



# Ohio

## Ohio English Language Proficiency Assessment

### Understanding Results Manual

SPRING 2020

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# Understanding OELPA Results

## Introduction

This document has been prepared to help you understand the score reports for the Ohio English Language Proficiency Assessment (OELPA) for the 2020 spring test administration.

Authorized district and school personnel can log in to the [Online Reporting System](#) to access and view their score reports. Assistance with the reporting system is available in the [Online Reporting System User Guide](#).

## Overview of OELPA

Ohio is one of eight member states of the [English Language Proficiency Assessment for the 21st Century](#) (ELPA21) consortium. ELPA21 developed the English language proficiency assessment based on the [English Language Proficiency Standards](#). The ELPA21 assessment is called the Ohio English Language Proficiency Assessment or simply OELPA when it is administered in Ohio. The OELPA measures the performance of English learners (ELs) as they progress through their K-12 education and work toward achieving college and career readiness. Students identified as ELs are required to take the OELPA in addition to the state tests appropriate for their grade level.

The OELPA produces measures of English language acquisition in four domains: Listening, Speaking, Reading and Writing. All ELPA21 consortium members are committed to ensuring ELs become skilled in all four domains and have chosen a model that does not allow a weakness in one domain to be masked by strong performance in others. Students do not achieve overall proficiency without a strong performance in all four domains.

## Grade Levels Tested

The OELPA is administered to the following grade bands: kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8 and grades 9-12. English learners in grades K-12 take the OELPA once annually.

## Testing Format

The OELPA is an online test with paper versions as an accommodation for students or districts that are unable to test online, for students who cannot use the online test for cultural or religious reasons, and for students who need paper test administration per their individualized education program (IEP) or 504 plan. The OELPA also is available in Braille and large print for students with these accommodations specified in their IEPs or 504 plans.

## Question Formats

Students responded to items in multiple ways, including selecting answers from multiple choice items, writing extended responses, and using interactive technology enhanced item types. Sample items, as well as descriptions and tutorials of the item types, are available on the [Student Practice Site](#) and [Test Administrator Practice Site](#).

# OELPA Results

## Performance Levels

A student will receive a numeric performance level for each of the four domain tests taken (reading, writing, listening and speaking). Students who do not take four domain tests will receive the appropriate results with an explanation for the tests not taken, such as N if the test was not attempted. The performance levels for each of the four domain tests have a range of 1-5:

- Level 1 – Beginning
- Level 2 – Early Intermediate
- Level 3 – Intermediate
- Level 4 – Early Advanced
- Level 5 – Advanced

The performance levels on each of the four domain tests determine the overall performance level. There are three overall performance levels: Proficient, Progressing, and Emerging. Each EL must take the OELPA annually until earning a Proficient score and exiting from the English language development program. The performance level cut definitions agreed to by the ELPA21 member states, are as follows:

- **Proficient** means a student scored any combination of level 4s and 5s on the four domain tests.
- **Progressing** means a student scored a combination of levels that did not allow the student to be considered Proficient or Emerging.
- **Emerging** means a student scored any combination of level 1s and 2s on the four domain tests.

## Domain Exemptions

The OELPA has four domain tests: listening, speaking, reading and writing. Districts may exempt students from up to three of the four domain tests if the student's disability is such that the student cannot participate in the stated domain test per the individualized education program (IEP), 504 plan with existing accommodations or similar documentation. Exempt domain tests do not count against the student for the purpose of determining overall performance level; a student who earns 4s and 5s on three domain tests and is exempt on the fourth domain test is considered Proficient. Students cannot receive an overall designation of Proficient if any domain is untested in the absence of a valid exemption or invalidated after testing.

**Note:** Test administrators must mark domain exemption(s) for each student during TIDE registration *before* starting the tests. Please see the [TIDE User Guide](#) for instructions on manually editing or uploading test settings.

## Scale Score Ranges

The four domain scale scores are expressed as three-digit numbers. There are four-digit scale scores for overall performance and comprehension; however, there are no cut scores for these scales, and Ohio does not use them for any purpose. Other states use the overall performance scale score as the basis for annual growth measurement.

Scale scores are comparable within the same domain and grade band. For example, a score of 600 in grade 4 writing and a score of 600 in grade 5 writing indicate the same writing performance because grades 4 and 5 are in the same grade band. The cut scores, however, differ across grades, so it is possible for the same scale score to fall in different performance levels in different grades. Grades 9-12 are the exception to this statement; the cut scores for grades 9-12 are the same.

The scale score ranges for each test and performance level are shown in Tables 1 through 4.

**Table 1: Scale Score Ranges for Listening Test**

<b>Grade</b>	<b>Level 1 Beginning</b>	<b>Level 2 Early Intermediate</b>	<b>Level 3 Intermediate</b>	<b>Level 4 Early Advanced</b>	<b>Level 5 Advanced</b>
Kindergarten	≤ 466	467-506	507-612	613-644	≥ 645
Grade 1	≤ 434	435-466	467-548	549-593	≥ 594
Grade 2	≤ 407	408-437	438-511	512-563	≥ 564
Grade 3	≤ 408	409-447	448-535	536-597	≥ 598
Grade 4	≤ 397	398-430	431-491	492-562	≥ 563
Grade 5	≤ 412	413-454	455-497	498-580	≥ 581
Grade 6	≤ 409	410-439	440-497	498-564	≥ 565
Grade 7	≤ 429	430-472	473-552	553-596	≥ 597
Grade 8	≤ 431	432-477	478-564	565-612	≥ 613
Grades 9-12	≤ 450	451-490	491-570	571-612	≥ 613

**Table 2: Scale Score Ranges for Reading Test**

<b>Grade</b>	<b>Level 1 Beginning</b>	<b>Level 2 Early Intermediate</b>	<b>Level 3 Intermediate</b>	<b>Level 4 Early Advanced</b>	<b>Level 5 Advanced</b>
Kindergarten	≤ 472	473-513	514-591	592-626	≥ 627
Grade 1	≤ 478	479-514	515-583	584-628	≥ 629
Grade 2	≤ 456	457-488	489-554	555-587	≥ 588
Grade 3	≤ 494	495-540	541-609	610-643	≥ 644
Grade 4	≤ 452	453-487	488-549	550-593	≥ 594
Grade 5	≤ 467	468-510	511-587	588-626	≥ 627
Grade 6	≤ 460	461-495	496-564	565-603	≥ 604
Grade 7	≤ 485	486-533	534-608	609-641	≥ 642
Grade 8	≤ 493	494-546	547-639	640-668	≥ 669
Grades 9-12	≤ 487	488-538	539-630	631-661	≥ 662

