

**Initial Assessment for English Language Learners – Reading****(Grades 4-12)****Student Name:** \_\_\_\_\_**Note:** When using this Grades 4–12 continuum, it is important for the assessor to view the student's performance through the appropriate grade literacy skills/developmental lens.

ELEMENT	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<b>Meaning</b> Understand and respond to texts, using strategies	Demonstrate understanding by responding to a highly visual text with simple language, using a combination of visuals, drawings, L1, English words, and gestures  Read and follow simply worded instructions with visual support  Use concepts of English print (directionality of print, English alphabet, sound/symbol patterns, and upper and lower case letters)	Demonstrate understanding by responding to a simple text with visual support using drawings, L1, and high frequency words  Read and follow short, simply worded instructions	Demonstrate understanding by responding to simple or adapted text  Read and follow instructions consisting of a few steps	Demonstrate understanding by responding to authentic texts with linguistic complexity approaching grade level  Read and follow instructions for multi-step tasks	Demonstrate understanding by responding to authentic texts, with linguistic complexity of early grade level  Read and follow complex instructions	Demonstrate understanding by responding to grade appropriate texts
<b>Form and Style</b> Understand role of text features and text forms to construct meaning	Locate information in a highly visual text, using visual cues	Identify and use common text features to locate information in a text with visual support	Identify and use some text features to locate information	Identify and use a variety of text features to locate information	Identify and use text features in complex texts, including complex graphic material	Identify different text forms and features and, using academic vocabulary, explain how they help readers understand the text
<b>Fluency</b> Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	Read and understand high-frequency words in context	Read and understand high-frequency words and phrases and some words with multiple meanings	Read and understand some academic words	Read and understand some low-frequency words, academic words, and descriptive language	Read and understand low-frequency and academic vocabulary in early grade-level texts	Read and understand most vocabulary in grade-appropriate texts

**Initial Assessment for English Language Learners – Writing****(Grades 4-12)****Note:** When using this Grades 4-12 continuum, it is important for the assessor to view the student's performance through the appropriate grade literacy skills/developmental lens.

ELEMENT	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<b>Developing and Organizing Content</b> Uses a process for writing to convey ideas and information	Write the English alphabet in correct order  Organize words in a simple sentence	Organize words in a simple compound sentence	Organize ideas in a multi-sentence paragraph around a topic	Organize ideas into two or three linked paragraphs	Organize ideas into a multi-paragraph composition with a clear link from introduction to body to conclusion	Organize a multi paragraph composition stating an opinion with supporting evidence and a concluding paragraph
<b>Language Conventions</b> Applies language conventions of writing	Produce the English alphabet in legible form  Copy English words  Write some words, phrases, and some simple sentences	Use common and personally relevant words  Write simple compound sentences  Use appropriate word order and subject verb agreement with some accuracy	Use vocabulary relevant to the topic  Write a variety of simple and compound sentences  Intermediate and secondary students should write linked complex sentences	Use a variety of vocabulary  Write sentences of different structures and lengths, including complex sentences	Use a wide variety of vocabulary of low frequency words  Write a variety of linked simple, compound, and complex sentences for different purposes	Select vocabulary that supports the writing form  Use a variety of sentence structures to elaborate ideas and enhance meaning