet or used braille, large-print, or other technological assistive devices documented on the student's IEP or IAP and Data Validation form, the test administrator must transfer the student's responses onto a scorable answer document exactly as the student wrote them. Student responses not

transferred to a scorable answer document will not be scored. If both a student's and a test administrator's handwriting appear on the answer document, only the student's writing will be scored.

Individual/Small Group Administration: Tests may be administered to an individual or a small group of students (maximum, eight) who require more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (for example, *Tests Read Aloud*), individual or small group administration must be used.

Tests Read Aloud: Students receiving this accommodation must have been provided it in classroom assessment. These students may have portions of the tests read to them **with the exception of the Reading test, which cannot be read aloud**. Do not read aloud the passages, questions, or answer options on this test; however, the directions to the test may be read aloud. When reading, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to read aloud the Reading test, which results in an invalid score. (See *Bulletin 118*, chapter 3.)

Other: Any necessary accommodations may be used but must be determined by the IEP Team or Section 504 Committee and documented on the student's IEP or IAP and Data Validation form and must not breach test security or invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the directions on the test or assisting the student in tracking the test items.

Kindergarten Inventory

The Reading Inventory

To complete the Reading Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. On the Reading Inventory for Kindergarten, the rows are numbered R01–R14. Review the support materials to determine which ones you will use and how you will use them.

The skills in the Reading Inventory build from simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the inventory, the same scoring rule generally will apply in a later row unless there are specific directions to the contrary.

R01	<i>1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student demonstrates understanding of letter-sound correlation for a few (10–14) consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context.	Student demonstrates understanding of letter-sound correlation for some (3 short) vowels and (15–20) consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context.	Student demonstrates understanding of letter-sound correlation for all short vowels and consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context.

For this row, the test administrator says the sound of the consonant and short vowels. The student must identify by saying, writing, or pointing to the letter. For score point 1, the student must identify a few consonants (10–14). For score point 2, the student must identify both consonants (15–20) and short vowels (3). For score point 3, the student must identify at least 21 consonants and 5 short vowels. Because the inventories are to be administered over time, it may be helpful to maintain a record sheet (figure 1) to keep track of which students are mastering each letter-sound relationship.

Figure 1: Consonants and Short Vowels Record Sheet (R01)

Record Sheet (R01)			
Student Name:			
Consonants	Identifies (+/-)	Short Vowels	Identifies (+/-)
B		Æ (as in bat)	
C		ɛ (as in bet)	
D		ɪ (as in bit)	
F		ɒ (as in bot)	
G		ʊ (as in put)	
H			
J			
K			
L			
M			
N			
P			
Q			
R			
S			
T			
V			
W			
X			
Y			
Z			

R02	<i>1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With visuals and prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying verbally or nonverbally uppercase and lowercase letters (minimum 13).	With visuals and prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying verbally uppercase and lowercase letters (14–20).	With visuals and prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying verbally uppercase and lowercase letters (21–26).

For R02 students must recognize different forms of the same letter. Alphabet cards (figure 2) and a record sheet (figure 3) for uppercase and lowercase letters are included.

Directions for using figures 2 and 3:

1. Show student the alphabet printed in random order (figure 2).
2. Ask student to point to specific letters. Do this 5 to 10 times to determine whether student is capable of proceeding to letter names.
3. Ask student, “What letter is this?” Point to each letter, first uppercase, then lowercase.
4. Record student’s responses on record sheet (figure 3).
5. Total the number of letters identified correctly and record the score.

Figure 2: Random Uppercase and Lowercase Letters (R02)

B	D	F	H	J	L	N	P	R
V	T	X	Z	A	C	I	E	G
K	M	O	Q	S	U	W	Y	

a	x	k	p	w	z	b	h	o
j	i	c	y	l	q	m	d	n
u	f	s	e	g	r	v	t	

Figure 3: Letter Recognition and Letter-Sound Correspondence Record Sheet (R02)

Record Sheet (R01)			
Student Name:			
Uppercase Letters	Identifies Letter (+/-)	Lowercase Letters	Identifies Letter (+/-)
B		a	
D		x	
F		k	
H		p	
J		w	
L		z	
N		b	
P		h	
R		o	
V		j	
T		i	
X		c	
Z		y	
A		l	
C		q	
I		m	
E		d	
G		n	
K		u	
M		f	
O		s	
Q		e	
S		g	
U		r	
W		v	
Y		t	

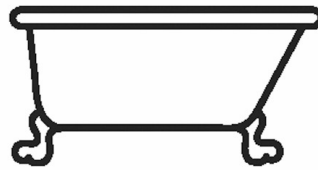
R03	<i>1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>With visuals and prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context.</p> <ul style="list-style-type: none"> ▪ Initial sounds 	<p>With visuals and prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context.</p> <ul style="list-style-type: none"> ▪ Initial sounds ▪ Ending sounds 	<p>With visuals and prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context.</p> <ul style="list-style-type: none"> ▪ Initial sounds ▪ Ending sounds ▪ Medial sounds

This skill focuses on increasing mastery of letter sounds. A score of 3 indicates a mastery of nearly all letter sounds, with particular emphasis on distinguishing between sounds that are different but close. Support materials are included (figures 4 through 13). Note in particular the different materials for the different score points. Other materials may be substituted, but the scoring guidelines should be followed.

Figure 4: Score Points 1, 2, and 3—Initial Sounds (R03)

Directions:

1. Point to the picture of the tub and say “tub.”
2. Ask the student to repeat the word.
3. Then point to each picture and say, “tub – car, tub – fox, tub – ten.”
4. Ask the student to circle the picture that begins or starts with the same sound as *tub*.



10

Figure 5: Score Points 1, 2, and 3—Initial Sounds (R03)

Directions:

1. Point to the picture of the net and say “net.”
2. Ask the student to repeat the word.
3. Point to each picture and say, “net – nut, net – cat, net – pen.”
4. Ask the student to circle the picture that begins or starts with the same sound as *net*.

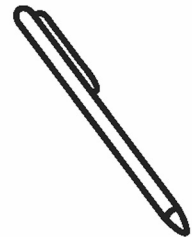
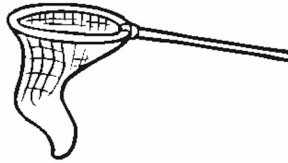


Figure 6: Score Points 1, 2, and 3—Initial Sounds (R03)

Directions:

1. Point to the picture of the sun and say “sun.”
2. Ask the student to repeat the word.
3. Point to each picture and say, “sun – mop, sun – saw, sun – log.”
4. Ask the student to circle the picture that begins or starts with the same sound as *sun*.

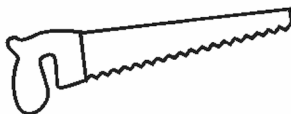
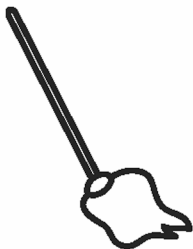
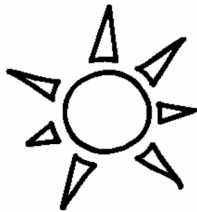


Figure 7: Score Points 2 and 3—Ending Sounds (R03)

Directions: This sample may be used by the test administrator to indicate the required task, identifying ending sounds.

1. Say: “Now we are going to listen for words that end with the same sound as *cup* and *top*. Say ‘cup and top.’”
2. Point to each picture and say “cup” and “top.”
3. Ask the student to repeat the words.



Figure 8: Score Points 2 and 3—Ending Sounds (R03)

Directions:

1. Point to the picture of the pot and say “pot.”
2. Ask the student to repeat the word.
3. Point to each picture and say, “pot – key,” “pot – car,” “pot – rat.”
4. Ask the student to circle the picture that ends with the same sound as *pot*.



Figure 9: Score Points 2 and 3—Ending Sounds (R03)

Directions:

1. Point to the picture of the man and say “man.”
2. Ask the student to repeat the word.
3. Point to each picture and say, “man – pen,” “man – bat,” “man – cow.”
4. Ask the student to circle the picture that ends with the same sound as *man*.

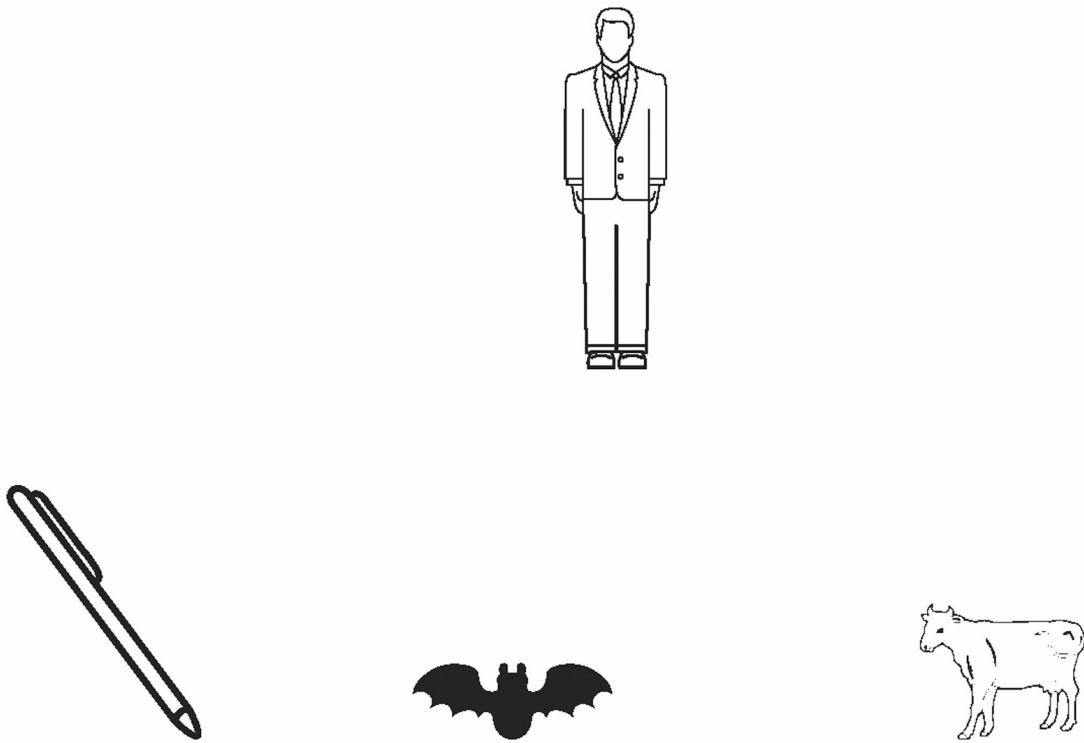


Figure 10: Score Points 2 and 3—Ending Sounds (R03)

Directions:

1. Point to the picture of the mug and say “mug”
2. Ask the student to repeat the word.
3. Point to each picture and say, “mug – rat,” “mug – rug,” “mug – mop.”
4. Ask the student to circle the picture that ends with the same sound as *mug*.

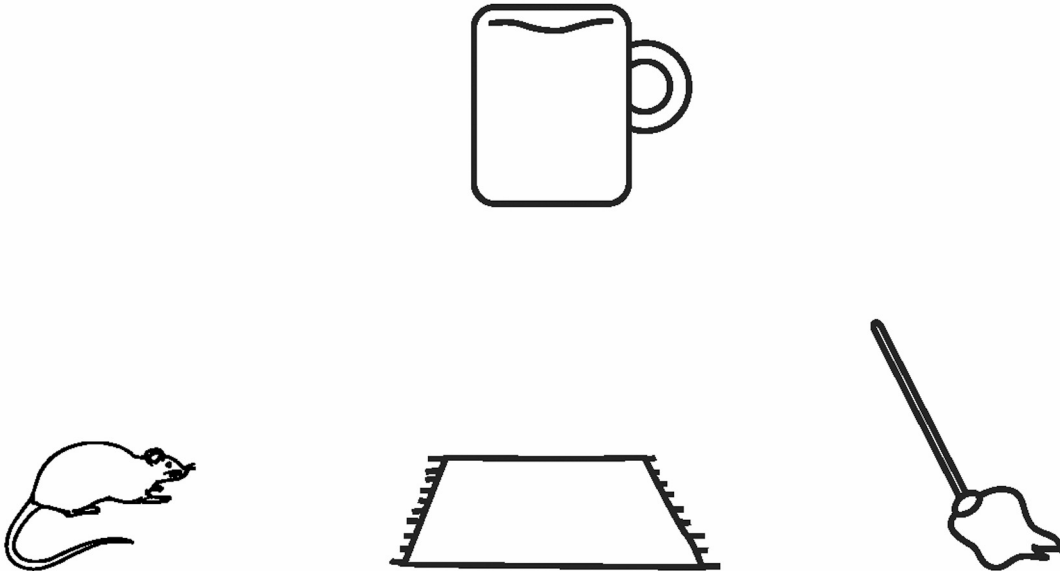


Figure 11: Score Point 3—Medial Sounds (R03)

Directions: This sample may be used by the test administrator to indicate the required task, identifying medial sounds.

1. Say: “Now we are going to listen for words that have the same sound in the middle like *man* and *bat*. Say ‘man and bat.’”
2. Point to each picture and say “man” and “bat.”
3. Ask the student to repeat the words.



Figure 12: Score Point 3—Medial Sounds (R03)

Directions:

1. Point to the picture of the van and say “van.”
2. Ask the student to repeat the word.
3. Point to each picture and say, “van – bed,” “van – dog,” “van – map.”
4. Ask the student to circle the picture that has the same sound in the middle as *van*.

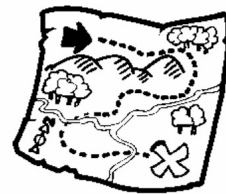
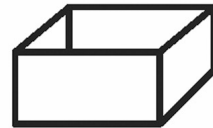


Figure 13: Score Point 3—Medial Sounds (R03)

Directions:

1. Point to the picture of the six and say “six.”
2. Ask the student to repeat the word.
3. Point to each picture and say, “six – pig,” “six – plane,” “six – box.”
4. Ask the student to circle the picture that has the same sound in the middle as *six*.



R04	<i>1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With visuals and prompting, student identifies new words in a written context by using three roots or spelling patterns.	With visuals and prompting, student identifies new words in a written context by using four roots or spelling patterns.	With visuals and prompting, student identifies new words in a written context by using five roots or spelling patterns.

Here the focus is using word recognition skills to figure out new words of similar form. Higher scores indicate not only more words but also more word parts. Figures 14 and 15 may be used to assess R04.

Directions for using figures 14 and 15:

1. Point to the pictures.
2. Ask the student to read each word using the print and picture as a prompt.
3. Record how many roots or spelling patterns the student is able to identify.

Figure 14: Roots or Spelling Patterns (R04)