**Table 3: Scale Score Ranges for Speaking Test**

Grade	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced	Level 5 Advanced
Kindergarten	≤ 486	487-534	535-597	598-624	≥ 625
Grade 1	≤ 527	528-576	577-592	593-618	≥ 619
Grade 2	≤ 489	490-528	529-554	555-587	≥ 588
Grade 3	≤ 499	500-537	538-571	572-611	≥ 612
Grade 4	≤ 461	462-505	506-543	544-583	≥ 584
Grade 5	≤ 482	483-525	526-572	573-606	≥ 607
Grade 6	≤ 464	465-510	511-561	562-594	≥ 595
Grade 7	≤ 474	475-526	527-581	582-610	≥ 611
Grade 8	≤ 475	476-527	528-589	590-618	≥ 619
Grades 9-12	≤ 480	481-535	536-592	593-618	≥ 619

**Table 4: Scale Score Ranges for Writing Test**

Grade	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced	Level 5 Advanced
Kindergarten	≤ 496	497-561	562-650	651-672	≥ 673
Grade 1	≤ 497	498-547	548-612	613-640	≥ 641
Grade 2	≤ 451	452-492	493-554	555-590	≥ 591
Grade 3	≤ 497	498-541	542-602	603-635	≥ 636
Grade 4	≤ 436	437-480	481-567	568-599	≥ 600
Grade 5	≤ 437	438-485	486-597	598-627	≥ 628
Grade 6	≤ 424	425-471	472-563	564-593	≥ 594
Grade 7	≤ 473	474-519	520-596	597-624	≥ 625
Grade 8	≤ 483	484-532	533-618	619-646	≥ 647
Grades 9-12	≤ 484	485-532	533-614	615-640	≥ 641

## Codes for No Data Reported

The following abbreviations may appear on some reports:

- N – Not Attempted;
- INV – Invalidated;
- E – Domain Exemption

A domain test is "attempted" once the student has started the test (had the opportunity to view at least one item). A test is "not attempted" if the student never starts the test (the student never had the opportunity to view any items). It is not necessary that a student respond to a minimum number of items to count as an attempt.

A domain test is invalidated when a student is caught cheating or the test is compromised.

A domain test is reported as exempt for the student who has a test domain exemption.

## Exit Criteria

Students who receive an overall performance level of Proficient exit the English language development program. The Proficient level is defined as any combination of 4s and 5s across all tested domains. Exempt domains are not considered when determining overall performance level. Untested and invalidated domains are considered 1s for this purpose, so students who did not attempt one or more test domains in the absence of a valid exemption, or had one or more test domains invalidated, cannot achieve an overall performance level of Proficient. These students will be considered Progressing or Emerging depending on their performance on the scored domains.

The Trial Mainstream category for English learners is used for programmatic and funding purposes only. The Department considers ELs who score a combination of 5's and 4's in three domains and a score of 3 in one test domain as Trial Mainstream. These students still are provided all necessary EL program supports, with targeted intervention in the domain for which they scored a 3. A student in Trial Mainstream cannot exit the EL program. Although Trial Mainstream status applies only one year at a time, a student may remain in Trial Mainstream status for a number of years. The Trial Mainstream category is determined *each year* based on the most current OELPA scores. Students with scores of INV = invalidated or N = not attempted are not eligible for Trial Mainstream.

# OELPA Reports

## Family Score Reports

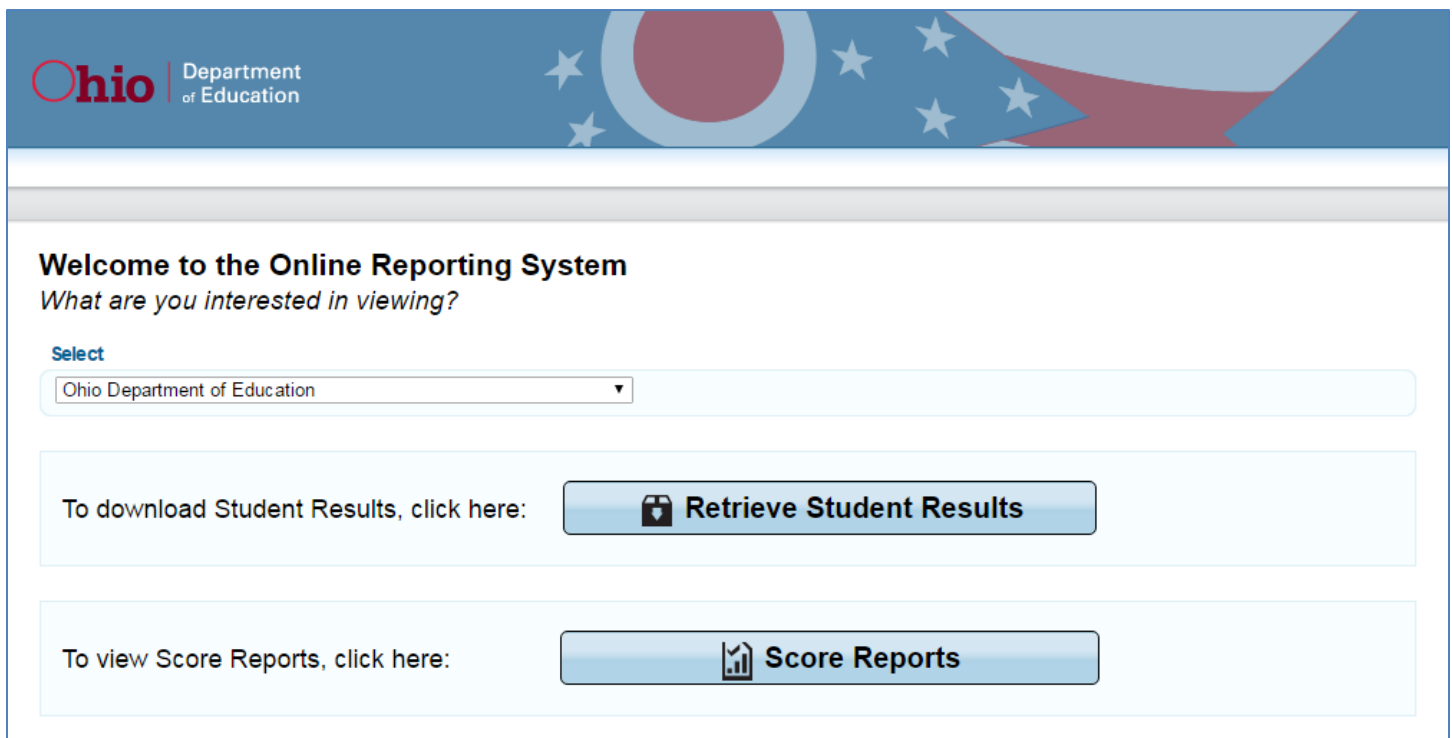
The OELPA Family Score Report is a two-page color report. The report provides the student's overall performance level as Proficient, Progressing or Emerging. The student's test performance levels for the four domain tests are reported on a 1 – 5 scale, where 5 indicates the highest level. [Translations of the OELPA Family Score Report](#) are available on the Department's website.