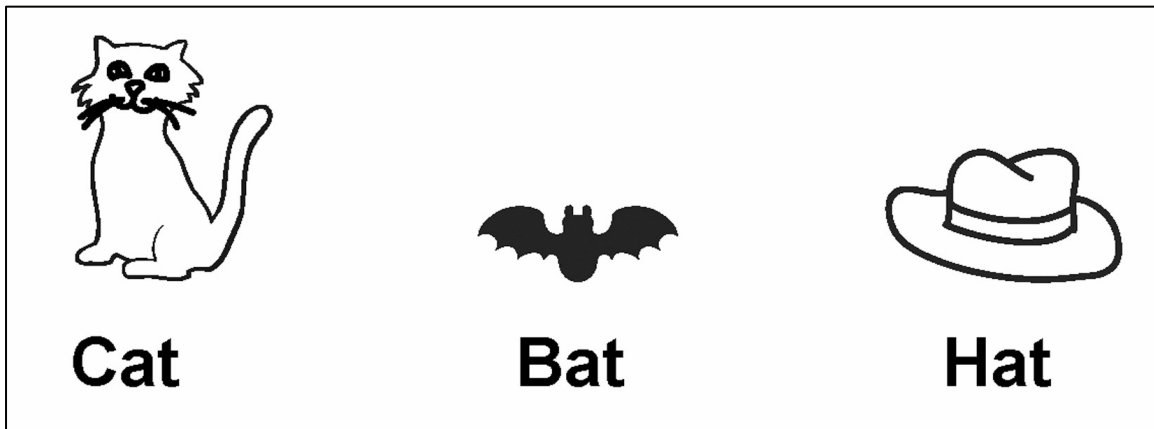
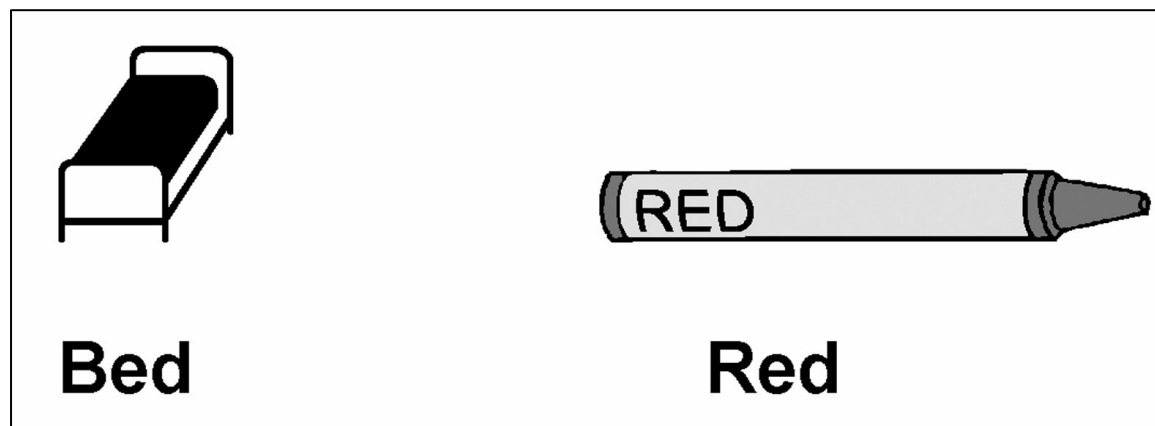
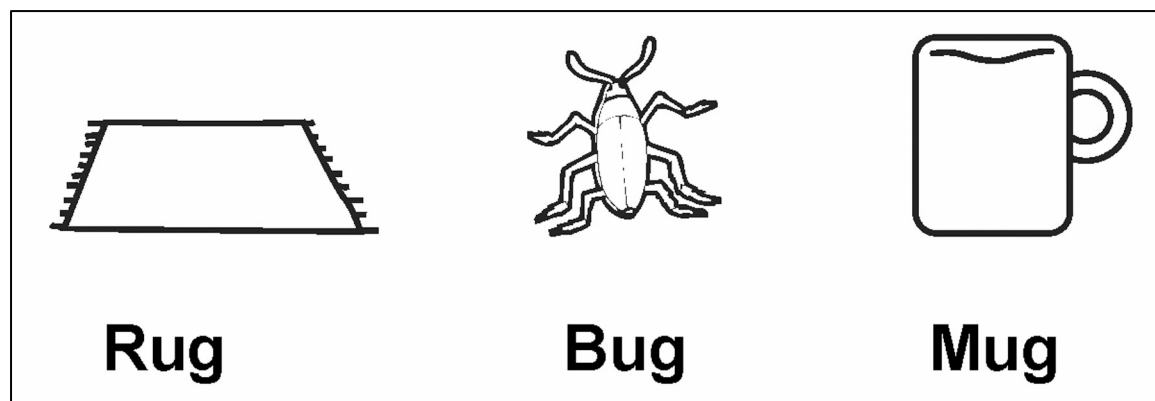
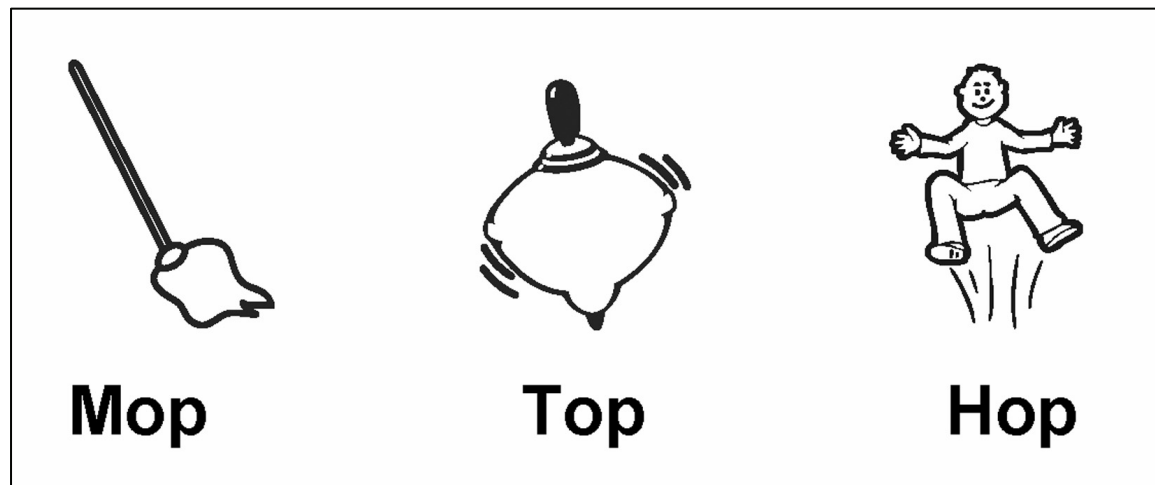


Figure 15: Roots or Spelling Patterns (R04)



R05	<i>1.1 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With visuals and prompting, student identifies a limited number of high-frequency words.	With visuals and prompting, student is able to identify many but not all high-frequency words.	With visuals and prompting, student is able to consistently identify a wide range of high-frequency words.

The student uses rules to recognize high-frequency words. A score of 3 indicates student is able to consistently identify a wide range of high-frequency words, a score of 2 indicates significant gaps in mastery, and a score of 1 indicates recognition of a limited number of high-frequency words. Figure 16 includes a sample of kindergarten-level high-frequency words.

Figure 16: High-Frequency Words (R05)

ball

boy

girl

jet

car

R06	<i>2.2 Demonstrate understanding of directionality of print.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>With prompting, student shows an initial awareness of print as a meaningful communication by consistently demonstration the following skills:</p> <ul style="list-style-type: none"> ▪ holds book correctly, ▪ turns page sequentially. 	<p>With prompting, student shows an initial awareness of print as a meaningful communication but is not consistent in demonstrating the following skills:</p> <ul style="list-style-type: none"> ▪ holds book correctly, ▪ turns page sequentially, ▪ follows print from top to bottom, ▪ follows print from left to right. 	<p>With prompting, student shows an awareness of print as a meaningful communication by consistently demonstrating the following skills:</p> <ul style="list-style-type: none"> ▪ holds book correctly, ▪ turns page sequentially, ▪ follows print from top to bottom, ▪ follows print from left to right.

Row 6 focuses on using printed materials. The differences between score points are consistency and an increase in the number of skills.

R07	<i>2.4 Use prereading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>With visuals and prompting, student demonstrates ability to use at least one prereading or reading strategy to read written text.</p> <ul style="list-style-type: none"> ▪ group discussion ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story 	<p>With visuals and prompting, student demonstrates ability to use at least two prereading and reading strategies to read written text.</p> <ul style="list-style-type: none"> ▪ group discussion ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story 	<p>With visuals and prompting, student demonstrates ability to use at least three prereading and reading strategies to read written text.</p> <ul style="list-style-type: none"> ▪ group discussion ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story

The difference between score points is the number of strategies the student is able to use effectively. R07 focuses on prereading and reading strategies.

R08	<i>3.2 Identify words that name persons, places, or things and words that name actions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With pictures and prompting, student is able to identify nouns and verbs but is not always consistent in classification.	With pictures and prompting, student is able to identify nouns and verbs with increasing consistency.	With pictures and prompting, student is able to identify nouns and verbs with a high degree of consistency.

The focus in R08 is on the distinction between nouns (words that name persons, places, or things) and verbs (action words). Any kindergarten-level text should be appropriate for this activity. The importance of the word in context is most important given that many words with identical spelling in English can be either a verb or noun, depending on usage.

R09	<i>3.4 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With visuals and prompting, student identifies and uses antonyms and synonyms in an isolated (word-level) context with low accuracy and consistency.	With visuals and prompting, student identifies and uses antonyms and synonyms in an isolated (word-level) context with a low to developing degree accuracy and consistency.	With visuals and prompting, student identifies and uses antonyms and synonyms in an isolated (word-level) context with a high degree of accuracy and consistency.

The focus in R09 for kindergarten students is synonyms and antonyms at the word level, rather than in context. Students should be able to tell whether given word pairs have the same or different meaning. For this row, a high degree of accuracy and consistency would earn a 3; less accuracy or consistency a 2; and low accuracy and consistency a 1. The synonyms and antonyms should be drawn from the curriculum and grade-level expectations for kindergarten and/or classroom materials to avoid penalizing students for not being able to decipher words that are above grade level.

R10	<i>4.1 Read and follow one- to-four-step directions to complete a simple task.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student follows or explains one-step directions, depicted graphically, to complete a simple task.	Student follows or explains two-step directions, depicted graphically, to complete a simple task.	Student follows or explains three-step directions, depicted graphically, to complete a simple task.

For R10, while scoring may seem straightforward (essentially 1 point per step), keep in mind that these scores represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). For kindergarten students, the focus is on being able to recognize a set of events in a particular order (one, two, or three steps). Figures 17 through 23 provide directions and graphics from which the student must select the one showing the direction.

Directions for Early Literacy Students:

1. Tell the student to point to or circle the picture that shows what the direction says to do.
2. Read the example to the student and have them point to or circle the answer.
3. Demonstrate how to do the example if needed.
4. Read the directions as the student follows along.
5. If needed, prompt the student to point to or circle the answer.

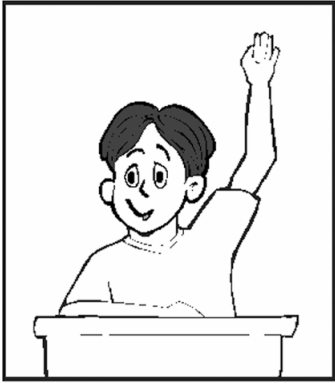
Directions for Independent Readers:

1. Tell the student to point to or circle the picture that shows what the direction says to do.
2. Tell the student to read the example and circle the answer.
3. Demonstrate how to do the example if needed.
4. The student will read the six statements independently.

Figure 17: One-Step Direction (R10)

Raise your hand.

A



B

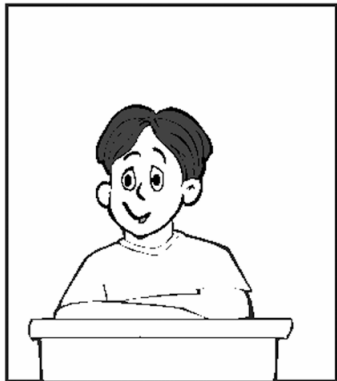


Figure 18: One-Step Direction (R10)

Line up.

A



B

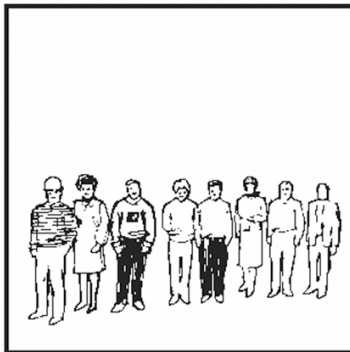


Figure 19: One-Step Direction (R10)

Draw a star.

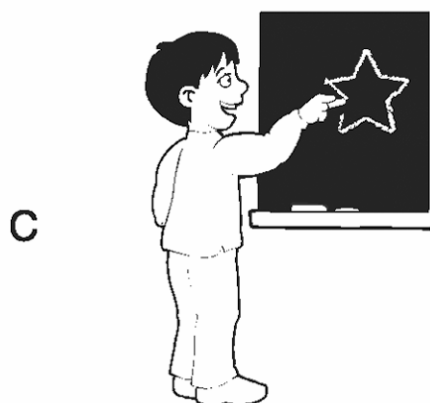
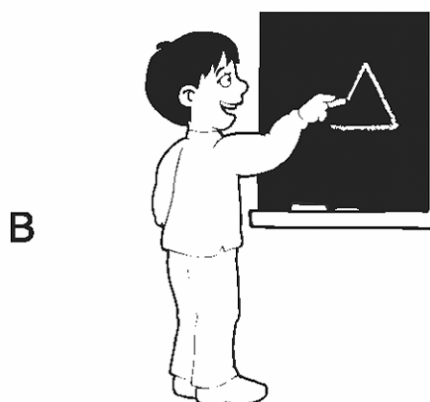
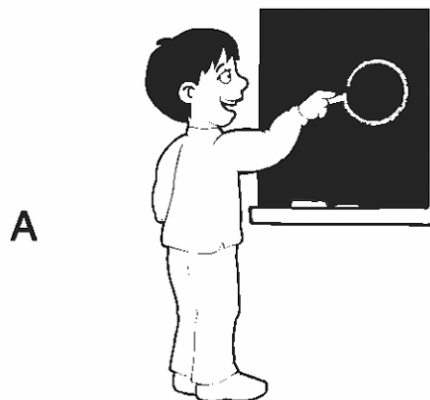


Figure 20: Two-Step Direction (R10)

Sit down.

Raise your hand.

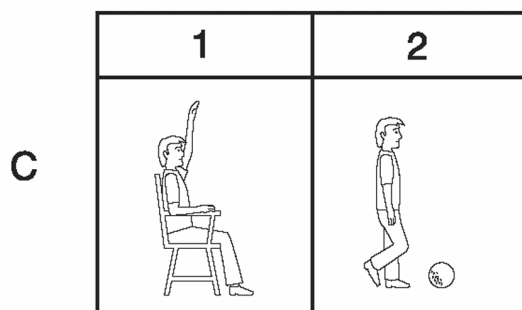
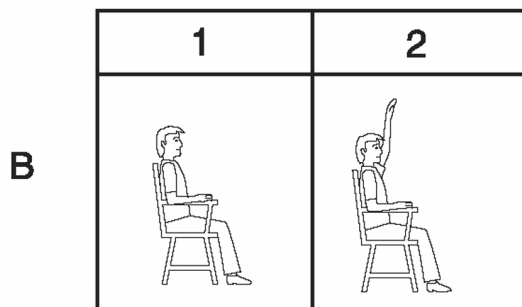
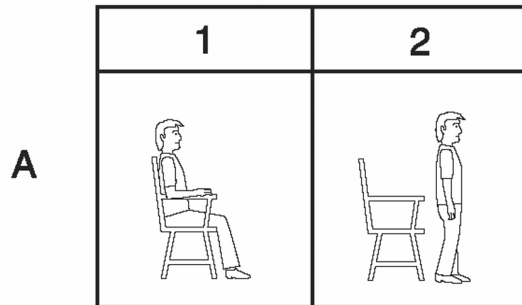


Figure 21: Two-Step Direction (R10)

Stand up.

Go to the door.

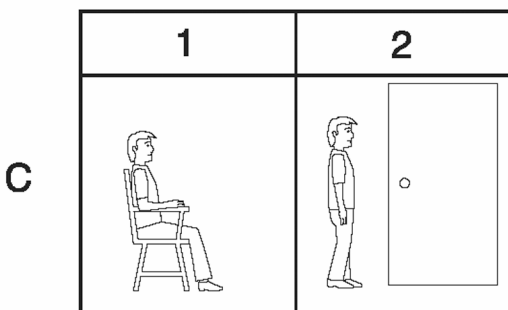
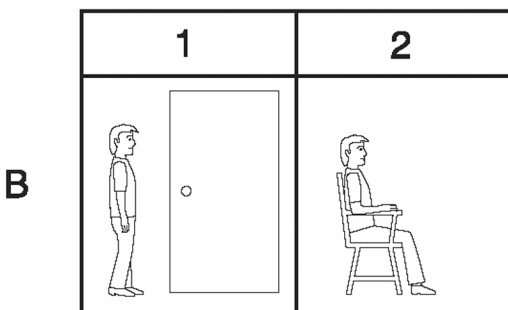
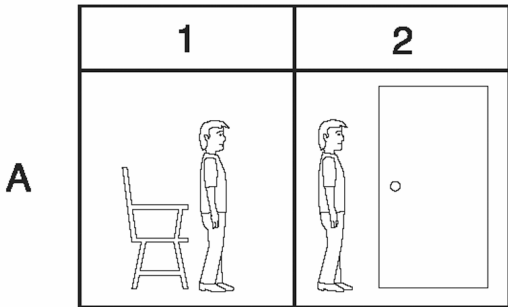


Figure 22: Three-Step Direction (R10)

Get a book.

Take it to the table.

Sit down.

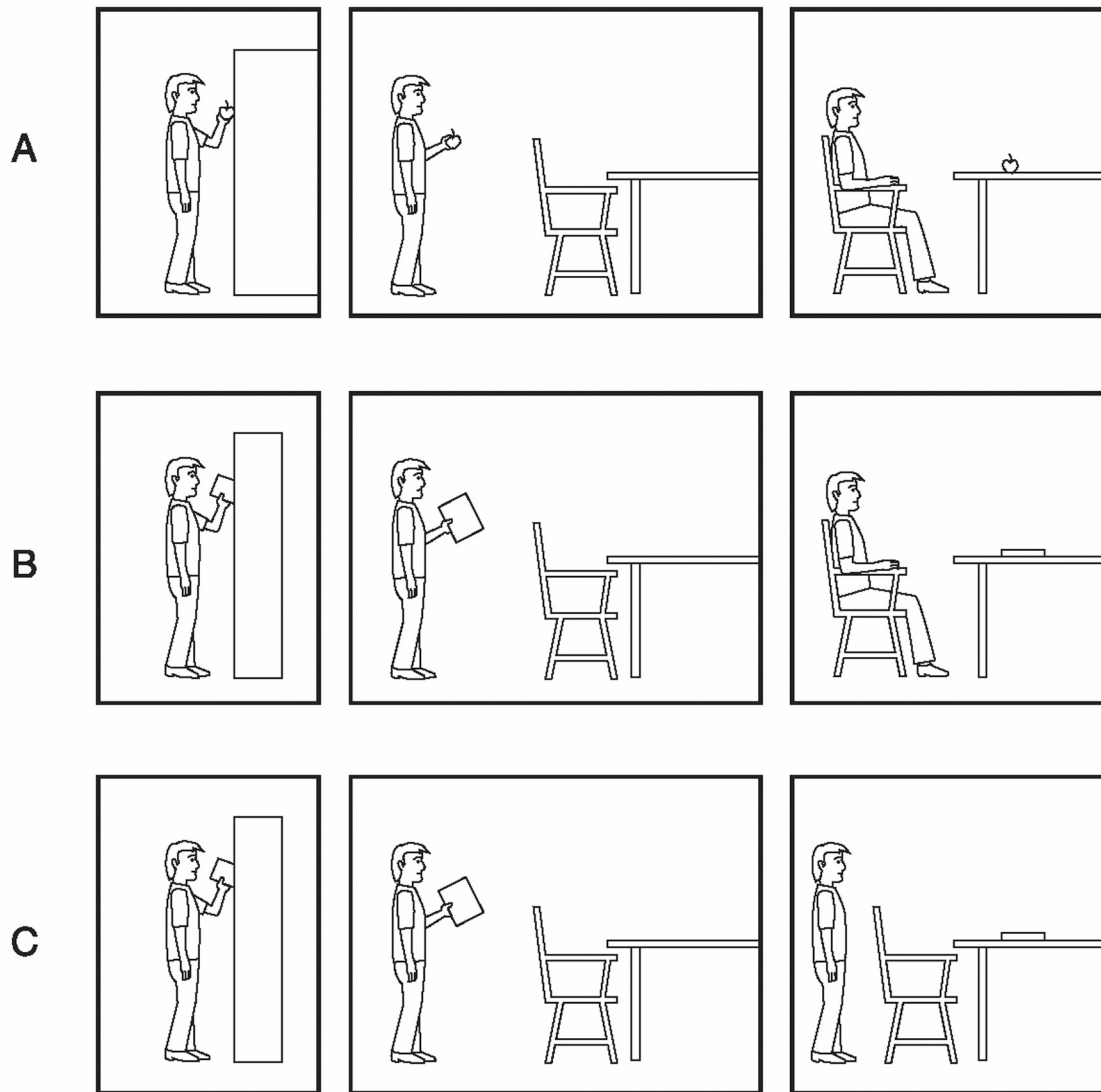
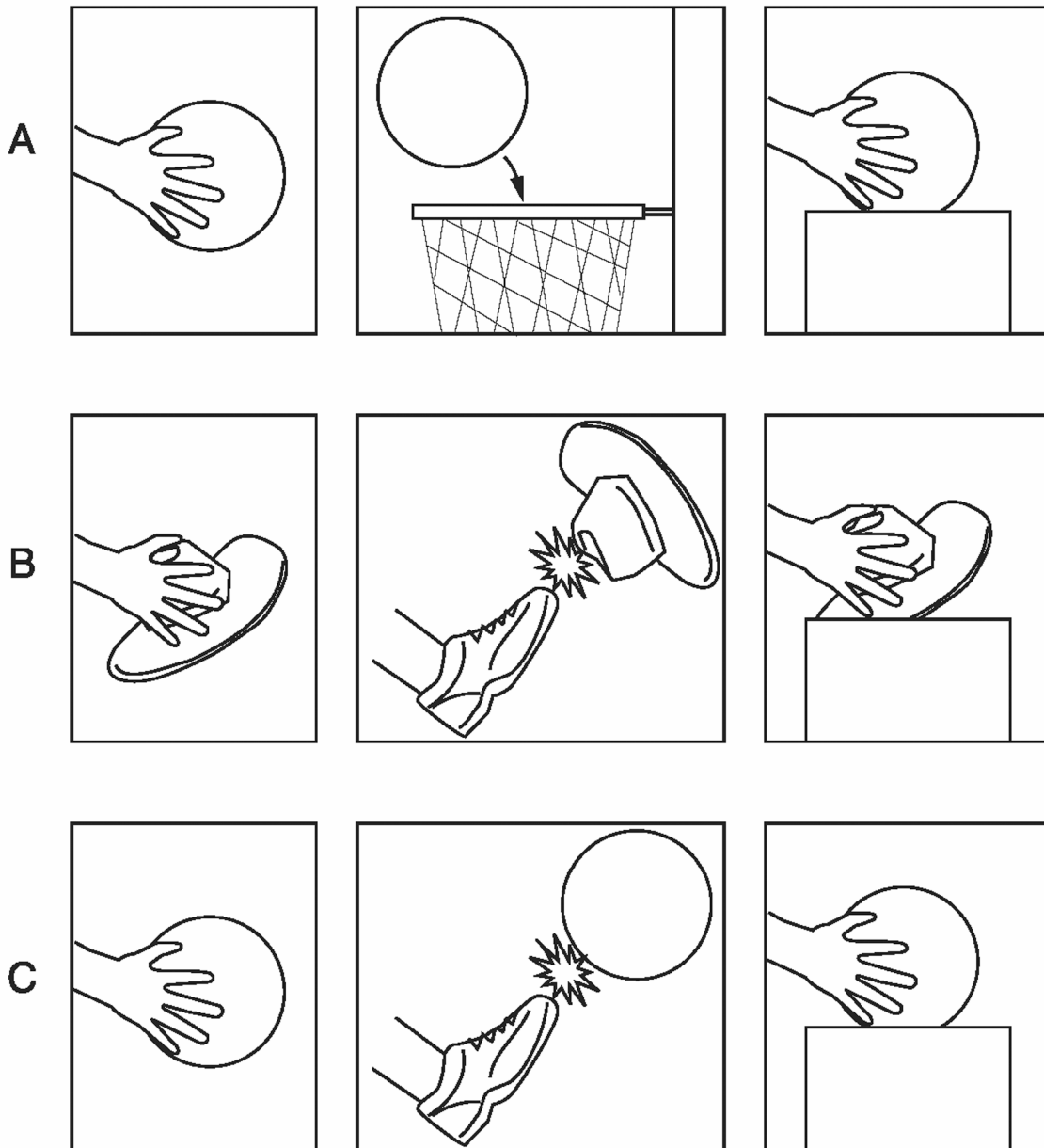


Figure 23: Three-Step Direction (R10)

Pick up the ball.

Kick the ball.

Put it in the box.



R11	<i>5.3 Identify story elements such as characters, setting, and sequence of events.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>With a read-aloud, student identifies at least one story element from a simple text using one word or a series of single words.</p> <ul style="list-style-type: none"> ▪ characters ▪ setting ▪ sequence of events ▪ plot ▪ theme ▪ speaker ▪ problems/solutions 	<p>With a read-aloud, student identifies at least two story elements from a simple text using one word or a series of single words.</p> <ul style="list-style-type: none"> ▪ characters ▪ setting ▪ sequence of events ▪ plot ▪ theme ▪ speaker ▪ problems/solutions 	<p>With a read-aloud, student identifies at least three story elements from a simple text using one word or a series of single words.</p> <ul style="list-style-type: none"> ▪ characters ▪ setting ▪ sequence of events ▪ plot ▪ theme ▪ speaker ▪ problems/solutions

Students earn higher scores by identifying more story elements. For this activity, read the text aloud and ask the students to identify story elements.

R12	<i>5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge).</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With prompting, student uses various strategies to construct meaning of short narrative passages (words to 2 or 3 sentences), for example: <ul style="list-style-type: none"> ▪ illustrations, ▪ context clues, ▪ prior knowledge, ▪ retelling. 	With prompting, student uses various strategies to construct meaning of short to medium passages (up to one paragraph), for example: <ul style="list-style-type: none"> ▪ illustrations, ▪ context clues, ▪ prior knowledge, ▪ retelling. 	With prompting, student uses various strategies to construct meaning of grade-appropriate passages of various types, for example: <ul style="list-style-type: none"> ▪ illustrations, ▪ context clues, ▪ prior knowledge, ▪ retelling.

The student must use a variety of resources available within the selection to earn a 3. Note that the scoring progression also reflects the length of the text, with 3 reserved for longer grade-appropriate texts of varying types. Scoring for this skill will require observation over several reading events.

R13	<i>6.4 Recognize cause and effect and problem and solution, and use text for support.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	In a read-aloud with visual support and prompting, student recognizes cause and effect and problem and solution in a text consisting of simple sentences.	In a read-aloud with visual support and prompting, student recognizes cause and effect and problem and solution in a short to medium length text.	In a read-aloud with visual support and prompting, student recognizes cause and effect and problem and solution in a medium length or longer text.

For R13, select passages of varying lengths that contain causes and effects and problems and solutions. Let the student respond to more than one passage. As in R11, read the text aloud and ask the student to identify the cause and effect or problem and solution within the passage.

R14	<i>6.5 Identify patterns and style in text, such as rhyming and repetition.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With visual support and prompting, student identifies patterns and style within text consisting of a simple sentence, for example: <ul style="list-style-type: none"> ▪ rhyming, ▪ repetition. 	With or without prompting, student identifies patterns and style within text consisting of sentences or paragraphs, for example: <ul style="list-style-type: none"> ▪ rhyming, ▪ repetition. 	With or without prompting, student identifies patterns and style within a variety of texts, for example: <ul style="list-style-type: none"> ▪ rhyming, ▪ repetition.

At score point 1, the student recognizes that some words in a simple sentence rhyme or that there is a particular pattern to the words but will not necessarily recognize their effect. At score point 2, the student will recognize rhyming and repetition in longer selections (paragraphs, short poems). At score point 3, the student will recognize and understand the effects of these devices within a variety of texts, including poems.

The Writing Inventory

To complete the Writing Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks within the testing window, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students. It should be possible to observe two or more students at once.

W01	<i>1.1 Generate ideas before writing using graphic organizers, discussions, and drawings.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	As a prewriting activity, student generates ideas by drawing pictures or dictating. Student must generate at least one idea.	As a prewriting activity, student generates ideas by generating key words.	As a prewriting activity, student generates ideas by independently listing key words or phrases.

This prewriting skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use these organizers effectively to earn a score of 3. Written words are required for a score of 2, and phrases, effectively expressed or not, or well-written single words are required for a score of 3.

W02	<i>2.1 Write to convey ideas or stories using pictures, marks, letters, words, and simple sentences.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student draws a picture to convey a story.	Student draws a picture and writes or dictates one or more words in English about the picture.	Student draws a picture and writes or dictates a sentence in English about the picture.

To move from a score of 1 to a 3, the student must demonstrate increasingly higher levels of fluency by combining pictures and words or using word combinations, such as sentences.

W03	<i>1.1 Write a variety of text types, for example, narrative, descriptive, letter, poem.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Using a provided or student-generated picture prompt, student writes or dictates as developmentally appropriate a story in English using a series of individual words or short phrases relating to the picture.	Using a provided picture prompt, student writes or dictates as developmentally appropriate a story in English using short sentences that may be unconnected by linguistic devices such as connectors and transition words.	Using a provided picture prompt, student writes or dictates as developmentally appropriate a story in English using short sentences that may be connected by linguistic devices such as connectors and transition words.

The focus in W03 shifts from putting thoughts on paper to connecting them. A score of 3 is reserved for student writing that is consciously connected by transition phrases and other linguistic devices. Devices such as “then A, then B, then C” would not warrant a score of 3, while “First we did A. Later we did B. Finally we did C.” would warrant a score of 3. At score point 3, the student must at least dictate in English sentences containing connecting words (for example, *and*, *but*, *then*). Even proper English phrases or sentences lacking transitions would only warrant a score of 2. Use the sample picture prompt (figure 24) or other prompts from instructional materials to help students get started.

Figure 24: Picture Prompt (W03 and W05)



W04	<i>3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student edits an individual word or series of words with teacher support. Examples: <ul style="list-style-type: none"> ▪ words related to a visual prompt ▪ sentence strips 	Student edits writing with teacher support for basic conventions: <ul style="list-style-type: none"> ▪ end punctuation, and ▪ capitalization. 	Student edits writing with teacher support for basic conventions: <ul style="list-style-type: none"> ▪ punctuation (end and internal), ▪ capitalization, and ▪ spelling at appropriate grade level.

This editing skill focuses on specific rules and mechanics. A score of 3 is reserved for work with no or very few mechanical errors and none that detract from meaning. Other errors unrelated to mechanics, for example, an inappropriate word choice that does not seriously alter the meaning of the text, should not be penalized. Scoring for this skill should represent a range of tasks, rather than a single task. Keep in mind that the student is editing kindergarten-level material (preferably his or her own) rather than material that is above grade level.

W05	<i>3.5 Edit writing for complete sentences.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student edits writing for words or phrases with teacher support.	Student edits writing for complete sentences with teacher support.	Student edits writing for complete sentences without teacher support.

As dependence on teacher support decreases, scores increase for this skill. Also note that complexity increases as scores increase. A student who edits words or phrases only, even without teacher support, would only receive a 2. A score of 3 is reserved for independent editing of sentences.

W06	<i>4.2 Print uppercase and lowercase letters correctly and legibly and space letters and words appropriately using correct directionality.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Using a model, student prints uppercase and lowercase letters.	Student independently prints all uppercase and lowercase letters without consistent correct positioning within words or sentences.	Student prints all uppercase and lowercase letters in the correct positions within words and sentences.

To receive a score of a 2 or a 3, the student must print all letters without a model. A score point of 3 requires the student to print letters correctly within a word and a sentence.

W07	<i>4.3 Capitalize letters appropriately in sentences and proper nouns.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student writes first name with capital letters used correctly.	Student uses capital letters to begin sentences.	Student uses capital letters to begin sentences and age-appropriate proper nouns.

The difference between score points is an increase in correctly capitalizing letters for different purposes.

W08	<i>4.4 Spell grade-appropriate words correctly and make phonetic attempts of beyond-grade-appropriate words effectively.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student makes phonetic attempts to spell grade-appropriate words yet rarely spells these words correctly.	Student spells some grade-appropriate words correctly and makes phonetic attempts to spell words at grade level.	Student consistently spells grade-appropriate words correctly and makes phonetic attempts to spell words at or above grade level.

To move from a score point of 1 to a 2, the focus moves from attempting to correctly spell grade-appropriate words. To achieve a score of 3, students must successfully spell grade-level words and attempt above-grade-level words.

W09	<i>4.6 Use resources to find correct spelling (dictionaries, word walls, picture dictionaries).</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With teacher support, student finds correct spelling of a few simple words.	With teacher support, student uses classroom resources to find correct spelling.	Student independently uses classroom resources to find correct spelling.

Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom materials such as word walls, word banks, picture dictionaries, or other resources.

The Listening Inventory

To complete the Listening Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks within the testing window, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions. There are no support materials for this inventory.

L01	<i>1.1 Follow simple one- to four-step directions in sequence to complete a task with and without visual support.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student follows simple one-step directions given in English with or without visual support (pictures, gestures, modeling).	Student follows two-step directions given in English with or without visual support.	Student follows at least three-step directions given in English with or without visual support.

To move from a score of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be, “Close the door,” while a three-step instruction might be, “Go to the door, get the note from the assistant, and bring it to me.”

L02	<i>1.2 Respond to questions in a verbal and nonverbal manner.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>Student responds to simple questions asked in English about a previously learned familiar topic with a nonverbal (gesture or written response) or verbal response in English.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ yes/no questions ▪ either/or questions 	<p>Student responds to concrete questions asked in English with a nonverbal (gesture or written response) or verbal response in English.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ who ▪ what ▪ when ▪ where 	<p>Student responds to abstract questions asked in English with a nonverbal (gesture or written response) or verbal response in English.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ how ▪ why

The examples in L02 range from simple to more abstract. The focus is the student's response, which can be verbal or nonverbal. A score of 3 for a nonverbal response to a complex abstract question or command is appropriate. Nonverbal responses may include pointing, such as to an appropriate picture; acting out a portion of a conversation, for example, pretending to give a book to someone after hearing a conversation in which this action was mentioned; or demonstrating an emotion that was described in a conversation.

L03	<i>2.1 Identify main points from spoken language (with and without visual support).</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>With visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the main point of a short conversation or short text or other media presented in English on a familiar topic.</p> <p>Media examples:</p> <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television 	<p>With or without visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation or other media presented in English on a familiar topic.</p> <p>Media examples:</p> <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television 	<p>With or without visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation or other media presented in English on an unfamiliar topic.</p> <p>Media examples:</p> <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television

While L02 focuses on familiar topics, L03 may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see L02), if it is appropriate to the situation. For example, a student might tell, write, draw, or gesture what someone meant (paraphrase or summarize) in response to a question such as, “Did Henry mean for you to help him or leave him alone?”

L04	<i>2.2 Identify details from spoken language (with and without visual support).</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the details of a short conversation or text or other media presented in English on a familiar topic. Media examples: <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television 	With or without visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the details of a longer conversation or text or other media presented in English on a familiar topic. Media examples: <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television 	Student responds nonverbally (gestures or written responses) or verbally in English to identify the details of a longer conversation or more complex text or other media presented in English on an unfamiliar topic. Media examples: <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television

As with L03, the focus on details of language and a student's response may be in relation to familiar or unfamiliar content. The student needs to attend to details and respond to them appropriately verbally or nonverbally.