## Online Reporting System

Authorized district and school personnel can log in to the [Online Reporting System](#) (ORS) to access and view district and building OELPA reports. For more information on accessing and navigating online score reports, personnel should refer to the Accessing Score Reports section of [Online Reporting System User Guide](#).

## Welcome Page

The Welcome page appears when you first log in to the ORS and asks you to select the report you want to view. You can select a different report at any time within ORS.



**Ohio** | Department of Education

### Welcome to the Online Reporting System

*What are you interested in viewing?*

Select

Ohio Department of Education ▼

To download Student Results, click here: **Retrieve Student Results**

To view Score Reports, click here: **Score Reports**

**Retrieve Student Results** allows you to download student data for a district, school, teacher or roster. The data include students' personal information and their performance on the selected domain test and administration.

**Score Reports** provide test score data. You can compare score data between individual students, schools and the state.



## Home Page Dashboard

After logging in to the Online Reporting System, users first will view district or school aggregation tables on the *Home Page Dashboard*. The *Home Page Dashboard* page displays the overall summary of score data for your district or school and is the starting point for data analysis. You can navigate to more detailed score reports from the *Home Page Dashboard* page. The score data you see are dependent on your role; for example, a building test coordinator only sees that building's aggregate data.

Aggregation tables that appear on the *Home Page Dashboard* page display overall score data for students by grade and provide access to more detailed subject score reports. Click the corresponding grade cell that contains a value from the table. For example, if you want to view the OELPA detail report for Grade 3, click the "Number of Students Tested" or "Percent Proficient" buttons in the Grade 3.

Score Reports

Reports & Files ▾

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Now viewing: Scores for students who were mine when they tested during the selected administration

## Home Page Dashboard

### Select Test and Year

Test: 

OELPA ▾

Administration: 

Spring2020 ▾

☐

 Scores for students who were mine at the end of the selected administration

☐

 Scores for my current students

☒

 Scores for students who were mine when they tested during the selected administration

## Home Page Dashboard: Select Test and Administration

From the Home Page Dashboard page, you can select the domain test and administration for which you want to view score data. You also can specify the students whose data you wish to view using the available radio buttons. This feature is particularly helpful for school personnel who want to see how students currently assigned to the user's class roster performed in previous grades, even if students were enrolled in different schools during those previous administrations. If you currently have a student who did not test in the selected domain test and administration, no data will display for that student.

### Select Test and Year

Test: 

OELPA ▾

Administration: 

Spring2020 ▾

☐

 Scores for students who were mine at the end of the selected administration

☐

 Scores for my current students

☒

 Scores for students who were mine when they tested during the selected administration

**Scores for students who were mine at the end of the selected administration** allows you to see score data for those students who tested in the selected test and administration and were associated with your school or district at the end of the selected test and administration.

**Scores for my current students** allows you to immediately view score data for those students who are associated to your current rosters, even if they were previously enrolled in a different school or district.

**Scores for students who were mine when they tested during the selected administration** allows you to see score data for those students who were associated with your school, district or roster when they were tested in the selected test and administration.

## Home Page Dashboard: Report Tables

After defining which students you wish to view, look at the table near the bottom of the Home Page Dashboard page. This table displays aggregate data for the Overall Performance Level on the OELPA. Number of Students Tested displays the number of students to date who have completed and submitted their domain tests for scoring. Percent Determined Proficient displays the percentage of students to date who have scored proficient on all domain tests.

### Overall Performance on the OELPA test, by Grade: AIR District, Spring2020

#### OELPA

Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	16	0%
Grade 1	10	0%
Grade 2	13	0%
Grade 3	1	0%
Grade 4	10	0%
Grade 5	2	0%
Grade 6	11	0%
Grade 7	3	0%
Grade 8	1	0%
Grade 9	13	0%
Grade 10	1	0%
Grade 11	1	0%
Grade 12	1	0%

To access score reports for a particular grade, click the cell for the desired grade. You only will see the test administered by the selected district or school. When you click a cell, a Subject Detail Report will load for the corresponding grade.

## Test Scale Scores

The overall performance scale score and the comprehension score **cannot** be suppressed during online reporting. **Districts need to be aware that scale scores, comprehension scores and reported data based on tallies of those scores (such as percent proficient), are not applicable in Ohio.** This descriptive guide shows the screen shots that district staff will see, but the fields include areas that are not used by Ohio.

## Important differences between the online report and Ohio's use of test results

There are substantial differences in the way Ohio interprets the results and the way that the results are being reported online by Cambium Assessment, Inc. (CAI). The OELPA is the product of a consortium and the member states have different requirements and procedures. The CAI reporting system was designed to satisfy the requirements of all the states that work with CAI. All features may not be applicable to all of CAI's customers.

# Online Reports

## Subject Detail Report

The Subject Detail Report shows the list of schools in the district and their aggregate score data. You can sort the data, show or hide columns, disaggregate data by subgroups or test events, and show or hide comparison data. The figure in gray after each average scale score is the standard error of the mean, which is a measure of variability based on standard deviation and sample size.

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Now viewing: Scores for students who were mine when they tested during the selected administration [Change your Selection](#)

### District Overall Performance

*How did my district perform overall on OELPA?*

Test: Grade 1 OELPA

Year: Spring2020

Name: AIR District

### Performance on the Grade 1 OELPA Test: AIR District, Spring2020

Breakdown by: 

All

Comparison: ON

Name	Number of Students	Average Overall Scale Score	Average Comprehension Scale Score	Percent Determined Proficient
AIR District (000002)	10	4693 ±240	4842 ±255	0
AIR School (000003)	10	4693 ±240	4842 ±255	0

To disaggregate the score data by a specific demographic subgroup category, from the *Breakdown By* drop-down list, select a group. The report will expand to display the data for each subgroup. For example, you can select 'Gender' to see score data for 'All' students, 'Female' students and 'Male' students.