L05	<i>3.1 Understand common expressions and vocabulary related to school social interaction.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student has difficulty responding verbally or nonverbally to school social conversations. Relies on gestures, facial expressions, and frequent repetition and rephrasing from speakers.	Student responds appropriately in English, verbally or nonverbally, to school social conversation with limited repetition and rephrasing from speakers.	Student responds appropriately in English, verbally or nonverbally, to school social conversations in a variety of settings.

In L05, the focus shifts to school social conversation (interacting with adults and other students in the school). For a score of 3, the student should participate in conversations, listen to what others are saying, and respond either verbally or nonverbally to what is said. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.

L06	<i>3.2 Understand content-specific vocabulary and discourse features of the content area, for example, add, subtract, character.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student has difficulty responding verbally or nonverbally to academic content presented in English even with frequent repetition, rephrasing, and visual support from the speaker.	Student responds appropriately in English, verbally or nonverbally, to academic content presented in English when provided with limited repetition, rephrasing, and visual support from the speaker.	Student responds appropriately in English, verbally or nonverbally, to academic content presented in English.

In L06, the focus shifts from social to academic and requires the student to respond to classroom instruction in a content area. At score point 1, “frequent repetition” refers to repetition over time, not at a single point in time. If the material has recently been covered on two or more occasions and the student attempts to respond but is unable to respond correctly, a score of 1 is indicated. A score of 3 indicates that the student understands the vocabulary and discourse features within the lesson. Relevant questions about portions of the lesson could also be scored as 3.

L07	<i>4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>After listening to a simple direction presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or a conclusion 	<p>After listening to a simple short story or conversation presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or a conclusion 	<p>After listening to a complex long story or conversation presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or a conclusion

This is the most complex listening skill students are asked to demonstrate. While most responses scored as 3s would be verbal, the student might also draw a picture or create a craft product that demonstrates understanding of a complex story or conversation.

The Speaking Inventory

To complete the Speaking Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks within the testing window, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions. There are no support materials for this inventory.

S01		<i>1.2 Ask a simple question.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3	
Does not meet score point 1.	Student asks questions, social and/or academic, in English using one word or simple phrase. Examples: <ul style="list-style-type: none">▪ Lunch?▪ How you?	Student asks questions, social and/or academic, in English that may be grammatically incorrect but convey meaning. Examples: <ul style="list-style-type: none">▪ We play outside?▪ Teacher gived work, no?	Student asks questions, social and/or academic, in English approximating native English language. Examples: <ul style="list-style-type: none">▪ Would you like to eat lunch with me?▪ What are we doing?	

The student asks a question in both social and academic settings. Scores increase as the student demonstrates mastery of content (2 points) and grammar (3 points). Meaningful but grammatically incorrect questions score only a 2.

S02	1.3 Use formulaic language (language chunks).		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student uses common social greeting and other common utterances in English, such as isolated slang, stock responses, and routine questions.	In conversation or class discussion, student uses short speech patterns or simple repetitive phrases in English. Student may not use formulaic language correctly in new situations.	In conversation or class discussion, student uses formulaic sentences appropriately.

The emerging English speaker uses common greetings and other common utterances. Moving from score point 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use.

S03	2.1 Student responds to pertinent questions with basic facts.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student responds in a developmentally appropriate manner to questions with one- or two-word utterances in English. Even with prompting, student does not provide additional details. Examples: Q: What do you like to eat for lunch? A: Rice. Q: What do you like to do on the playground? A: Swing.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. When prompted, student provides additional details, which may be one- or two-word utterances. Examples: Q: What do you like to eat for lunch? A: Beans and applesauce. Q: What do you like to do on the playground? A: I like swing.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. Student provides additional details without prompting. Examples: Q: What do you like to eat for lunch? A: I like hot dogs with ketchup, relish, and mustard. Q: What do you like to do on the playground? A: The slide. Sliding fast is fun.

The differences between score points are the length and complexity of response.

S04	<i>3.2 Student begins to use basic English vocabulary with prompting.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student begins to use basic English vocabulary with prompting. Examples: people, places, actions, objects	Student uses basic English vocabulary in social settings with prompting. Examples: people, places, actions, objects	Student uses basic English vocabulary in social and academic conversations with prompting. Examples: people, places, actions, objects, numbers, days of the week

This skill focuses on basic vocabulary in a variety of settings. Scores increase as the student uses the skill with greater precision in a wider variety of settings. A score of 3 is reserved for consistent demonstration of this skill in both social and academic settings.

S05	<i>2.6 Give directions and/or instructions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student gives one- or two-word directions and/or instructions in English. Examples: <ul style="list-style-type: none"> ▪ Stop. ▪ Go ahead. 	Student gives simple directions and/or instructions in English using phrases and simple sentences with few details. Example: <ul style="list-style-type: none"> ▪ Stand up. Go to the door. 	Student gives directions and/or instructions in English using complete cohesive sentences with elaboration. Example: <ul style="list-style-type: none"> ▪ Stand up. Go to the door and open the door.

This skill requires the student to answer “how to” questions or to give simple directions. Scores increase with fluency: one or two word responses score one point; phrases or simple sentence responses, two points; and complete cohesive sentences, three points.

S06	<i>3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student begins to clarify his or her ideas in responding to questions using one- or two-word utterances in English.	Student clarifies his or her ideas in responding to questions using phrases and simple sentences in English.	Student clarifies his or her ideas in responding to questions with complete cohesive sentences using elaboration and examples in English.

For S06, the student is expected to elaborate and provide examples, showing evidence of being able to process information and produce unique communication. Scores increase as the student moves from one- or two-word responses (1 point) to phrases and simple sentences (2 points) to complete, cohesive sentences with elaboration (3 points).

S07	<i>3.3 Use logically connected language and discuss implied meanings.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student begins to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using one- or two-word responses in English.	Student begins to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using short phrases and simple sentences in English.	Student begins to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using complex sentences in English.

The difference between score points is the length and complexity of the response. Scores increase as the student moves from one- or two-word responses (1 point) to phrases and simple sentences (2 points) to complete sentences (3 points).

S08	<i>4.3 Use language to justify, organize, agree, and disagree.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student begins to justify, organize, or agree or disagree with questions using one- or two-word utterances in English.	Student begins to justify, organize, or agree or disagree with questions using short phrases and simple sentences in English.	Student can justify, organize, or agree or disagree with questions using complete cohesive sentences in English.

The difference between score points is the length and complexity of response. Scoring progresses from one- or two-word utterances (1 point) to phrases and simple sentences (2 points) to complete sentences (3 points).

Grades 1 and 2

The Reading Inventory

To complete the Reading Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. On the Reading Inventory for grades 1 and 2, the rows are numbered R01 through R14. Some support materials provided for the Kindergarten Inventory may be used for the Grades 1 and 2 Inventory. The skills in the Reading Inventory build from simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the inventory, the same scoring rule will generally apply in a later row, unless there are specific directions to the contrary.

R01	<i>1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With visuals and prompting, student demonstrates letter recognition in written and spoken contexts by recognizing and identifying at least thirteen uppercase and lowercase letters verbally or nonverbally.	With visuals and prompting, student demonstrates letter recognition in written and spoken contexts by recognizing and identifying at least twenty uppercase and lowercase letters verbally.	With visuals and prompting, student demonstrates letter recognition in written and spoken contexts by recognizing and identifying at least twenty-six uppercase and lowercase letters verbally.

Students must recognize both uppercase and lowercase letters. The difference between score points is the number of letters that students must be able to identify correctly. For a score of 1, the student may identify the letters verbally or nonverbally. Alphabet cards (figure 2) and a record sheet (figure 3) may be used.

R02	<i>1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>With visuals and prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, sound combinations, and meaningful differences between sounds in written and spoken contexts.</p> <ul style="list-style-type: none"> beginning sounds ending sounds short vowels word families 	<p>With visuals and prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, sound combinations, and meaningful differences between sounds in written and spoken contexts.</p> <p>Score point 1 skills plus:</p> <ul style="list-style-type: none"> long vowels (<i>ai, ay, ee, ea, igh, oa, oe, ow, ue, ui, ew</i>) initial blends rhyming words 	<p>With visuals and prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, sound combinations, and meaningful differences between sounds in written and spoken contexts.</p> <p>Score point 1 and 2 skills plus:</p> <ul style="list-style-type: none"> initial digraphs vowels + <i>r</i> (<i>ar, or, er, ir, ur, ore, are, air, ure</i>) variant vowels (<i>oy, oi, aw au, ow, ou, oo</i>)

Building further, this skill focuses on increasing mastery of letter sounds. A score of 3 indicates a mastery of nearly all letter sounds, with particular emphasis on distinguishing between sounds that are different but close. Figures 4 through 13 have examples of beginning, ending, and medial sounds for score point 1.

R03	<i>1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With visuals and prompting, student identifies new words in a written context by using word/spelling patterns. Examples: <ul style="list-style-type: none"> at—bat, cat, hat in—pin, tin, win op—mop, top, hop 	With visuals and prompting, student identifies new words in a written context by using <ul style="list-style-type: none"> prefixes suffixes root words syntax and common word/spelling patterns 	With visuals and prompting, student consistently identifies new words in a written context by using <ul style="list-style-type: none"> prefixes suffixes root words syntax and common word/spelling patterns

Here the focus is using word recognition skills to figure out new words of similar form. Appropriate words for this skill are the typical three-letter (consonant-vowel-consonant) words used for recognition exercises at this grade level. Higher scores indicate not only more words but also more word parts. The difference between a score of 2 and 3 is degree of consistency. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes prefixes, suffixes, and other more complex forms. Figures 14 and 15 have examples of roots or spelling patterns.

R04	<i>1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With visuals and prompting, student identifies a limited number (3) of basic contractions. Examples: I'm, I'll, it's, he's, she's, isn't, can't, won't, don't, didn't	With visuals and prompting, student identifies many (6) but not all contractions. Examples: I'm, I'll, it's, he's, she's, isn't, can't, won't, don't, didn't	With visuals and prompting, student consistently identifies a wide range (10) of contractions. Examples: I'm, I'll, it's, he's, she's, isn't, can't, won't, don't, didn't

For R04, students must identify an increasing number of contractions.

R05	<i>1.4 Fluency: Read text fluidly and with appropriate intonation.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student demonstrates little or no fluency in oral reading skills when reading written text/simple sentences and uses little or no self-monitoring or correcting strategies.	Student demonstrates fluency in oral reading skills when reading written text/simple sentences with a few miscues and uses some self-monitoring or correcting strategies.	Student demonstrates fluency in oral reading skills when reading written sentences and paragraphs and uses self-monitoring or correcting strategies.

At R05, the focus shifts from words to more complete text (sentences, paragraphs, and longer text). At score point 1, the student reads words but has trouble with sentences. At score point 2, the student reads sentences with miscues but has trouble with paragraphs. At score point 3, the student reads multiparagraph texts orally with skill. The paragraphs may be short.

R06	<i>2.3 Identify parts of books such as front and back of book, title, author, illustrator, table of contents, and glossary.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With prompting, student identifies, verbally or nonverbally (points), at least two parts of a book. <ul style="list-style-type: none"> ▪ front and back cover ▪ title of book ▪ author ▪ illustrator ▪ table of contents ▪ glossary ▪ index 	With prompting, student identifies, verbally or nonverbally (points), at least three parts of a book. <ul style="list-style-type: none"> ▪ front and back cover ▪ title of book ▪ author ▪ illustrator ▪ table of contents ▪ glossary ▪ index 	With prompting, student identifies, verbally or nonverbally (points), at least four parts of a book. <ul style="list-style-type: none"> ▪ front and back cover ▪ title of book ▪ author ▪ illustrator ▪ table of contents ▪ glossary ▪ index

Score points increase based on the number of parts of the book the student recognizes.

R07	<i>2.4 Use prereading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>With prompting, student demonstrates the ability to use at least two prereading and reading strategies to read written text.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ group discussion—purpose for reading ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story ▪ title of text to predict 	<p>With prompting, student demonstrates the ability to use at least four prereading and reading strategies to read written text.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ group discussion—purpose for reading ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story ▪ title of text to predict 	<p>With prompting, student demonstrates the ability to use five or more prereading and reading strategies to read written text.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ group discussion—purpose for reading ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story ▪ title of text to predict

R07 focuses on prereading and reading strategies. The scores reflect the number of strategies the student can use effectively.

R08	<i>3.3 Use context, sentence structure, multiple meanings, and illustrations to read unfamiliar words.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>With visual support (illustrations) and prompting, student is able to read simple unfamiliar words using one of these skills:</p> <ul style="list-style-type: none"> ▪ context clues ▪ sentence structure ▪ multiple meanings ▪ illustrations 	<p>With visual support (illustrations) and prompting, student is able to read simple unfamiliar words using two of these skills:</p> <ul style="list-style-type: none"> ▪ context clues ▪ sentence structure ▪ multiple meanings ▪ illustrations 	<p>With visual support (illustrations) and prompting, student is able to read simple unfamiliar words using three of these skills:</p> <ul style="list-style-type: none"> ▪ context clues ▪ sentence structure ▪ multiple meanings ▪ illustrations

The student must use context clues to derive meaning from new words. The scores reflect the number of strategies the student can use effectively.

R09	<i>3.4 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With prompting and visual support, student identifies and uses prefixes and suffixes to define written text but with low accuracy and inconsistency.	With prompting and visual support, student identifies and uses prefixes and suffixes to define written text with low to a developing degree of accuracy and consistency.	With prompting and visual support, student identifies and uses prefixes and suffixes to define written text with high degree of accuracy and consistency.

The student earns points for this skill through increasing accuracy and consistency. At score point 3, the student may still make occasional mistakes but consistently uses prefixes and suffixes to determine word meaning.

R10	<i>4.1 Read and follow one- to four-step directions to complete a simple task.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With visual support, student reads and follows or demonstrates and explains one-step directions to complete a simple task.	With visual support, student reads and follows or demonstrates and explains two-step directions to complete a simple task.	With visual support, student reads and follows or demonstrates and explains three-step directions to complete a simple task.

For R10, while scoring may seem straightforward (essentially 1 point per step), keep in mind that these scores represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). Figures 17 through 23 provide directions and graphics from which the student must select the one showing the directions.

R11	<i>5.3 Identify story elements such as characters, setting, and sequence of events.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>With visual support and prompting, student identifies at least one story element in a short and simple written text using one word or a series of single words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ characters ▪ setting ▪ sequence of events ▪ plot ▪ theme ▪ speaker ▪ problem/solutions 	<p>With visual support and prompting, student identifies at least two story elements in a short and simple written text using one word or a series of single words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ characters ▪ setting ▪ sequence of events ▪ plot ▪ theme ▪ speaker ▪ problem/solutions 	<p>With visual support and prompting, student identifies at least three story elements in a short and simple written text using one word or a series of single words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ characters ▪ setting ▪ sequence of events ▪ plot ▪ theme ▪ speaker ▪ problem/solutions

Students earn higher scores by identifying more story elements.

R12	<i>5.4 Demonstrate use of various strategies to construct meaning, for example, context, illustrations, prior knowledge.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>With prompting, student uses at least one strategy to construct meaning of a short narrative passage (words to two or three sentences).</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ illustrations ▪ context clues ▪ prior knowledge ▪ formulating questions ▪ identifying the main idea ▪ identifying details 	<p>With prompting, student uses at least two strategies to construct meaning of a short narrative passage (words to two or three sentences).</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ illustrations ▪ context clues ▪ prior knowledge ▪ formulating questions ▪ identifying the main idea ▪ identifying details 	<p>With prompting, student uses at least three strategies to construct meaning of a short narrative passage (words to two or three sentences).</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ illustrations ▪ context clues ▪ prior knowledge ▪ formulating questions ▪ identifying the main idea ▪ identifying details

Students earn higher scores by using more strategies.

R13	<i>6.4 With visual support and prompting, student recognizes cause and effect and problem and solution in written text consisting of simple sentences using one word or a series of single words.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>With visual support and prompting, student recognizes cause and effect in written text consisting of simple sentences using one word or a series of single words.</p>	<p>With visual support and prompting, student recognizes cause and effect in short to medium length text (up to a paragraph.)</p>	<p>With visual support and prompting, student recognizes cause and effect in a variety of texts.</p>

Standard 6.4 has been divided into two separate tasks for students in grades 1 and 2. For R13, the focus is on cause and effect. To move from score 1 to a 3, students must use increasingly longer texts. To attain a 3, a student must be able to recognize cause and effect in a variety of texts.

R14	<i>6.4 With visual support and prompting, student recognizes cause and effect and problem and solution in written text consisting of simple sentences using one word or a series of single words.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With visual support and prompting, student recognizes problem and solution in written text consisting of simple sentences using one word or a series of single word.	With visual support, student recognizes problem and solution in a short to medium length text (up to a paragraph).	With visual support, student recognizes problem and solution in a variety of written texts.

The focus in R14 is recognizing problems and solutions within text. Scores increase as students are able to recognize a problem and solution within longer text. To attain a 3, students must be able to recognize problems and solutions in a variety of texts.

The Writing Inventory

To complete the Writing Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks within the testing window, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions.

W01	<i>1.1 Generate ideas before writing by using graphic organizers, discussions, and drawings.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student generates ideas by drawing pictures or dictating.	Student generates ideas by generating key words.	Student generates ideas by independently generating phrases or sentences.

This prewriting skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use the organizers effectively to score a 3. At this score point, the focus is independence. If the student generates English phrases and/or sentences without prompting or assistance, the score should be 3.

W02	<i>2.1 Write to convey ideas or stories using pictures, marks, letters, words, and simple sentences.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student draws a picture and uses words to label the picture	Student draws a picture and writes one sentence in English about the picture.	Student draws a picture and writes sentences in English about the picture.

This is a transitional skill. To move from a score of 1 to a score of 3, the student will demonstrate higher and higher levels of fluency by combining pictures and words or using word combinations such as sentences.

W03	<i>2.2 Write a variety of text types, for example, narrative and descriptive.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student composes a text in English by dictating or by making pictures, letters, or marks. Text types: <ul style="list-style-type: none"> ▪ narrative ▪ descriptive ▪ poem ▪ letter 	Student writes a text in English using words or phrases Text types: <ul style="list-style-type: none"> ▪ narrative ▪ descriptive ▪ poem ▪ letter 	Student writes a text in English using sentences and/or paragraphs. Text types: <ul style="list-style-type: none"> ▪ narrative ▪ descriptive ▪ poem ▪ letter

This is the first of two composition skills. The focus is the level of composition: dictating, drawing pictures, and making letters or other marks earn a score of 1. Single words or phrases earn a score of 2, while complete English sentences earn a score of 3.

W04	<i>3.1 Revise draft according to a model or rubric.</i> <i>3.2 Add on to drafts with teacher support.</i> <i>3.3 Revise drafts to achieve organization and sense of audience and to improve word choices, comprehensibility, and legibility.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student revises picture stories when prompted.	Student revises, with support, text written in English.	Student revises text written in English according to a model or rubric.

This skill set requires the student to edit, demonstrating understanding of text that is not self-generated and the ability to revise it according to a set of rules. A score of 3 indicates that the student understands the text as well as the rules and applies the rules appropriately and independently.

W05	<i>3.5 Edit writing for complete sentences.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With support, student attempts to edit writing for complete sentences.	With support, student edits writing for complete sentences.	Student independently edits writing for complete sentences.

As dependence on teacher support decreases, scores go up for this skill. If the student fails to edit complete sentences, even with teacher support, score this skill a 0.

W06	<i>4.2 Print uppercase and lowercase letters correctly and legibly and space letters and words appropriately using correct directionality.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Using a model, student prints uppercase and lowercase letters.	Student independently prints all uppercase and lowercase letters but is inconsistent in correctly positioning them in words and sentences.	Student independently prints all uppercase and lowercase letters in the correct positions in words and sentences.

Students should be given opportunities, over a period of time, to attempt to print all uppercase and lowercase letters. Score the student at the highest level at which he or she consistently performs over time, even if that is a 1.

W07	<i>4.3 Capitalize letters appropriately in sentences and proper nouns.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student writes first and last name with correct capitalization.	Student uses capital letters to begin sentences.	Student uses capital letters to begin sentences and familiar proper names.

In W07, the focus is on independently producing words that are correctly capitalized. To score a 3, students must use capital letters to begin both sentences and familiar proper names. For a 1, the student must be able to write his or her own name with correct capitalization.

W08	<i>4.4 Spell grade-appropriate words correctly and make phonetic attempts of beyond-grade-appropriate words effectively.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student makes phonetic attempts to spell grade-appropriate words.	Student spells a limited number of grade-appropriate words correctly and phonetically attempts to spell words at or above grade level.	Student spells grade-appropriate words correctly and phonetically attempts to spell words above grade level.

There are two issues: attempting and succeeding. Students must successfully spell grade-level words and attempt higher-level words to achieve a 3. Attempting higher-level words while still misspelling common grade-level words should be scored as a 2. If students do not attempt to spell grade-appropriate words even phonetically, the score is 0.

W09	<i>4.6 Use resources to find correct spelling, for example, dictionaries, word walls.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With support, student finds correct spelling of a few simple words.	With support, student uses classroom resources to find correct spelling.	Student independently uses classroom resources to find correct spelling.

Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom resources such as word walls, word banks, picture dictionaries, or other resources.

The Listening Inventory

To complete the Listening Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks within the testing window, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions. There are no support materials for this inventory.

L01	<i>1.1 Follow simple one- to four-step directions in sequence to complete a task with and without visual support.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student follows simple one-step directions in English with or without visual support (pictures, gestures, modeling).	Student follows two-step directions in English with or without visual support (pictures, gestures, modeling).	Student follows at least three-step directions in English with or without visual support (pictures, gestures, modeling).

To move from a score of 0 to 3, the student needs to follow progressively more detailed instructions. A one-step instruction might be, “Close the door,” while a three-step instruction might be, “Go to the door, get the note from the assistant, and bring it to me.”

L02		<i>1.2 Respond to questions verbally and nonverbally.</i>	
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student responds nonverbally (gestures, writing) or verbally in English to simple questions in English about a familiar topic. Examples: <ul style="list-style-type: none"> ▪ yes/no questions ▪ either/or questions 	Student responds nonverbally (gestures, writing) or verbally in English to concrete questions in English. Examples: <ul style="list-style-type: none"> ▪ who ▪ what ▪ when ▪ where 	Student responds nonverbally (gestures, writing) or verbally in English to abstract questions in English. Examples: <ul style="list-style-type: none"> ▪ how ▪ why

The examples in L02 range from simple to more abstract. The focus is the student's response, which can be verbal or nonverbal. A score of 3 for a nonverbal response to a complex abstract question or command is appropriate. Nonverbal responses may include pointing, such as to an appropriate picture; acting out a portion of a conversation, for example, pretending to give a book to someone after hearing a conversation in which this action was mentioned; or demonstrating an emotion that was described in a conversation.

L03		<i>2.1 Identify main points from spoken language with and without visual support.</i>	
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With visual support, student responds nonverbally (gestures, writing) or verbally in English to identify the main point of a short conversation or simple text or other media presented in English about a familiar topic.	With or without visual support, student responds nonverbally (gestures, writing) or verbally in English to identify the main point of a longer conversation or other media presented in English about a familiar topic.	With or without visual support, student responds nonverbally (gestures, writing) or verbally in English to identify the main point of a longer conversation or other media presented in English about an unfamiliar topic.

While L02 focuses on familiar topics, L03 may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see L02), if it is appropriate to the situation. For example, a student might tell you what someone meant (paraphrase or summarize) or respond to a question such as, "Did Henry mean for you to help him or leave him alone?"

L04	<i>2.1 Identify main points from spoken language with and without visual support.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	With visual support, student responds nonverbally (gestures, writing) or verbally in English to identify details of a short conversation or simple text presented in English about a familiar topic.	With or without visual support, student responds nonverbally (gestures, writing) or verbally in English to identify details of a longer conversation or short text presented in English about a familiar topic.	With or without visual support, student responds nonverbally (gestures, writing) or verbally in English to identify details of a longer conversation or more complex text presented in English about an unfamiliar topic.

As with L03, the focus here is on new or unfamiliar content as well as familiar content. The student needs to attend to details and respond to them in an appropriate verbal or nonverbal way. For example, if the student is told to bring four different books from a shelf, the student can retain the directions and return with all four books. That would be a score of 3. The student may or may not discuss the details of the situation.

L05	<i>3.1 Understand common expressions and vocabulary related to school social interaction.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student has difficulty responding verbally or nonverbally to school social conversation. Relies on gestures, facial expression, and frequent repetition and rephrasing from the speaker.	Student responds appropriately nonverbally or verbally in English to school social conversation with limited repetition and rephrasing from the speaker.	Student responds appropriately nonverbally or verbally in English to school social conversations in a variety of settings.

In L05, the focus shifts to school social conversation, that is, interacting with adults and other students in the school. For a score of 3, the student should participate in conversations, listen to what others are saying, and respond either verbally or nonverbally. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.

L06	<i>3.2 Understand content-specific vocabulary and discourse features of the content area, for example, add, subtract, character.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student has difficulty responding appropriately nonverbally or verbally in English to academic content presented in English even with frequent repetition, rephrasing, or visual support from the speaker.	Student responds appropriately nonverbally or verbally in English to academic content presented in English when provided with limited repetition, rephrasing, or visual support from the speaker.	Student responds appropriately nonverbally or verbally in English to academic content presented in English.

In L06, the focus shifts from social to academic environments and requires the student to respond to classroom instruction in a content area. In one sense, a score of 3 indicates that the student understands the lesson, though thoughtful questions about portions of the lesson that the student does not understand would also be scored as a 3. It is important to note that correct answers to content questions are not required for a score of 2 or 3. This is a language test; the scoring focuses on the understanding of the question, not necessarily the production of a response that indicates content mastery.

L07	4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>After listening to a simple direction in English, student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction. Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or draw a conclusion 	<p>After listening to a simple short story or conversation in English, student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction. Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or draw a conclusion 	<p>After listening to a complex long story or conversation in English, student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction. Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or draw a conclusion

This is the most complex listening skill students are asked to demonstrate. While most responses scored as 3s would be verbal, the student might also draw a picture or create a craft product that demonstrates understanding of a complex story.

The Speaking Inventory

To complete the Speaking Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks within the testing window, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions. There are no support materials for this inventory.

S01		<i>1.2 Ask simple questions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3	
Does not meet score point 1	Student asks social and/or academic questions in English using one word or a simple phrase. Examples: <ul style="list-style-type: none">▪ Lunch?▪ How are you?	Student asks social and/or academic questions in English that may be grammatically incorrect but convey meaning. Examples: <ul style="list-style-type: none">▪ We out for fun?▪ Have homework, no?	Student asks grammatically correct social and/or academic questions in English. Examples: <ul style="list-style-type: none">▪ Would you like to eat lunch with me?▪ What is the homework for today?	

The student asks questions in both social and academic settings. Scores increase as the student demonstrates mastery of content (2 points) and grammar (3 points). Meaningful but grammatically incorrect questions score only a 2.

S02	1.3 Use formulaic language (language chunks).		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student uses common social greetings and other common utterances, such as isolated slang, stock responses, and routine questions.	In conversation or class discussion, student uses short speech patterns or simple repetitive phrases in English. Student may not use formulaic language correctly in new situations.	In conversation or class discussion, student uses formulaic sentences appropriately.

The emerging English speaker uses common greetings and other common utterances. Moving from a score point 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use.

S03	2.1 Respond to pertinent questions with basic facts.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student responds in a developmentally appropriate manner to questions with one or two word utterances in English. Even with prompting, student does not provide additional details. Examples: Q: What do you like to eat for lunch? A: Rice. Q: What do you like to do on the playground? A: Swing.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. When prompted, student provides additional details. Examples: Q: What do you like to eat for lunch? A: Beans and lots of applesauce. Q: What do you like to do on the playground? A: Swing and slide. Fast.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. Student provides additional details without teacher prompting. Examples: Q: What do you like to eat for lunch? A: I like hot dogs with ketchup, relish, and mustard. Q: What do you like to do on the playground? A: I like the slide. Sliding fast is fun.

Scores increase from 1 to 3 as the student elaborates appropriately and in English to the questions. For a score of 3, the student must respond without teacher prompting and provide a detailed response. Allow sufficient opportunities for students to respond to a variety of questions that logically require more than simple one-word or short-phrase responses.

S04	2.2 <i>Tell, summarize, and/or retell ideas and/or stories.</i> 2.3 <i>Describe familiar settings and events.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student tells or retells stories or expresses ideas with visual support using one- or two-word utterances in English.	Student tells or retells stories or expresses ideas using short phrases or simple sentences in English.	Student tells or retells stories or expresses ideas using complete sentences, with elaboration, in English.

The student summarizes events and describes familiar things in English. Scores increase as the student moves from single words (1 point) to phrases (2 points) to complete English sentences with elaboration (3 points).

S05	2.6 <i>Give directions and/or instructions.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student gives one- or two-word directions or instructions in English. Examples: <ul style="list-style-type: none"> ▪ Stop. ▪ Go ahead. 	Student gives simple directions or instructions in English using phrases and simple sentences with few details. Example: <ul style="list-style-type: none"> ▪ Stand up. Go to the door. 	Student gives directions or instructions in English using complete cohesive sentences with elaboration. Example: <ul style="list-style-type: none"> ▪ Stand up. Go to the door and open the door.

This skill requires the student to answer “how to” questions or to give simple directions. Scores increase with fluency: one- or two-word responses score one point; phrases or simple sentence responses, two points; and complete cohesive sentences, three points.

S06	<i>3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	<p>Student begins to clarify his or her ideas in responding to questions using one- or two-word utterances in English.</p> <p>Examples:</p> <p>Q: Why did you like the story?</p> <p>A: Pretty bird.</p> <p>Q: How did you get to school?</p> <p>A: The bus.</p>	<p>Student clarifies his or her ideas in responding to questions using phrases and simple sentences in English.</p> <p>Examples:</p> <p>Q: Why did you like the story?</p> <p>A: It was nice.</p> <p>Q: How did you get to school?</p> <p>A: I rode the bus.</p>	<p>Student clarifies his or her ideas in responding to questions with complete cohesive sentences, using elaboration and examples, in English.</p> <p>Examples:</p> <p>Q: Why did you like the story?</p> <p>A: The queen was mean, but the girl was good.</p> <p>Q: How did you get to school?</p> <p>A: I rode the bus with Antonio and Lisa, and we had to cross the street.</p>

For S06, the student is expected to elaborate and provide examples, showing evidence of processing information and producing a unique communication. The sample questions shown under score point 1 can be applied to score points 2 and 3 as well. At the higher score points, the student provides more elaborated answers to the same questions. As in many other rows, scores increase as the student moves from one or two words (1 point) to phrases or simple sentences (2 points) to complete, cohesive sentences with elaboration (3 points).

S07	<i>3.3 Use logically connected language and discuss implied meanings.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student can begin to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using one- or two-word responses in English.	Student can begin to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using short phrases and simple sentences in English.	Student can convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using complex sentences in English.

The difference between score points is the length and complexity of the response. Scores increase as the student moves from one- or two-word responses (1 point) to phrases and simple sentences (2 points) to more complex complete sentences (3 points).

S08	<i>4.3 Use language to justify, organize, agree, and disagree.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1	Student can begin to justify, organize, and agree or disagree using one- or two-word utterances in English.	Student can begin to justify, organize, and agree or disagree using short phrases and simple sentences in English.	Student can begin to justify, organize, and agree or disagree using complete cohesive sentences in English.

This is the most sophisticated skill students in grades 1 and 2 are asked to demonstrate. The difference between score points is the length and complexity of the response. Scores increase as the student moves from one- or two-word responses (1 point) to phrases and simple sentences (2 points) to complete sentences (3 points).

Test Design: Grade Clusters 3–5, 6–8, and 9–12

Reading

This section describes the overall design of the ELDA Reading test for students in grade clusters 3–5, 6–8, and 9–12. Test specifications and sample test items are provided.

Test Structure

The Reading test consists of three parts, which are administered in one day.

Item Types

The Reading test has 50 multiple-choice items in grade clusters 3–5 and 6–8 and 60 multiple-choice items in grade cluster 9–12. To ensure accurate measurement at each achievement level, there are roughly equivalent numbers of low-, mid-, and high-difficulty items. Some items are discrete and some are linked with a passage, which may be short or long. Items measuring the prereading/early reading skills may be either discrete or linked with a passage. Discrete items are only in the 3–5 and 6–8 grade clusters. All reading items in the 9–12 grade cluster are linked to a passage. There are approximately an equal number of items addressing each of these content areas: English language arts, social studies, mathematics, science, and technology. Students read three types of text: short early reading comprehension passages; instructions; and long passages.

The standards measured by reading are:

- demonstrate prereading/early reading skills,
- comprehend written instructions,
- determine main idea and purpose,
- identify important supporting details,
- comprehend key vocabulary and phrases,
- draw inferences, predictions and conclusions,
- determine writer’s attitude or perspective (grade clusters 6–8 and 9–12), and
- analyze style and form (grade cluster 9–12).

Part 1: Short Passages

This section tests students’ ability to understand information in short early reading comprehension passages consisting of one or two sentences. After reading the passage, students respond to one or more multiple-choice items by either filling in missing information or answering a reading comprehension question.

Discrete prereading/early reading items are close sentences that may appear with or without graphics. For example, this item is under a picture of a boy drinking a cup of water:

The boy is thirsty. He is _____.

- A. driving
- B. helping
- C. drinking
- D. swimming

Some early reading items are linked with passages that are three to four sentences long. These items are written at a low difficulty level and are designed to measure precisely the language proficiency level of the newest English language learners.

Part 2: Instructions

This section tests students' ability to understand directions in short written passages from textbooks or teacher handouts. There is a different set of directions for each question. The multiple-choice options are generally in the form of graphics. Students must identify which graphic shows that the directions were followed correctly.

Part 3: Longer Passages

This part measures students' ability to understand information in longer reading passages. Several questions are asked about each passage. For higher grades, 100- to 250-word comprehension passages are used, accompanied by five or six individual test items per passage.