To view more information about a student, roster, teacher, school or district, click the magnifying glass icon that appears next to its name. An exploration menu will appear with the name of the entity you clicked in the title. The exploration menu is the preferred method for moving between reports and deciding which type of data you would like to view.

## Domain Test Detail Report

The Domain Detail Report includes information on how each school in the district performed on each domain test. You can access the domain test detail report by clicking the magnifying glass next to a school, teacher or roster, and then selecting **Domain** in the exploration menu's "Subject" drop-down list.

Now viewing: Scores for students who were mine when they tested during the selected administration [Change your Selection](#)

### District Performance on Each Domain

*How did my district perform on each domain of the OELPA test?*

Test: **Grade 1 OELPA**

Year: **Spring2020**



Name: **AIR District**

Legend: Domain Performance Levels  
■ %Level 1 ■ %Level 2 ■ %Level 3 ■ %Level 4 ■ %Level 5

### Performance on the Grade 1 OELPA Test, by Domain: AIR District, Spring2020

Breakdown by: **All**


Comparison: ON

Name	Number of Students	Average Overall Scale Score	Average Comprehension Scale Score	Percent Determined Proficient	Domain	Average Domain Scale Score	Percentage in Each Domain Performance Level
AIR District (000002) 	10	4693 ±240	4842 ±255	0	Listening	428 ±43	<div><div style="width: 67%;"></div>67%<div style="width: 17%;"></div>17%<div style="width: 17%;"></div>17%</div>
					Reading	476 ±45	<div><div style="width: 67%;"></div>67%<div style="width: 17%;"></div>17%<div style="width: 17%;"></div>17%</div>
					Speaking	355 ±17	<div><div style="width: 100%;"></div>100%</div>
					Writing	471 ±50	<div><div style="width: 67%;"></div>67%<div style="width: 17%;"></div>17%<div style="width: 17%;"></div>17%</div>
AIR School (000003) 	10	4693 ±240	4842 ±255	0	Listening	428 ±43	<div><div style="width: 67%;"></div>67%<div style="width: 17%;"></div>17%<div style="width: 17%;"></div>17%</div>
					Reading	476 ±45	<div><div style="width: 67%;"></div>67%<div style="width: 17%;"></div>17%<div style="width: 17%;"></div>17%</div>
					Speaking	355 ±17	<div><div style="width: 100%;"></div>100%</div>
					Writing	471 ±50	<div><div style="width: 67%;"></div>67%<div style="width: 17%;"></div>17%<div style="width: 17%;"></div>17%</div>

## Student Listing Report

The Student Listing Report shows student performance in each proficiency status (Emerging, Progressing, Proficient). You can access the Student Listing Report by clicking the magnifying glass next to a school, teacher or roster, and then selecting **Student** in the exploration menu's "Who" drop-down list. The figure in gray after each individual scale score is the standard error of measurement, which is a measure of variability based on standard deviation and reliability.

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### Student Overall Performance

*How did my students perform overall on OELPA?*

Test: **Grade 1 OELPA**

Year: **Spring2020**



Name: **AIR School**

Breakdown by:





All

Go

Average Scale Scores and Percent Determined Proficient on the Grade 1 OELPA Test: AIR School and Comparison Groups, Spring2020

Name	Percent Determined Proficient	Average Overall Scale Score	Average Comprehension Scale Score
AIR District (000002) 	0	4693 ±240	4842 ±255
AIR School (000003) 	0	4693 ±240	4842 ±255


### Performance on the Grade 1 OELPA Test, by Student: AIR School, Spring2020

Name	SSID	Proficiency Status	Overall Scale Score	Comprehension Scale Score
LN, FN 	DEMO02884	Emerging	4472 ±399	Not Attempted
LN, FN 	DEMO02883	Progressing	5127 ±395	5136 ±392
LN, FN 	DEMO02887	Emerging	4529 ±230	4694 ±291
LN, FN 	DEMO50009	Invalidated	Invalidated	Invalidated

## Individual Student Report

An Individual Student Report (ISR) presents a graphic representation of proficiency. It includes more detailed diagnostic information and comparison scores for the class, teacher, school, district and state. It also includes student performance on each domain test and a description of the student's performance level in each domain. You can access a student's ISR by clicking the magnifying glass next to any student's name and selecting **Student** in the exploration menu's "Who" drop-down list, and then clicking **View**.

Using the Print tool, you can generate a PDF report of the student's score report.

 Now viewing: Scores for students who were mine when they tested during the selected administration [Change your selection](#)

### Individual Student Report

*How did my student perform on the OELPA test?*

**Test:** Grade 1 OELPA  
**Year:** Spring2020  
**Name:** LN, FN

#### Overall Performance on the Grade 1 OELPA Test: LN, FN, Spring2020

Name	SSID	Proficiency Status	Overall Scale Score	Comprehension Scale Score
<input type="text" value="LN, FN"/>	DEMO02883	Progressing	5127 ±595	5138 ±592

#### Average Scale Scores and Percent Determined Proficient on the Grade 1 OELPA Test: AIR School and Comparison Groups, Spring2020

Name	Percent Determined Proficient	Average Overall Scale Score	Average Comprehension Scale Score
<input type="text" value="AIR District (000002)"/>	0	4893 ±240	4842 ±255
<input type="text" value="AIR School (000003)"/>	0	4893 ±240	4842 ±255

#### Information on Standard Error of Measurement

**Proficiency Determination**  
**Proficient** - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Level 4 or higher in all domains. Once Proficient on OELPA, students can be considered for reclassification.  
**Progressing** - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on OELPA are eligible for ongoing program support.  
**Emerging** - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on OELPA are eligible for ongoing program support.

**Scale Scores**  
Scores from different domains have different ranges and should not be directly compared. The same, or similar, scale score on two or more domains might not result in the same performance level on these domains.

#### Performance on the Grade 1 OELPA Test, by Domain: LN, FN, Spring2020

Domain	Scale Score	Performance Level	Domain Description
Listening	491 ±29	Level 3	When listening, the student at Level 3 is working on: identifying the main topics and answer questions about some key details in oral presentations of texts; participating in short conversations and discussions on familiar topics and answering simple questions; gathering and summarizing information from oral sources; identifying one or two reasons a speaker gives to support a main point.
Reading	Not Attempted	Not Attempted	N
Speaking	Not Attempted	Not Attempted	N
Writing	Not Attempted	Not Attempted	N

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates a score range between 620 and 640.



# Achievement Level Descriptors (ALDs)

## Kindergarten

<b>Listening</b> Level 1 Beginning	<b>Listening</b> Level 2 Early Intermediate	<b>Listening</b> Level 3 Intermediate	<b>Listening</b> Level 4 Early Advanced	<b>Listening</b> Level 5 Advanced
Score Range: 466 or below	Score Range: 467-506	Score Range: 507-612	Score Range: 613-644	Score Range: 645 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
responding to short conversations; recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; responding to simple yes/no and wh- questions; following simple directions.	responding to short conversations; recognizing and identifying the meaning of some key words and phrases from read-alouds and oral presentations; responding to yes/no and wh- questions; following simple and some multi-step directions without picture support; discriminating some details in longer conversations.	responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.	responding to conversations and identifying key words, phrases, and details from long stories and presentations; answering questions and evaluating key vocabulary using details from long stories and conversations; demonstrating multiple-step thinking.	responding to conversations and identifying key words, phrases, and details from longer stories and informational presentations; answering questions and evaluating key details from long informational presentations; demonstrating multiple step thinking.

<b>Reading</b> Level 1 Beginning	<b>Reading</b> Level 2 Early Intermediate	<b>Reading</b> Level 3 Intermediate	<b>Reading</b> Level 4 Early Advanced	<b>Reading</b> Level 5 Advanced
Score Range: 472 or below	Score Range: 473-513	Score Range: 514-591	Score Range: 592-626	Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
determining the meaning of words and phrases in texts and dialogues; responding to simple yes/no and wh- questions; recognizing the meanings of some frequently occurring words in read-alouds.	identifying key words and phrases from read-alouds of texts and dialogues; responding to yes/no and wh- questions; recognizing the meaning of some frequently occurring words and key words in read-alouds.	identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds.	categorizing words and phrases in read-alouds of texts and dialogues; answering questions about key details in a variety of text types; recognizing words and phrases in read-alouds that may have multiple meanings in context.	analyzing details from read-alouds and dialogues on familiar and unfamiliar topics; analyzing information to answer questions about key details in read-alouds; categorizing words; demonstrating comparing and contrasting skills in read-alouds; inferring meaning from words using text and pictures; listening to and following directions from a text.

<b>Speaking</b> Level 1 Beginning	<b>Speaking</b> Level 2 Early Intermediate	<b>Speaking</b> Level 3 Intermediate	<b>Speaking</b> Level 4 Early Advanced	<b>Speaking</b> Level 5 Advanced
Score Range: 486 or below	Score Range: 487-534	Score Range: 535-597	Score Range: 598-624	Score Range: 625 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic.	responding to conversations and questions, following commands; describing actions and objects using frequently occurring nouns, verbs and short phrases; communicating simple information; retelling and sequencing a story; using prepositional phrases to describe location; categorizing vocabulary; forming questions related to prompts.	responding to conversations, questions and commands by describing details and actions using nouns, verbs, and prepositions; communicating information and expressing an opinion about a familiar topic; making inferences to answer questions; retelling and sequencing an oral presentation.	responding to conversations, questions and prompts by identifying multiple items and explaining choices; answering questions about a variety of topics using supporting details; expressing an opinion about a variety of topics; demonstrating correct use of prepositions; describing an object's location; retelling and sequencing an oral presentation.	responding to conversations, questions and prompts on a variety of topics by identifying items and explaining choices; answering questions about key details on a variety of topics; expressing an opinion or a preference about a variety of topics; retelling stories and multiple step directions in an event using sequencing.

<b>Writing</b> Level 1 Beginning	<b>Writing</b> Level 2 Early Intermediate	<b>Writing</b> Level 3 Intermediate	<b>Writing</b> Level 4 Early Advanced	<b>Writing</b> Level 5 Advanced
Score Range: 496 or below	Score Range: 497-561	Score Range: 562-650	Score Range: 651-672	Score Range: 673 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
recognizing and using a small number of frequently occurring nouns and verbs in writing; creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs in written text; responding to simple questions about familiar topics.	recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics	recognizing and using frequently occurring nouns, verbs, and short phrases in writing; writing and completing words with missing letters; using question words to create simple questions; expressing an opinion or preference; creating complete simple sentences by placing words in the correct order.	recognizing and using frequently occurring regular plural nouns, verbs and prepositions in writing; writing common grade level words, writing sentences with few errors; expressing an opinion with a reason; creating complete sentences by placing words in the correct order.	recognizing and using frequently occurring regular plural nouns, verbs, prepositions, and question words in writing; writing common words and accurate grade-level sentences; expressing an opinion or a preference, including a reason for that opinion; creating complete sentences by placing words in the correct order.



## Grade 1

<b>Listening</b> Level 1 Beginning	<b>Listening</b> Level 2 Early Intermediate	<b>Listening</b> Level 3 Intermediate	<b>Listening</b> Level 4 Early Advanced	<b>Listening</b> Level 5 Advanced
Score Range: 434 or below	Score Range: 435-466	Score Range: 467-548	Score Range: 549-593	Score Range: 594 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
identifying the main topic in oral presentations; determining meaning of words and phrases; participating in conversations and discussions.	identifying key words and phrases in oral presentations of texts; participating in short conversations about familiar topics and responding to simple questions and wh- questions; gathering information and identifying summaries of information from oral sources; identifying a reason a speaker gives to support a point; determining the meaning of frequently occurring words and phrases.	identifying the main topics and answer questions about some key details in oral presentations of texts; participating in short conversations and discussions on familiar topics and answering simple questions; gathering information and summarizing information from oral sources; identifying one or two reasons a speaker gives to support a main point.	identifying the main topics, answering questions about an increasing number of key details in oral presentations of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.	identifying main topics and key details in oral presentations of literary and informational texts; participating in extended conversations and discussions and answering questions on a variety of topics and texts; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.