Writing

The Writing test has both multiple-choice and constructed-response (short and extended) items. In grade clusters 3–5 and 6–8, there are 3 short constructed-response, one extended constructed-response, and 15 multiple-choice items. For grade cluster 9–12, there are 4 short constructed-response, one extended constructed-response, and 15 multiple-choice items. The purpose of the constructed-response items is to elicit open-ended responses so that comprehensiveness of expression and use of rhetorical features can be assessed in addition to the specific skills measured through the multiple-choice items. Narrative, descriptive, expository, and persuasive texts are encountered as prompts in the writing domain.

Part 1: Short and Extended Constructed–Response Items

Students read prompts in the test booklet and write responses in the answer document. There are both short and extended responses with different scoring rubrics. Short responses are scored from 0 to 3 points, according to the following rubric.

Table 3: Short Constructed-Response Rubric

3	These responses state or imply the main idea of the prompt. They include completely relevant, specific details. The language is appropriate to the topic and is directed at the appropriate audience. There may be mechanical and/or grammatical errors, but they do not interfere with comprehension
2	These responses state or imply the main idea of the prompt. They include vague and/or partially relevant details. The language is somewhat appropriate to the topic and the audience. There may be mechanical and/or grammatical errors that partially interfere with comprehension.
1	These responses state or imply the main idea of the prompt. They include few if any details. There may be mechanical and/or grammatical errors that interfere with comprehension.
0	These responses fail to demonstrate a minimal understanding of the task. They may be off topic, written in a language other than English, totally incomprehensible due to mechanical and/or grammatical errors, copies of the prompt, or completely blank.

Extended responses are scored from 0 to 4 points, according to the following scoring rubric.

Table 4: Extended Constructed-Response Rubric

4	These responses state or imply the main idea of the prompt. They are thorough, complete, and specific. The language is appropriate to the topic and is directed at the appropriate audience. There may be mechanical and/or grammatical errors, but they do not interfere with comprehension
3	These responses state or imply the main idea of the prompt. They include some relevant details. The language is somewhat appropriate to the topic and the audience. There may be mechanical and/or grammatical errors but they do not interfere with comprehension.
2	These responses state or imply the main idea of the prompt. They include relevant details, but the details are vague. There is an attempt at language that is appropriate to the topic and audience. Errors in mechanics and/or grammar may partially interfere with comprehension.
1	These responses state or imply the main idea of the prompt. They include few if any details. There may be mechanical and/or grammatical errors that interfere with comprehension.
0	These responses fail to demonstrate a minimal understanding of the task. They may be off topic, written in a language other than English, totally incomprehensible due to mechanical and/or grammatical errors, copies of the prompt, or completely blank.

Part 2: Revise and Edit

Short “student-written” passages are used to give students a nonthreatening opportunity to demonstrate English proficiency by improving what appear to be sentences or passages written by their peers. Students respond to twelve multiple-choice items and choose the best answer to correct grammar and language usage errors in passages or to add a topic or concluding sentence.

Part 3: Planning and Organizing

An outline or graphic organizer is provided as a stimulus for three multiple-choice items. In this part, students demonstrate the use of written English in planning and organizing material.

Listening

All items in the listening domain, which are in multiple-choice format and often accompanied by graphic support, require oral responses to materials. To maintain consistency of presentation, the entire Listening test is recorded, on audiotapes in 2005 and 2006 and on compact discs beginning in 2007. There is a range of difficulty at each grade cluster, with an equal number of items at low, mid, and high levels of difficulty. There are approximately equal proportions of text related to each of these academic language areas: English language arts, mathematics, science and technology, social studies, and social environment.

Students listen to five types of texts, recorded by a narrator and actors, and then answer multiple-choice comprehension items. The narrator reads the directions, the questions, and the answer options. The voices reading the text are adult male, adult female, boy, and girl. The texts are read twice to maximize possibilities for understanding. The questions and answer options are read once. Students have 10 seconds to respond to each question after the narrator has read the last answer option. Students are directed to read the items in the test booklet as they listen to the narrator read the questions and answer options and to record their answer in the answer document.

The tone of voice of the recorded stimuli is variable to assess how well students are able to make inferences about a speaker's attitude and mood. The language is either academic and formal or natural sounding and conversational, depending on the nature and purpose of the particular text. All of the text is based within the school setting.

The items measure the ability of the student to:

- determine the main idea;
- identify supporting ideas;
- comprehend spoken instructions;
- comprehend key vocabulary and phrases;
- draw inferences, predictions, and conclusions; and
- determine the speaker's attitude and perspective.

Part 1: Short Phrases

In this part, either a teacher is giving directions or asking a question or students are talking. There is only one question for each short phrase. After the phrase is repeated, the narrator reads the question and the answer options. There are eight questions for grade clusters 3–5 and 6–8 and ten questions for grade cluster 9–12.

Part 2: Short Dialogues

In this part, either a teacher is talking with a student or two students are talking with each other. There is one test item for each exchange. After the exchange is repeated, the narrator reads the question and the answer options. There are eight questions for grade clusters 3–5 and 6–8 and ten questions for grade cluster 9–12.

Part 3: Long Dialogues

In the long dialogues, there are multiple exchanges between a teacher and a student or between two students. There are two items for each dialogue. After the exchange is read once, the narrator reads the first question and the answer options. The exchange is then repeated, and the narrator reads the second question and the answer options. There are twenty-two questions for grade cluster 3–5, fourteen questions for grade cluster 6–8, and twelve questions for grade cluster 9–12.

Part 4: Short Presentations

The short presentations, approximately 30 seconds long, are made by a teacher to a classroom. The presentations are based on academic topics and use age-appropriate academic language. Prior knowledge of the topic is not needed to answer the questions. There are two questions for each presentation. The first question and the answer options are read after the presentation is heard once. The presentation is then repeated, and the second question and answer options are read. There are twelve questions for grade cluster 3–5 and eight questions for grade clusters 6–8 and 9–12.

Part 5: Long Presentations

The long presentations are only included in grade clusters 6–8 and 9–12. The presentations, approximately one minute long, are made by a teacher to a classroom. The presentations are based on academic topics and use age-appropriate academic language. Prior knowledge of the topic is not needed to answer the questions. There are four questions for each long presentation. The first two questions and the answer options are read by the narrator after the presentation is heard once. The presentation is then repeated, followed by the third and fourth questions and their answer options. There are twelve questions for grade cluster 6–8 and twenty questions for grade cluster 9–12.

Speaking

In each grade cluster, sixteen different tasks allow students to demonstrate their skill in spoken English. The test booklet contains only graphic prompts for specific items referenced in the prompts, provided on audiotape in 2005 and 2006 and on compact disc in 2007. Students oral responses to these prompts are scored by the test administrator using the scoring rubric and score-point descriptions included in the *ELDA Speaking Scoring Guide*. Each item is scored 0, 1, or 2. Students are asked to tell or narrate, expand or elaborate on a prompt, reason aloud, or connect socially to an intended audience. Four standards, which indicate functions of speaking, are assessed: connect, tell, explain, and reason. Students are asked to connect socially to an intended audience (connect), tell or narrate (tell), expand or elaborate on a prompt (explain), and reason aloud (reason). Table 5 provides a general description of how the scores are determined for each type of question.

The items are grouped by these content areas: English language arts, mathematics, science and technology, social studies, and school environment. There are types of four items (connect, tell, explain, and reason) for each content area. The items are all related to the same topic building. There are two speakers, a man and a woman. The same speaker reads all four items related to one topic.

Table 5: Speaking Scoring Rubric

Function	Score Point 0	Score Point 1	Score Point 2
Connect Items 1, 5, 9, 13	Response fails to confirm conversational connection; essential information (e.g., name or number of person, place, thing) is either not provided or is unclear/ambiguous.	Response partly establishes/confirms conversational connection; at least some essential information provided (e.g., name or number of person, place, thing); other information is missing or unclear. <i>Errors in mechanics or conventions may impede understanding.</i>	Response establishes/confirms conversational connection; essential information provided (e.g., name or number of person, place, thing) clearly and without ambiguity. <i>Errors in mechanics or conventions do not impede understanding..</i>
Tell Items 2, 6, 10, 14	Response fails to provide essential information cued for and/or to describe/extend with specific detail and/or example; response may include only essential information cued for with no development.	Response provides essential information cued for and attempts to describe/extend with general information; or response provides some specific detail or example without making explicit essential information cued for. <i>Errors in mechanics or conventions may impede understanding.</i>	Response provides essential information cued for and describes/extends with specific detail and/or example. <i>Errors in mechanics or conventions do not impede understanding.</i>
Expand Items 3, 7, 11, 15	Response fails to provide essential information cued for and/or ideas/ information that serve to explain, elaborate, and/or convey order (temporal or spatial); response may include only essential information cued for with no development.	Response provides both essential information cued for and attempts to explain, elaborate, and convey order (temporal or spatial); information included as development may be partial or overly general. <i>Errors in mechanics or conventions may impede understanding.</i>	Response provides both essential information cued for and specific ideas/ information that serve to explain, elaborate, and convey order (temporal or spatial). <i>Errors in mechanics or conventions do not impede understanding.</i>
Reason Items 4, 8, 12, 16	Response fails to express a clear position (position cannot be inferred) or response expresses a position but lacks information that may serve as support for that position; response may include only an unsupported position statement.	Response expresses a position (explicit or implied) and partially supports that position with information (personal experience or observation, fact, hearsay, etc.) that may be incomplete, only partially plausible, or overly general. <i>Errors in mechanics or conventions may impede understanding</i>	Response expresses a clear position (explicit or implied) and includes information to clearly support that position (personal experience or observation, fact, hearsay, etc.). <i>Errors in mechanics or conventions do not impede understanding.</i>

Frequently Asked Questions

Who should take the English Language Development Assessment?

All students in kindergarten through grade 12 who have been identified as limited English proficient (LEP) in the district must take the English Language Development Assessment (ELDA). Students must attain a level 5 in each of the language domains (Reading, Writing, Listening, and Speaking) before they may be considered fully English proficient and cease taking ELDA.

If a student is identified as LEP and his/her parents have opted out of the district's specialized language program, does that LEP student take ELDA?

Yes, Title I and Title III of NCLB requires all LEP students in grades K–12 be assessed for English language proficiency.

Does a LEP student have to take all domains (Reading, Writing, Listening, and Speaking) of ELDA?

A student who is LEP must take all sections of ELDA.

Can a part of ELDA be given in more than one sitting?

Unless a LEP student's IEP or Section 504 Individualized Accommodation Plan states otherwise, each part of ELDA must be given in one sitting.

Is the district responsible for providing the compact disc player to use to administer the Listening and Speaking tests?

Yes, the district needs to provide compact disc players for the ELDA assessment.

Is ELDA high stakes for the student?

No. ELDA is not a high-stakes assessment for the student. It is not used for decisions regarding promotion or graduation. However, the identification of the proficiency level in the four domains of language will benefit the instruction and classroom assessment of a LEP student in all content areas. Students must score a level 5 in each of the language domains (reading, writing, listening, and speaking) to be considered fully English proficient in Louisiana.

May a parent refuse his/her child's participation in ELDA?

If a parent chooses to send his child to a public school and that child is LEP, the child must participate in all of state assessments for which the child is eligible (LEAP, *i*LEAP, GEE, LAA 1 or LAA 2, and ELDA).

May a paraprofessional administer ELDA?

If the district allows and a paraprofessional is trained in the administration of the Listening, Reading, and Writing assessments of ELDA, the paraprofessional may administer these. A certified teacher must administer the Speaking assessment, since a professional judgment is required for scoring this section.

Does the district need to resubmit the IAP and Section 504 Data Validation forms for LEP students to the Department?

It is not necessary for the districts to resubmit the IAP and Section 504 Data Validation forms to the Department.

May the LEP accommodations for LEAP, *i*LEAP, GEE, and LAA 2 be used for ELDA?

No, the LEP accommodations for LEAP, *i*LEAP, GEE, and LAA 2 are not appropriate for use on ELDA. ELDA is an assessment of English proficiency. LEP accommodations provide access to the English language used on content area assessments.

Louisiana English Language Development Standards and Benchmarks

READING

Students who are limited English proficient enter school with a wide range of literacy skills and abilities in their native language. During the education process, students progress in their reading development from emerging literacy to fluency. Students develop reading strategies and skills at their own pace depending in part on their level of education and native language proficiency, the age at which they enter school in the United States, and their ability to learn another language. English language learners acquire reading fluency by drawing upon life experiences, their knowledge of word meanings and sentence structure (syntax), and exposure to a variety of text genres. They accomplish this by reading for a variety of purposes in order to become proficient and knowledgeable readers. The goal is to become lifelong readers and productive members of society and the workplace.

Standard: *Students read, comprehend, analyze, and respond to a range of materials using various strategies for different purposes.*

Proficiency Level 1—Beginner

Students at this level understand simple print material. Students identify high-frequency words and symbols when strongly supported by context.

R1	Benchmark: Students develop initial print awareness and begin to access the curriculum in core subject areas (ELA 1, ELA 5, ELA 6, ELA 7*).	K–2	3–5	6–8	9–12
R1.1	Hold print material in the correct position	X	X	X	X
R1.2	Recognize common signs and logos	X	X	X	X
R1.3	Distinguish individual printed letters from words and sentences	X	X	X	X
R1.4	Identify words from left to right and top to bottom on the printed page	X	X	X	X
R1.5	Recognize the order of the alphabet and form of letters, and Arabic numbers.	X	X	X	X
R1.6	Know the difference between uppercase and lowercase letters	X	X	X	X
R1.7	Recognize phonetic pronunciation of the letters of the alphabet	X	X	X	X
R1.8	Match oral words to printed words or graphics	X	X	X	X
R1.9	Read simple one-syllable and high-frequency words when strongly supported by context (e.g., basic sight words)	X	X	X	X
R1.10	Use emerging reading skills to make meaning from print	X	X	X	X

* These are the Louisiana English language arts standards to which the benchmark is aligned.

Proficiency Level 2

Students at this level understand the general message of basic reading passages that contain simple language structures and syntax. Students begin to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and context.

R2	Benchmark: Students understand simple material for academic or social purposes to continue to access the curriculum in core subject areas (ELA 1, ELA 5, ELA 6, ELA 7).	K–2	3–5	6–8	9–12
R2.1	Use prior knowledge to interpret pictures	X	X	X	X
R2.2	Use pictures to make predictions about the text	X	X	X	X
R2.3	Recognize sound/symbol relationships	X	X	X	X
R2.4	Read common word families and simple sentences	X	X	X	X
R2.5	Read compound words and contractions	X	X	X	X
R2.6	Use cognates for academic or social comprehension	X	X	X	X
R2.7	Recognize basic word order rules in phrases, simple sentences, or simple text	X	X	X	X

Proficiency Level 3

Students at this level understand descriptive materials within familiar contexts and some complex narratives. The students use visual and contextual cues to derive meaning from text that contains unfamiliar words and expressions. A disparity may exist between reading fluency and comprehension.

R3	Benchmark: Students understand a more complex narrative and descriptive materials within a familiar context to continue to access the curriculum in core subject areas (ELA 1, ELA 5, ELA 6, ELA 7).	K–2	3–5	6–8	9-12
R3.1	Demonstrate knowledge of taught contractions	X	X	X	X
R3.2	Recognize common abbreviations	X	X	X	X
R3.3	Use capitalization and punctuation to comprehend	X	X	X	X
R3.4	Locate the meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries, and other sources	X	X	X	X
R3.5	Recognize and use knowledge of spelling patterns when reading	X	X	X	X
R3.6	Recognize the format of poetry versus prose	X	X	X	X
R3.7	Identify the main idea	X	X	X	X
R3.8	Identify multisyllabic words by using common syllable patterns				

Proficiency Level 4

Students at this level comprehend the context of most text in the academic areas with some degree of support. They read many literary genres for pleasure and have a high degree of success reading factual but nontechnical prose.

R4	Benchmark: Students, approaching grade level, understand the content of most text with support in academic content areas (ELA 1, ELA 5, ELA 6, ELA 7).	K–2	3–5	6–8	9–12
R4.1	Interact independently with a variety of texts	X	X	X	X
R4.2	Recognize most common English morphemes in phrases and sentences	X	X	X	X
R4.3	Apply knowledge of word relationships, such as root and affixes, to derive meaning from literature and texts in content area	X	X	X	X
R4.4	Rely on context clues to determine meaning	X	X	X	X
R4.5	Use reference materials including the glossary, dictionary, index thesaurus, almanac, atlas, and multimedia resources	X	X	X	X
R4.6	Distinguish between main idea and supporting details	X	X	X	X

Proficiency Level 5

Students at this level use the same reading strategies as their native English-speaking peers to derive meaning from a wide range of both social and academic texts.

R5	Benchmark: Students understand a wide range of both social and academic texts available to native English speakers at grade level (ELA 1, ELA 5, ELA 6, ELA 7).	K–2	3–5	6–8	9–12
R5.1	Create artwork or a written response that shows comprehension of a selection	X	X	X	X
R5.2	Comprehend material from a variety of genres	X	X	X	X
R5.3	Draw correlation from literature and links to real life situations	X	X	X	X
R5.4	Name and analyze story plot, setting, and conflict	X	X	X	X
R5.5	Analyze, evaluate, and draw conclusions by providing evidence presented in the text	X	X	X	X
R5.6	Organize, evaluate, and condense information for use in a presentation or writing	X	X	X	X

WRITING

Students who are limited English proficient (LEP) are expected to perform on an academic level commensurate with their English-speaking peers. The skills inherent to developing their English writing fluency are virtually the same at every grade level. Skills considered characteristic of a specific grade level for native English speaking students might or might not have been part of the students' educational experience in their culture of origin.