<b>Reading</b> Level 1 Beginning	<b>Reading</b> Level 2 Early Intermediate	<b>Reading</b> Level 3 Intermediate	<b>Reading</b> Level 4 Early Advanced	<b>Reading</b> Level 5 Advanced
Score Range: 478 or below	Score Range: 479-514	Score Range: 515-583	Score Range: 584-628	Score Range: 629 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
determining the meaning of words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identifying main topic in read-aloud sentence; recognizing the meaning of some frequently occurring words in read-alouds.	identifying key words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identifying a reason an author gives to support the main point; determining the meaning of frequently occurring words and phrases in read-alouds.	identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.	identifying main topics in texts and read-alouds; asking and answering questions about key details in written texts and read-alouds; retelling stories and information; identifying reasons an author gives to support a main point; answering questions about a variety of topics to determine the meaning of words, phrases, and simple idiomatic expressions.	identifying main topics in texts and read-alouds; asking and answering questions about key details in texts and read-alouds; retelling key points of stories and information; identifying reasons an author gives to support a main point; summarizing information from provided sources; answering questions on a variety of topics to determine or clarify the meaning of words, phrases, and idiomatic expressions.

<b>Speaking</b> Level 1 Beginning	<b>Speaking</b> Level 2 Early Intermediate	<b>Speaking</b> Level 3 Intermediate	<b>Speaking</b> Level 4 Early Advanced	<b>Speaking</b> Level 5 Advanced
Score Range: 527 or below	Score Range: 528-576	Score Range: 577-592	Score Range: 593-618	Score Range: 619 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic; expressing an opinion.	participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.	participating in short discussions and conversations; asking and answering simple questions about familiar topics; delivering short simple oral presentations about familiar topics; expressing an opinion about a familiar topic and giving a reason; summarizing information from sources; retelling a simple sequence of events and presenting simple information.	participating in discussions and conversations; delivering short simple oral presentations about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from provided sources; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences.	participating in extended discussions and conversations; delivering oral presentations with a few descriptive details about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from sources; recounting a more complex sequence of events and providing some facts; producing and expanding simple and compound sentences.

<b>Writing</b> Level 1 Beginning	<b>Writing</b> Level 2 Early Intermediate	<b>Writing</b> Level 3 Intermediate	<b>Writing</b> Level 4 Early Advanced	<b>Writing</b> Level 5 Advanced
Score Range: 497 or below	Score Range: 498-547	Score Range: 548-612	Score Range: 613-640	Score Range: 641 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
responding to simple yes/no and wh- questions about familiar topics; creating words by filling in a missing letter with or without a provided example; using a small number of frequently occurring nouns and verbs when writing.	responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics or objects; expressing an opinion about a familiar topic; retelling an event and presenting simple information using some frequently occurring linking words; producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions.	participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about a familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences.	participating in written exchanges about a variety of topics and topics; composing written texts about a variety of topics; answering questions expressing opinions about a variety of topics; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences.	participating in extended written exchanges of information; composing written texts about a variety of topics; expressing opinions about a variety of topics; recounting a more complex sequence of events; producing and expanding simple and some compound sentences.

## Grades 2-3

<b>Listening</b> Level 1 Beginning	<b>Listening</b> Level 2 Early Intermediate	<b>Listening</b> Level 3 Intermediate	<b>Listening</b> Level 4 Early Advanced	<b>Listening</b> Level 5 Advanced
2 <sup>nd</sup> Score Range: 407 or below 3 <sup>rd</sup> Score Range: 408 or below	2 <sup>nd</sup> Score Range: 408-437 3 <sup>rd</sup> Score Range: 409-447	2 <sup>nd</sup> Score Range: 438-511 3 <sup>rd</sup> Score Range: 448-535	2 <sup>nd</sup> Score Range: 512-563 3 <sup>rd</sup> Score Range: 536-597	2 <sup>nd</sup> Score Range: 564 or above 3 <sup>rd</sup> Score Range: 598 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
identifying and gathering information from an oral presentation; determining the meaning of a few key words and phrases; participating in a short conversation and responding to basic questions; following basic directions.	identifying and gathering information from an oral presentation; determining the meaning of basic vocabulary and common content vocabulary; participating in longer conversations and responding to basic questions; identifying main topic and some key details; following directions.	identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details; asking and answering questions; determining the meaning of higher-level vocabulary and content vocabulary; following multi-step directions.	identifying, gathering and sequencing information from an oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions based on conversations.	identifying, gathering and sequencing information from a long oral presentation; identifying main points and retelling key details in complex stories and longer presentations; determining the meaning of advanced vocabulary; drawing conclusions and making comparisons based on a long conversation.

<b>Reading</b> Level 1 Beginning	<b>Reading</b> Level 2 Early Intermediate	<b>Reading</b> Level 3 Intermediate	<b>Reading</b> Level 4 Early Advanced	<b>Reading</b> Level 5 Advanced
2 <sup>nd</sup> Score Range: 456 or below 3 <sup>rd</sup> Score Range: 494 or below	2 <sup>nd</sup> Score Range: 457-488 3 <sup>rd</sup> Score Range: 495-540	2 <sup>nd</sup> Score Range: 489-554 3 <sup>rd</sup> Score Range: 541-609	2 <sup>nd</sup> Score Range: 555-594 3 <sup>rd</sup> Score Range: 610-643	2 <sup>nd</sup> Score Range: 595 or above 3 <sup>rd</sup> Score Range: 644 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
recognizing and understanding the meaning of basic words, phrases, and expressions to make meaning of text; responding to basic questions; gaining basic information.	identifying and understanding common words, phrases, and expressions to make meaning of text; identifying main idea; responding to basic questions.	identifying main idea and some key details; responding to questions; understanding the meaning of content vocabulary and less common words and expressions to make meaning of text; beginning to understand how word structures affect meaning.	determining the main idea and a number of key details that support the main idea; answering more complex questions; understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; understanding how word structures affect meaning.	determining the main idea and explain how key details support the main idea; answering more complex questions; understanding the meaning of some academic and content vocabulary and less common words and expressions to make meaning of text; understanding how word structures affect meaning.

<b>Speaking</b> Level 1 Beginning	<b>Speaking</b> Level 2 Early Intermediate	<b>Speaking</b> Level 3 Intermediate	<b>Speaking</b> Level 4 Early Advanced	<b>Speaking</b> Level 5 Advanced
2 <sup>nd</sup> Score Range: 489 or below 3 <sup>rd</sup> Score Range: 499 or below	2 <sup>nd</sup> Score Range: 490-528 3 <sup>rd</sup> Score Range: 500-537	2 <sup>nd</sup> Score Range: 529-554 3 <sup>rd</sup> Score Range: 538-571	2 <sup>nd</sup> Score Range: 555-587 3 <sup>rd</sup> Score Range: 572-611	2 <sup>nd</sup> Score Range: 588 or above 3 <sup>rd</sup> Score Range: 612 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to basic questions about familiar topics and participating in short conversations; communicating basic information using frequently occurring words and simple sentences about familiar topics and topics; expressing opinions on familiar topics.	responding to basic questions about familiar texts and topics and participating in short conversations; delivering basic oral presentations about familiar texts and topics; communicating basic information; recounting two sequential events and using linking words to connect ideas; producing simple sentences and using common word choices; expressing opinions on familiar topics.	participating in short discussions including asking questions and adding comments; delivering short oral presentations about familiar topics; presenting information, recounting short sequences of events, and using linking words to connect ideas; expanding simple sentences, word choice and verbs; expressing opinions on familiar topics with at least one reason for the opinion.	participating in discussions by asking and answering questions; delivering short oral presentations on a variety of topics; introducing topics and presenting facts using temporal and linking words to connect ideas; expanding use of compound sentences, word choices, and verbs; expressing opinions and reasons on a variety of topics.	participating in extended discussions by asking and answering questions; delivering oral presentations on a variety of topics; introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; expanding use of complex sentences, word choices and verbs; expressing opinions by giving several reasons for the opinions; articulating conclusions about the opinions.

<b>Writing</b> Level 1 Beginning	<b>Writing</b> Level 2 Early Intermediate	<b>Writing</b> Level 3 Intermediate	<b>Writing</b> Level 4 Early Advanced	<b>Writing</b> Level 5 Advanced
2 <sup>nd</sup> Score Range: 451 or below 3 <sup>rd</sup> Score Range: 497 or below	2 <sup>nd</sup> Score Range: 452-492 3 <sup>rd</sup> Score Range: 498-541	2 <sup>nd</sup> Score Range: 493-554 3 <sup>rd</sup> Score Range: 542-602	2 <sup>nd</sup> Score Range: 555-590 3 <sup>rd</sup> Score Range: 603-635	2 <sup>nd</sup> Score Range: 591 or above 3 <sup>rd</sup> Score Range: 636 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs; answering basic questions and producing basic information using isolated words or phrases.	creating words by filling in a missing letter; composing words, phrases, and simple sentences related to prompt; recognizing and using frequently occurring parts of speech; choosing basic words to communicate meaning.	creating words by filling in a missing letter; composing simple and compound sentences with clear meaning that relate to a prompt; recognizing and using parts of speech; developing control of verb tenses; expanding word choice to communicate meaning.	composing simple, compound, and some complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; increasing use of complex grammar structures; expanding word choice to communicate meaning.	composing compound and complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; accurately using complex grammar structures; expanding word choice to communicate meaning.



## Grades 4-5

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
4 <sup>th</sup> Score Range: 397 or below 5 <sup>th</sup> Score Range: 412 or below	4 <sup>th</sup> Score Range: 398-430 5 <sup>th</sup> Score Range: 413-454	4 <sup>th</sup> Score Range: 431-491 5 <sup>th</sup> Score Range: 455-497	4 <sup>th</sup> Score Range: 492-562 5 <sup>th</sup> Score Range: 498-580	4 <sup>th</sup> Score Range: 563 or above 5 <sup>th</sup> Score Range: 581 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
determining the meaning of a few basic words and phrases and formulaic expressions in oral presentations; listening to short conversations and responding to simple questions and some wh-questions; identifying a point a speaker makes.	determining the meaning of a few basic words and phrases and expressions in oral presentations; participating in short conversations and discussions and responding to simple questions; identifying the main idea and a key detail from a read-aloud or oral presentation; identifying a speaker's main point, and agree or disagree with the speaker.	determining the meaning of words, phrases and some idiomatic expressions; participating in short conversations and discussions, asking and answering questions; identifying the main idea and key details about a familiar topic; identify how one or two reasons support the specific points a speaker makes.	determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details.	determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
4 <sup>th</sup> Score Range: 452 or below 5 <sup>th</sup> Score Range: 467 or below	4 <sup>th</sup> Score Range: 453-487 5 <sup>th</sup> Score Range: 468-510	4 <sup>th</sup> Score Range: 488-549 5 <sup>th</sup> Score Range: 511-587	4 <sup>th</sup> Score Range: 550-593 5 <sup>th</sup> Score Range: 588-626	4 <sup>th</sup> Score Range: 594 or above 5 <sup>th</sup> Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
identifying a few key words and phrases in simple written text; gathering information from a few provided sources and labelling some key information.	determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources.	determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.	determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.	determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
4 <sup>th</sup> Score Range: 461 or below 5 <sup>th</sup> Score Range: 482 or below	4 <sup>th</sup> Score Range: 462-505 5 <sup>th</sup> Score Range: 483-525	4 <sup>th</sup> Score Range: 506-543 5 <sup>th</sup> Score Range: 526-572	4 <sup>th</sup> Score Range: 544-583 5 <sup>th</sup> Score Range: 573-606	4 <sup>th</sup> Score Range: 584 or above 5 <sup>th</sup> Score Range: 607 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
participating in short conversations using a few words or phrases; communicating simple information about an event or topic using a narrow range of vocabulary and simple sentences; expressing an opinion about a familiar topic.	participating in short conversations, responding to simple wh- questions; delivering short oral presentations or describing pictures and graphs using simple language structures; recounting a simple sequence of events in order; constructing a claim with one supporting reason.	participating in short conversations and discussions, asking and answering questions, responding to the comments of others, and adding own comments; delivering short oral presentations including a few details and a conclusion; constructing a claim and providing a few supporting reasons or facts.	participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions.	participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
4 <sup>th</sup> Score Range: 436 or below 5 <sup>th</sup> Score Range: 437 or below	4 <sup>th</sup> Score Range: 437-480 5 <sup>th</sup> Score Range: 438-485	4 <sup>th</sup> Score Range: 481-567 5 <sup>th</sup> Score Range: 486-597	4 <sup>th</sup> Score Range: 568-599 5 <sup>th</sup> Score Range: 598-627	4 <sup>th</sup> Score Range: 600 or above 5 <sup>th</sup> Score Range: 628 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
communicating basic information about an event or a topic using a narrow range of vocabulary and simple sentences; participating in short written exchanges and responding to simple and some wh- questions about familiar topics.	producing simple sentences using basic language structures; expressing an opinion or constructing a simple claim with a supporting reason; recounting a simple sequence of events, using basic linking words; asking a question about a topic or text.	producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.	producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence.	participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; summarizing key ideas.