Students' awareness of essential information relative to developing written fluency is crucial to their overall academic success. Instruction is designed to address their level of written English proficiency.

Standard : *Students write proficiently in English for various purposes and audiences.*

Proficiency Level 1

Students at this level are beginning to develop communicative writing skills including the formation of individual letters and transcription of familiar words or phrases. Instruction for these students will target alphabetic awareness and basic writing techniques relative to phonological, graphological, and morphological concerns.

W1	Benchmark: Students demonstrate growth in communicative writing skills to begin to access the curriculum in core subject areas (ELA 2, ELA 3).	K–2	3–5	6–8	9–12
W1.1	Draw or copy from a model	X	X	X	X
W1.2	Print uppercase and lowercase letters of the alphabet	X	X	X	X
W1.3	Print legibly using left to right, top to bottom directionality	X	X	X	X
W1.4	Write his/her own name and other important words	X	X	X	X
W1.5	Print legibly using correct spacing between letters and words and sentences	X	X	X	X
W1.6	Copy words posted and commonly used in the classroom	X	X	X	X
W1.7	Label key parts of common objects	X	X	X	X
W1.8	Capitalize first words of a sentence, proper nouns, and initials (e.g., names, months, days of the week)	X	X	X	X

Proficiency Level 2

Students at this level describe basic personal needs and compose short informative passages on very familiar topics. Students use prior knowledge to build understanding of essential grammatical concepts and constructs such as syntax and semantics.

W2	Benchmark: Students compose short informative passages on familiar topics and continue to access the curriculum in core subject areas (ELA 2, ELA 3).	K–2	3–5	6–8	9–12
W2.1	Arrange words in alphabetical order	X	X	X	X
W2.2	Use phonetic spelling		X	X	X
W2.3	Produce several simple sentences on a topic	X	X	X	X
W2.4	Use correct punctuation at end of sentence	X	X	X	X
W2.5	Write labels, notes, captions for illustrations, possessions, charts, and centers		X	X	X
W2.6	Fill out simple forms with personal information with support		X	X	X
W2.7	Begin to demonstrate knowledge of paragraph structure		X	X	X

Proficiency Level 3

Students at this level write simple texts, personal/business letters, and short reports using high-frequency language. Students recognize and correct obvious grammatical and syntactical errors. Students write various sentence patterns/structures.

W3	Benchmark: Students write simple texts, correspondence, and short reports using high-frequency language and continue to access the curriculum in core subject areas (ELA 2, ELA 3).	K–2	3–5	6–8	9–12
W3.1	Begin to demonstrate conventional spelling	X	X	X	X
W3.2	Identify complete and incomplete sentences in writing in English		X	X	X
W3.3	Use basic grammatical constructions in simple sentences		X	X	X
W3.4	Write multiple sentences about a topic		X	X	X
W3.5	Write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final <i>e</i> when such endings as <i>ing</i> , <i>ed</i> , or <i>able</i> are added; correctly use apostrophes in contractions and possessives		X	X	X
W3.6	Write friendly notes and letters (e.g., thank-you notes)		X	X	X
W3.7	Edit writing for punctuation, capitalization, and spelling		X	X	X

Proficiency Level 4

Students at this level write multiparagraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors. Students refine English writing skills leading into more mature stylistic and expressive formats.

W4	Benchmark: Students, approaching grade level, write multiparagraph essays, journal entries, personal and business letters, and creative texts in an organized fashion in both social and academic core subject areas (ELA 2, ELA 3).	K–2	3–5	6–8	9–12
W4.1	Use planning strategies before writing (e.g., process writing, graphic organizers); converse on simple topics beginning to use most conventions of oral language including intonation, syntax, and grammar (subject-verb agreement, complete sentences, and correct tense)		X	X	X
W4.2	Use resources to find correct spellings, synonyms, and replacement words		X	X	X
W4.3	Use correct spelling of frequently used words in writing that contain affixes, contractions, compounds, and common homophones, and words appropriate to the topic in English		X	X	X
W4.4	Write, with accurate spelling, root words such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>able</i> or <i>less</i> , and prefixes such as <i>re</i> or <i>un</i> .		X	X	X
W4.5	Spell derivatives correctly by applying the spelling of bases and affixes		X	X	X
W4.6	Write a three-paragraph essay about a topic		X	X	X
W4.7	Edit and revise writing for grammar and content		X	X	X
W4.8	Begin writing in a variety of genres		X	X	X

Proficiency Level 5:

Students at this level write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions. Students continue to expand written vocabulary to express themselves in various genres.

W5	Benchmark: Students, at grade level, produce fluent academic writing using language structures, technical vocabulary, and appropriate writing conventions to access the curriculum in core subject areas (ELA 2, ELA 3, ELA 7).	K–2	3–5	6–8	9–12
W5.1	Organize and record expository information on pictures, lists, charts, and tables for literature and content area		X	X	X
W5.2	Write to inform, explain, describe, report, and narrate		X	X	X
W5.3	Use figurative language correctly			X	X
W5.4	Use analogies, quotations, and facts to support a thesis			X	X
W5.5	Proofread writing for appropriateness of organization, content, style, and conventions		X	X	X
W5.6	Apply rubric criteria to evaluate writing			X	X

LISTENING

Standard: *Students demonstrate competence in listening as a tool for learning and comprehension.*

Proficiency Level 1:

Students at this level are beginning to understand short utterances. They occasionally understand isolated words, such as cognates, borrowed words, or high-frequency social conventions.

L1	Benchmark: Students demonstrate growth in comprehension of oral language and begin to access the curriculum in core subject areas (ELA 4).	K–2	3–5	6–8	9–2
L1.1	Detect nonverbal and verbal cues	X	X	X	X
L1.2	Focus attention selectively	X	X	X	X
L1.3	Demonstrate comprehension through nonverbal responses.	X	X	X	X
L1.4	Respond correctly to high-frequency social conventions (e.g., greetings, introductions, leave-taking)	X	X	X	X
L1.5	Respond to simple directions or instructions	X	X	X	X
L1.6	Listen to and imitate others' use of language	X	X	X	X
L1.7	Comprehend a few words and phrases with basic English grammatical forms	X	X	X	X

Proficiency Level 2:

Students at this level understand simple statements, directions, and questions. They rely on a speaker's use of repetition, gestures, and other nonverbal cues to sustain communication.

L2	Benchmark: Students comprehend simple statements, directions, and questions and continue to access the curriculum in core subject areas (ELA 4).	K–2	3–5	6–8	9–12
L2.1	Begin to discriminate the sounds and intonation patterns of the English language	X	X	X	X
L2.2	Understand basic structures, expressions, and vocabulary such as school environment and basic personal information (e.g., home address, phone number, emergency number)	X	X	X	X
L2.3	Comprehend key words, phrases and/or sentences with basic English grammatical forms	X	X	X	X
L2.4	Follow multistep oral directives to complete a task	X	X	X	X
L 2.5	Interpret speaker's message, purpose, and perspectives (e.g., inflection, intonation, and stress)	X	X	X	X
L 2.6	Assess how language choice reflects the tone of the message	X	X	X	X

Proficiency Level 3:

Students at this level understand standard speech delivered in most settings with some repetition and rephrasing. They understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language.

L3	Benchmark: Students comprehend simple narratives and structures in short interactions with peers and adults and continue to access the curriculum in core subject areas (ELA 5).	K–2	3–5	6–8	9–12
L3.1	Demonstrate proficiency of the listening process (e.g., focusing attention and interpreting and responding to topics in everyday situations.	X	X	X	X
L3.2	Listen attentively to stories/information and identify main idea and key details and concepts using both verbal and nonverbal cues of the speaker	X	X	X	X
L3.3	Identify a variety of media messages and give some supporting details	X	X	X	X

Proficiency Level 4:

Students at this level understand most standard speech. They identify main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Students infer meaning from stress, intonation, pace, and rhythm.

L4	Benchmark: Students understand speech in most authentic situations with some repetition and rewording in both social and core academic settings approaching grade level (ELA 6).	K–2	3–5	6–8	9–12
L4.1	Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works	X	X	X	X
L4.2	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations	X	X	X	X
L4.3	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately	X	X	X	X

Proficiency Level 5:

Students at this level understand and identify the main ideas and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics in a number of modalities. Students apply linguistic skills and knowledge, including vocabulary, idioms, and complex grammatical structures, to the learning of academic content. They comprehend subtle, nuanced details of meaning.

L5	Benchmark: Students master comprehension of standard speech at grade level in both social and core academic settings. (ELA 7).	K–2	3–5	6–8	9–12
L5.1	Differentiate between the speaker’s opinion and verifiable fact	X	X	X	X
L5.2	Demonstrate comprehension of, and respond appropriately to ideas in a persuasive speech, oral interpretation of literacy sections, interviews, in a variety of real-life situations and educational and scientific presentations	X	X	X	X
L5.3	Identify, analyze, and imitate a speaker’s persuasive techniques such as selling, convincing, and using propaganda		X	X	X

SPEAKING

Standard: *Students demonstrate competence in speaking for effective communication in social and academic contexts.*

Proficiency Level 1:

Students at this level use gestures and simple words or phrases when given sufficient context or visual cues to respond to or request information.

S1	Benchmark: Students will show growth in oral communication using high-frequency learned words and phrases to begin to access the curriculum in core subject areas (ELA 4).	K–2	3–5	6–8	9–12
S1.1	Communicate with gestures and nonverbal modalities	X	X	X	X
S1.2	Communicate using common social greetings and simple repetitive phrases	X	X	X	X
S1.3	Answer simple questions with one- and two-word responses	X	X	X	X
S1.4	Communicate basic needs, wants, and feelings	X	X	X	X
S1.5	Generate a few words and phrases with basic English grammatical form and phonemic accuracy	X	X	X	X

Proficiency Level 2:

Students at this level use appropriate strategies to initiate and respond to simple conversation with hesitation, relying on known vocabulary, familiar structures and utterances and may have to repeat themselves to be understood.

S2	Benchmark: Students use appropriate strategies to initiate and respond to simple statements and questions to continue to access the curriculum in core subject areas (ELA 4).	K–2	3–5	6–8	9–12
S 2.1	Name people, places, objects, events, and basic concepts such as days of the week, food, occupations, and time	X	X	X	X
S 2.2	Restate oral directions or instructions	X	X	X	X
S 2.3	Ask and give information such as directions, address, name, age, and nationality	X	X	X	X
S 2.4	Ask and answer questions using simple phrases or sentences	X	X	X	X
S 2.5	Respond to factual questions about texts read aloud	X	X	X	X
S 2.6	Narrate basic sequence of events	X	X	X	X

Proficiency Level 3:

Students at this level communicate orally, often with hesitation, when using low-frequency vocabulary. They begin to produce complex sentence structures, use verb tenses correctly, and discuss academic topics.

S3	Benchmark: Students initiate and sustain a simple conversation in social and core academic settings (ELA 4, ELA 7).	K–2	3–5	6–8	9–12
S3.1	Ask and answer questions to gather and provide information in English	X	X	X	X
S3.2	Converse on simple topics, begin to use most conventions of oral language, including intonation, syntax, and grammar	X	X	X	X
S3.3	Narrate simple sequence of events	X	X	X	X
S3.4	Retell and paraphrase familiar stories with simple sentences	X	X	X	X
S3.5	Ask and answer instructional questions about simple written texts with simple words and phrases		X	X	X
S3.6	Give directions/procedures		X	X	X
S3.7	Prepare and deliver short oral presentations (e.g., tell a story using pictures, academic topic)		X	X	X

Proficiency Level 4:

Students at this level engage in most communicative situations with some errors, demonstrating competence in oral language. They have a high degree of fluency and accuracy when speaking in social settings, although they may encounter difficulty in academic language production.

S4	Benchmark: Students approaching grade level communicate with confidence in most situations with support in academic areas (ELA 4, ELA 7).	K–2	3–5	6–8	9–12
S4.1	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter		X	X	X
S4.2	Respond to factual questions about texts read aloud	X	X	X	X
S4.3	Communicate effectively in conversations and group discussions while problem solving and planning		X	X	X
S4.4	Use the conventions of oral language effectively including intonation, syntax, and grammar (e.g., subject-verb agreement, complete sentences, and correct tense)		X	X	X
S4.5	Narrate complex sequence of events		X	X	X
S4.6	Use a variety of idiomatic expressions and figurative language appropriately		X	X	X
S4.7	Persuade, argue, or reason to support spoken ideas with evidence, elaborations, and examples		X	X	X

Proficiency Level 5

Students at this level are fluent and accurate in language production with some hesitation regarding technical content area vocabulary.

S5	Benchmark: Students on grade level engage in social and academic communication with mastery of complex language structures in varied situations (ELA 4, ELA 7).	K–2	3–5	6–8	9–12
S5.1	Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion		X	X	X
S5.2	Use effective, rate, volume, pitch, and tone for the audience setting		X	X	X
S5.3	Actively participate and initiate more extended social conversations or discussions with peers and adults on familiar or unfamiliar topics by making relevant contributions, asking and answering questions, restating, and soliciting information		X	X	X
S5.4	Demonstrate effective communication skills that reflect such demands as interviewing, reporting, and requesting and providing information		X	X	X
S5.5	Prepare and deliver extended oral presentations that follow a process of organization, using a variety of sources for a research project			X	X
S5.6	Explain abstract tasks and/or concepts with appropriate sequencing, taking into account the listener's perspective			X	X
S5.7	Negotiate with confidence, using complex language structures for expression of personal views of abstract ideas			X	X

Proficiency Level Descriptors for ELDA K–2

READING

Level 5 (Full English Proficiency)

Students at this level participate in reading activities, with little teacher support, at a level comparable to their English-speaking peers. They read for different purposes across a variety of text types. They have an increasing range of receptive nonacademic and academic vocabulary that allows them to read with greater fluency. They understand multiple word meanings. They have greater comprehension as a result of their increasing control of the structures of English. They can make connections between what they read and other experiences and tasks.

Level 4 (Advanced)

Students at this level can read familiar text with minimal teacher or visual support. However, they still need those supports to comprehend unfamiliar text. They can apply their phonemic awareness skills to read more complicated text. They have oral fluency and use self-monitoring and self-correction strategies when necessary. They use prereading, reading, and postreading strategies but still need teacher prompting to use these skills. They can identify all story elements and can recognize cause-and-effect relationships in the texts they read. They make connections between the texts they read and themselves, the world, and other texts. They comprehend read-aloud text and can participate in a majority of read-aloud activities. They are beginning to read across text types and apply what they read to other activities.

Level 3 (Upper Intermediate)

Students at this level are developing phonemic-awareness skills that allow them to read and comprehend single words and simple text. Reading is aided by visual and teacher supports. At this stage, oral reading is hesitant and difficult to understand because they lack oral language proficiency. These students have a small repertoire of high-frequency words. They are beginning to use simple reading strategies and to make connections between the text they are reading and themselves, the world, and other texts. They comprehend simple and simple-compound sentence structures. They recognize that words serve different functions, have multiple meanings, and have both synonyms and antonyms. For read-aloud text, they can identify, with teacher support, some story elements and retell a majority of the story.

Level 2 (Lower Intermediate)

Students at this level begin to identify the names of both uppercase and lowercase letters. They use junctures to identify where words begin and end. They begin to recognize that words serve different functions, for example, nouns and verbs. They can follow multistep directions graphically presented. From read-aloud text, they derive meaning primarily from pictures and the teacher's tone of voice and gestures.

Level 1 (Beginning)

Students at this level are not yet functional in English. They understand how print in English works (front-to-back, top-to-bottom, left-to-right) and begin to track it. They can distinguish letters from other symbolic representations. They can follow one-step directions presented graphically. They can imitate the act of reading, for example, holding a book and turning pages; however, they derive meaning only through pictures.

WRITING

Level 5 (Full English Proficiency)

Students at this level participate in writing activities, across all text types, with no teacher support. They edit for sentence-level structure, spelling, and mechanics and revise for content, organization, and vocabulary. They can use complex sentence structures, with some errors, and can edit for syntax and grammar. They have a range of nonacademic and academic vocabulary that allows for precision, and they begin to use nuanced and alternative word meanings. They employ subtleties for different audiences and purposes. They can use appropriate writing conventions, with some errors that do not affect comprehensibility.

Level 4 (Advanced)

Students at this level participate in writing activities with minimal teacher support. They are able to restructure in writing the language they know to meet the creative demands of most social and academic situations. They can write mostly coherent, unified, and appropriately sequenced sentences. They use devices to connect ideas logically. They use a range of grammatical structures and can switch appropriately from one tense to another as required by the time frame of their text. They make some errors in modality, tense, agreement, pronoun use, and inflections. Students have a strong Basic Interpersonal Communication Skills (BICS) vocabulary and a functional academic vocabulary that allows them to participate meaningfully in content classes. They write, using all text types, at a developmentally appropriate level. They edit for sentence-level structure, spelling, and mechanics and revise for content, organization, and vocabulary.

Level 3 (Upper Intermediate)

Students at this level participate in writing activities with some teacher support. They can write simple and simple-compound sentences and are beginning to write with simple phrases. They use simple tenses, number, and agreement with random errors. They use transition words to link sentences and order these in a developmentally appropriate manner. They begin to edit for sentence-level structure, spelling, and mechanics and revise for content, organization, and vocabulary, usually with teacher support. They have a good range of BICS vocabulary and are beginning to use more academic content-specific words. They write mostly descriptive, expository, procedural, and narrative text. Their writing is less dependent on visual support such as pictures and graphic organizers, discussion of shared experiences, and scaffolding.

Level 2 (Lower Intermediate)

Students at this level participate in writing activities by drawing pictures or dictating words. They are able to write connected words and short telegraphic sentences. They are able to revise or edit their writing with teacher support. Their writing is marked by the lack of tense, number, and agreement. They may use some simple transitional markers, usually *and*, to link ideas. Their written vocabulary reflects their oral vocabulary. They make frequent errors in mechanics such as punctuation and capitalization. They write mostly descriptive, expository, and procedural text. Their writing is most effective when supported by a visual, a shared experience, or scaffolding.

Level 1 (Beginning)

Students at this level are not yet functional in English. They participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (scribbling), but their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

LISTENING

Level 5 (Full English Proficiency)

Students at this level understand most grade-level appropriate content-area and school/social speech. They understand the main ideas and relevant details of extended discussions or oral presentations on a range of familiar and unfamiliar topics comparable to a native English speaker at the same grade level. They are capable of interpreting what they hear. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating both to content areas and to school/social environments.

Level 4 (Advanced)

Students at this level understand conversations in most school/social settings. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They are able to comprehend conversations and orally delivered texts involving description and narration in different time frames or conditions. They understand most of the basic language forms of spoken English, including timeless conditionals and sentences that use clauses and phrases. They are able to understand cohesive devices to follow the sequence in an oral presentation or text. They comprehend most grade-level vocabulary and idioms, especially related to school/social environments, and are beginning, with limited supports such as visuals and rephrasing, to develop a wide range of academic vocabulary related to content areas. They understand multiple meanings of words and can use context clues to understand messages.

Level 3 (Upper Intermediate)

Students at this level understand sentence-length statements and questions on a variety of social and academic topics that include recombinations of learned language structures. They understand simple and compound sentences. They understand time through the use of simple tenses that may not be supported by adverbials of time. They are able to understand multistep directions. They also can identify the difference between statements and questions through intonation, word order, and interrogative words. They understand and are able to identify main ideas and some details from conversations and simple, age-appropriate, orally delivered text, usually with visual support, in familiar communicative situations and in academic content areas. They begin to interpret meaning from conversations and orally delivered text, making predictions and drawing conclusions. They understand some idioms, mostly related to school/social environments, and key vocabulary from content areas. They are aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Level 2 (Lower Intermediate)

Students at this level understand simple, short statements and questions about a well-known topic within a familiar context. Tense is understood through the use of adverbials or situation rather than inflectional endings. They are able to follow simple multistep directions. They identify the main idea and some details of short conversations or simple orally delivered text about a familiar topic. They understand basic grammatical structures and vocabulary in the school and social environment. Students at this level still need frequent repetition and rephrasing. They understand what they have heard but not variations or recombinations of what they have heard.

Level 1 (Beginning)

Students at this level are not yet functional in English. They may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single word or short phrase) directions, commands and questions. They rely on nonverbal cues, such as gestures and facial expressions, and require frequent repetition and rephrasing to understand spoken language. They need strong situational support to understand most oral language.

SPEAKING

Level 5 (Full English Proficiency)

Students at this level can supply coherent, unified and appropriately sequenced responses. They use a variety of devices to connect ideas logically. They understand and can use a range of complex and simple grammatical structures appropriate to the topic and type of discourse. Their grammar and vocabulary is comparable to that of a minimally proficient native English speaker—grammar errors seldom impede communication, and their range of school social and academic vocabulary allows a precision of speech comparable to a native English speaker. They can effectively engage in noninteractive speech. They can use language effectively to connect, tell, expand, and reason. They show flexibility, creativity, and spontaneity in speech in a variety of contexts.

Level 4 (Advanced)

Students at this level are able to restructure the language they know to meet the creative demands of most social and academic situations. They can supply mostly coherent, unified, and appropriately sequenced responses. They use some devices to connect ideas logically, and they use a range of grammatical structures. They make some errors in modality, tense, agreement, pronoun use, and inflections. These students have sufficient vocabulary to communicate in nonacademic situations and most academic ones. They can engage in extended discussions. They often use language to connect, tell, and expand on a topic and can begin to use it to reason. They are fluent but may still hesitate in spontaneous communicative situations.

Level 3 (Upper Intermediate)

Students at this level are no longer wholly dependent on practiced, memorized, or formulaic language. They restructure learned language to communicate on a range of subjects. Their speech is still marked by errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication in simple sentences but do interfere in complex constructions. Intermediate level students are limited in vocabulary, especially academic vocabulary. They can retell, describe, narrate, question, and give instructions, although they lack fluidity and fluency when not using practiced or formulaic language. They often use language to connect and tell and sometimes to expand on a known topic.

Level 2 (Lower Intermediate)

Students at this level predominantly use formulaic patterns and memorized phrases. When they deviate from formulaic language, their speech imitates telegraphic language due to the omission of some meaningful linguistic components. Their language is also marked by the lack of tense, number, and agreement. They may use some simple transitional markers, usually *and*, to link ideas. They rely on schemata from their first language. Their school social vocabulary is limited to key words, and they have little or no academic vocabulary. They respond to questions, usually with one- or two-word answers. They can connect and tell about a known topic.

Level 1 (Beginning)

Students at this level are not yet functional in English. They may say or repeat common phrases, words, and formulaic language. They may be able to provide some basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation.

Proficiency Level Descriptors for ELDA Grades 3–12

READING

Level 5 (Full English Proficiency)

Students at this level understand main ideas and can extract detailed information from a range of texts comparable to minimally proficient native English readers at the same grade level. They often successfully interpret text on the basis of understanding its purpose, and they may understand and evaluate multiple levels of meaning. Level 5 students understand complex structures of written English and command a broad range of vocabulary and idioms in both academic and social contexts.

Level 4 (Advanced)

Students at this level understand many content-area texts, especially those that are about familiar topics and are below or approaching grade level. They also understand excerpts from literature and most written directions. Level 4 students are beginning to interpret text based on understanding its purpose. They understand significant details and can draw inferences after reading extended narratives or presentations about familiar academic topics. These students also understand most of the basic structures of written English and are beginning to understand more complex structures. Level 4 students understand a wide range of vocabulary and idioms, especially in social contexts, and are beginning to develop a broad vocabulary in academic content.

Level 3 (Upper Intermediate)

Students at this level understand many narrative and descriptive texts, especially when they are below grade level. These texts include academic texts with familiar content, excerpts from literature, simple written directions, and some more complex directions. Level 3 students understand main ideas in narrative and descriptive texts as well as some main points and supporting ideas of expository and persuasive texts if they have personal interest or topic familiarity. These students are beginning to understand textual purpose, including explicitly expressed authorial point of view, and they are able to draw simple conclusions. Level 3 students understand common verb tenses and word-order patterns in simple sentences. In social contexts, these students understand a range of vocabulary and some idioms, and they understand some key content-area vocabulary.

Level 2 (Lower Intermediate)

Students at this level understand short and simple informative texts, usually below grade level. These texts include public statements, formulaic messages, short narrative, and simple written directions. Level 2 students understand main ideas and can identify a few explicit supporting ideas if the text has simple language structures or relies heavily on visual cues or if they are familiar with the topic. These students have limited understanding of textual purpose, and they are only able to interpret text if it is about very basic ideas. Level 2 students understand basic vocabulary and basic grammatical structures of written English basic in familiar social contexts.

Level 1 (Beginning)

Students at this level may identify isolated words, key phrases, and cognates and understand simple written directions, especially if they are highly contextualized. These students have limited knowledge of vocabulary and structural patterns and are unable to use these to identify textual purpose or to interpret text. They do not understand how words, morphemes, and word order convey meaning in English.

WRITING

Level 5 (Full English Proficiency)

Students at this level demonstrate almost completely appropriate use of discourse features such as transition phrases and word order. They can revise for content, organization, and vocabulary and edit for syntax and grammar. These students use complex sentence structures, with occasional errors. They have a broad vocabulary that allows for precision, and they are beginning to use nuanced and alternative word meanings. Level 5 students are able to write for different audiences and purposes. While their writing may contain some circumlocutions and errors, these do not affect comprehensibility. Finally, Level 5 students use appropriate writing conventions to successfully compose narrative, descriptive, expository, and persuasive texts.

Level 4 (Advanced)

Students at this level demonstrate mostly successful use of discourse features such as transition words and sentence order. They can revise for content, organization, and vocabulary and edit for sentence structure. These students show good control of common grammatical structures, though they do make errors. While their writing has some circumlocutions and errors, which are more frequent in academic contexts, these seldom affect comprehensibility. Level 4 students show some audience awareness and have sufficient vocabulary to adequately express their ideas. Finally, these students can successfully compose narrative and descriptive texts, and they may be successful at writing expository and persuasive texts.

Level 3 (Upper Intermediate)

Students at this level demonstrate some use of discourse features such as transition words and sentence order. They are beginning to revise for content, organization, and vocabulary and beginning to edit for sentence structure. Level 3 students make frequent mechanical errors, particularly when expressing complex or technical ideas, but they generally demonstrate comprehensible use of basic sentence structures. These students use common vocabulary but know very few content-specific words. Their writing shows some variation in register, voice, and tone. Finally, level 3 students can compose narrative as well as some descriptive texts and are beginning to write expository and persuasive texts.

Level 2 (Lower Intermediate)

Students at this level may or may not use some basic rhetorical features, such as ordering sentences appropriately and using simple cohesive devices. They likely revise or edit their writing only with explicit direction and support. Their writing tends to be repetitive in structure, using present-tense subject-verb object sentences and phrases. Level 2 students have a limited vocabulary, make frequent errors in mechanics, and are able to write only narrative or simple descriptive texts.

Level 1 (Beginning)

Students at this level are not yet functional in English. They may be able to write letters or words, but their writing does not transmit a coherent message. These students do not use discourse features in their writing, there is no text structure, and sentence structure is mostly incorrect. Level 1 students may attempt to apply writing conventions but do so inappropriately or do so correctly only when copying.

LISTENING

Level 5 (Full English Proficiency)

Students at this level understand a significant amount of grade-appropriate academic and social speech. They understand not only main ideas but also relevant details. Students at this level are able to comprehend nuances of meaning in extended discussions or presentations—for both familiar and unfamiliar topics—at a level comparable to that of minimally proficient native English speakers at the same grade level. At level 5, students also are capable of understanding a speaker’s intent and making interpretations on that basis. As appropriate to their enrolled grade, they understand complex structures of spoken English and have a broad vocabulary, including idiomatic language, to address both academic and social situations.

Level 4 (Advanced)

Students at this level understand speech in most social contexts and as well as main ideas and some key supporting ideas in academic contexts. They also understand multistep directions. Students at this level comprehend main ideas and relevant details in extended discussions or presentations on familiar topics and can interpret text for a familiar topic on the basis of understanding its purpose. At level 4, students also are capable of understanding and making inferences. They understand most of the basic forms of spoken English and are beginning to develop an understanding of more complex structures. Level 4 students understand a wide range of vocabulary and idioms, especially within social contexts, and are beginning to develop a broad range of vocabulary related to academic content.

Level 3 (Upper Intermediate)

Students at this level understand main ideas in short conversations about general social topics and frequently demonstrate general understanding of short messages or texts, as well as longer conversations in familiar academic content. They often demonstrate detailed understanding of short discrete expressions but not of longer conversations and messages. Level 3 students understand single-step directions and some multistep directions, and they can begin to interpret text on the basis of understanding its purpose. Level 3 students also understand some explicitly expressed points of view and can draw simple conclusions. They understand common verb tenses and word order patterns in simple sentences. Within social contexts, these students understand a range of vocabulary and some idioms, and they understand some key vocabulary in academic content.

Level 2 (Lower Intermediate)

Students at this level understand short, simple statements, questions, and messages about familiar topics in social contexts, and they usually comprehend the main idea of simple messages and conversations. These students can understand most common or critical information in academic contexts but may identify and understand only key words, phrases, and cognates. Level 2 students are beginning to understand straightforward, single-step directions and speaker's intent but have a limited understanding of details and are only able to make inferences related to basic ideas. They understand simple grammatical structures and basic spoken English in familiar social and academic contexts.

Level 1 (Beginning)

Students at this level may understand some common words or key phrases, especially in familiar contexts. They also may understand some simple directions. Level 1 students generally are unable to use their limited knowledge of simple structural patterns to identify the speaker's intent.

SPEAKING

Level 5 (Full English Proficiency)

Students at this level supply coherent, unified, and appropriately sequenced responses and use various strategies to connect ideas logically. They understand and use a range of grammatical structures appropriate to topic and type of discourse, and their grammar and vocabulary are comparable to those of minimally proficient native English speakers. Level 5 students infrequently but effectively use circumlocution, and they understand and use a variety of idiomatic phrases. Level 5 students also can effectively use language to connect, tell, explain, and reason. They show flexibility, creativity, and spontaneity in varied contexts. Their pronunciation patterns may be influenced by their first language but seldom interfere with communication.

Level 4 (Advanced)

Students at this level supply mostly coherent, unified, and appropriately sequenced responses and use some strategies to connect ideas logically. They use a range of grammatical structures but make errors in modality, tense, agreement, pronoun use, and inflections. These errors, however, usually do not interfere with communication. Level 4 students command sufficient vocabulary to communicate in social situations, and they have some academic and technical vocabulary. These students also use circumlocutions, appropriately use some idiomatic phrases, and engage in extended discussions. They often use language to connect, tell, and explain, and they are beginning to use it to reason. Their flexibility, creativity, and spontaneity are sometimes adequate for the situation, but their pronunciation occasionally interferes with communication.

Level 3 (Upper Intermediate)

Students at this level display capability for discourse but mainly rely on familiar discrete utterances. They use simple grammatical structures and transitions and make errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication when students use simple sentences, but they do interfere when students use complex constructions or address academic content. Level 3 students have limited vocabulary—especially academic and technical—and they use repetition, common abstract language, and code-switching to sustain conversations. These students are beginning to use idiomatic expressions, and they can retell, describe, narrate, question, and give simple instructions. They also are capable of using language to connect and tell and sometimes to explain. They show some creativity and flexibility in communicating but often repeat themselves and hesitate, and their pronunciation patterns often interfere with communication.

Level 2 (Lower Intermediate)

Students at this level may use some simple transitions but predominantly use formulaic patterns and memorized phrases without regard to their connectivity and rely on speech structures from their first language. Word order is frequently inappropriate, and frequent grammatical mistakes impede communication. Level 2 students' social vocabulary is limited to key words, with reliance on survival vocabulary (needs and wants) and vocabulary provided by interlocutors. These students have little or no technical vocabulary. They may be able to name or list and sometimes can use language to connect or tell. Their limited vocabulary and structural knowledge impede flexibility.

Level 1 (Beginning)

Students at this level are not yet functional in English. They may repeat common phrases with simple structures, say some common words, and provide some basic information in response to requests.

COMPREHENSION

Level 5 (Full English Proficiency)

Students at this level understand main ideas and can extract detailed information from a range of texts comparable to minimally proficient native English readers at the same grade level. They often successfully interpret text on the basis of understanding its purpose, and they may understand and evaluate multiple levels of meaning. Level 5 students understand complex structures of written English and command a broad range of vocabulary and idioms in both academic and social contexts.

Level 4 (Advanced)

Students at this level understand most grade-appropriate nonacademic texts. If content-area texts are about familiar topics and below or approaching grade level, level 4 students usually understand main ideas and some supporting ideas. These students are beginning to interpret text based on understanding its purpose. They understand and can draw inferences from written and spoken language. Level 4 students understand most basic language structures of English and are beginning to understand more complex structures.

Level 3 (Upper Intermediate)

Students at this level understand short simple texts about familiar topics, especially if the texts are below grade level and contain formulaic language. These students also understand single-step and some multi-step directions, and they understand main ideas and some supporting ideas of simple texts if they deal with familiar topics and contexts. Level 3 students are beginning to understand textual purpose, and they can identify some explicitly expressed points of view and draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences.

Level 2 (Lower Intermediate)

Students at this level may identify and understand key words, phrases, and cognates only in content-area settings. They can begin to follow straightforward, single-step directions. These students usually understand main ideas of simple texts containing simple language structures, or they rely heavily on visual cues or topic familiarity. Level 2 students have limited understanding of textual purpose and details. They are unable to interpret text except for the most basic ideas. Level 2 students understand basic grammatical structures of English in the school environment and basic vocabulary.

Level 1 (Beginning)

Students at this level may recognize some common words or key phrases, especially if they are highly contextualized or if they are cognates. They also may understand some common single-word or phrase directions, again, if contextualized. However, level 1 students are unable to identify ideas or use their limited knowledge of simple structural patterns or vocabulary to identify communicative intent.