## Grades 6-8

<b>Listening</b> Level 1 Beginning	<b>Listening</b> Level 2 Early Intermediate	<b>Listening</b> Level 3 Intermediate	<b>Listening</b> Level 4 Early Advanced	<b>Listening</b> Level 5 Advanced
6 <sup>th</sup> Score Range: 409 or below 7 <sup>th</sup> Score Range: 429 or below 8 <sup>th</sup> Score Range: 431 or below	6 <sup>th</sup> Score Range: 410-439 7 <sup>th</sup> Score Range: 430-472 8 <sup>th</sup> Score Range: 432-477	6 <sup>th</sup> Score Range: 440-497 7 <sup>th</sup> Score Range: 473-552 8 <sup>th</sup> Score Range: 478-564	6 <sup>th</sup> Score Range: 498-564 7 <sup>th</sup> Score Range: 553-596 8 <sup>th</sup> Score Range: 565-612	6 <sup>th</sup> Score Range: 565 or above 7 <sup>th</sup> Score Range: 597 or above 8 <sup>th</sup> Score Range: 613 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
recognizing a few key words or phrases; responding to simple questions and some wh- questions; identifying a point made by a speaker.	recognizing the main topic and retelling a few key points; responding to simple questions and wh- questions; determining the meaning of frequently occurring words, phrases and expressions.	determining the main idea and a few supporting details; paraphrasing the main idea; participating in discussions, building on the ideas of others and answering questions; determining the meaning of general education and content specific words.	determining the main idea and supporting evidence; paraphrasing and analyzing information to determine if the evidence supports the argument; posing and answering relevant questions; adding additional relevant information and evidence to key ideas.	determining main idea or ideas and how each idea is supported with evidence; gathering information from multiple oral sources and evaluating the credibility of the information; quoting or citing examples while paraphrasing data and conclusions; determining the meaning of general academic, context specific, figurative and idiomatic phrases.

<b>Reading</b> Level 1 Beginning	<b>Reading</b> Level 2 Early Intermediate	<b>Reading</b> Level 3 Intermediate	<b>Reading</b> Level 4 Early Advanced	<b>Reading</b> Level 5 Advanced
6 <sup>th</sup> Score Range: 460 or below 7 <sup>th</sup> Score Range: 485 or below 8 <sup>th</sup> Score Range: 493 or below	6 <sup>th</sup> Score Range: 461-495 7 <sup>th</sup> Score Range: 486-533 8 <sup>th</sup> Score Range: 494-546	6 <sup>th</sup> Score Range: 496-564 7 <sup>th</sup> Score Range: 534-608 8 <sup>th</sup> Score Range: 547-639	6 <sup>th</sup> Score Range: 565-603 7 <sup>th</sup> Score Range: 609-641 8 <sup>th</sup> Score Range: 640-668	6 <sup>th</sup> Score Range: 604 or above 7 <sup>th</sup> Score Range: 642 or above 8 <sup>th</sup> Score Range: 669 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
identifying a few key words and phrases in simple written texts; identifying basic information within text; responding to simple questions and some wh- questions on familiar topics.	identifying the main topic and a few key details in simple written texts; identifying key words and phrases; responding to simple comments and questions on a variety of topics as well as some wh- questions; gathering and recording information.	determining the central idea or theme and supporting details; responding to others' comments and answering questions on familiar topics; gathering information from a few sources; using context clues to determine the meanings of general academic and content-specific words and phrases; explaining an author's argument; analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not.	determining two or more central ideas and how they are supported by specific details; building on ideas of others, adding relevant and specific evidence; summarizing text; gathering information from multiple sources to summarize ideas, information and observations; analyzing the arguments and claims made in text, determining the sufficiency of supporting evidence; determining the meaning of content-specific words and phrases and some idiomatic expressions.	determining central ideas or themes and how they are supported by specific details; summarizing key ideas in text; responding to others' comments and answering questions on a variety of topics, adding relevant and specific evidence; gathering information from sources, evaluating its credibility, and paraphrasing the data; determining whether reasoning is sound and evidence is sufficient to support claims; determining the meaning of figurative and connotative language.

<b>Speaking</b> Level 1 Beginning	<b>Speaking</b> Level 2 Early Intermediate	<b>Speaking</b> Level 3 Intermediate	<b>Speaking</b> Level 4 Early Advanced	<b>Speaking</b> Level 5 Advanced
6 <sup>th</sup> Score Range: 464 or below 7 <sup>th</sup> Score Range: 474 or below 8 <sup>th</sup> Score Range: 475 or below	6 <sup>th</sup> Score Range: 465-510 7 <sup>th</sup> Score Range: 475-526 8 <sup>th</sup> Score Range: 476-527	6 <sup>th</sup> Score Range: 511-561 7 <sup>th</sup> Score Range: 527-581 8 <sup>th</sup> Score Range: 528-589	6 <sup>th</sup> Score Range: 562-594 7 <sup>th</sup> Score Range: 582-610 8 <sup>th</sup> Score Range: 590-618	6 <sup>th</sup> Score Range: 595 or above 7 <sup>th</sup> Score Range: 611 or above 8 <sup>th</sup> Score Range: 619 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
using basic and topical vocabulary; responding to simple and wh- questions about a presentation; expressing an opinion about a topic; recognizing and using frequently occurring nouns, phrases, and verbs.	offering an opinion or prediction using simple grammatical structures and vocabulary; responding to questions with words relevant to the topic; interpreting the information in a picture or graph about a familiar topic; constructing a claim and providing a supporting reason; producing simple and compound sentences.	describing a picture or graph using general academic and content-specific vocabulary, and compound as well as complex sentences; constructing a claim and providing several supporting reasons or facts in a logical order; adapting language choices to audience; delivering a short oral presentation, or recounting a brief sequence of events in order using linking words.	participating in conversations and discussions with appropriate grammatical structures; recounting a detailed sequence of events with a beginning, middle, and end; summarizing information using simple, compound and complex sentences; supporting main ideas clearly with relevant and specific evidence; deliver oral presentations about a variety of topics and experiences.	making predictions and drawing conclusions from a variety of sources; asking and answering questions, and stating opinions with appropriate grammatical structures and vocabulary; recounting a complex sequence of events; making a claim with simple, compound, and complex sentences.

<b>Writing</b> Level 1 Beginning	<b>Writing</b> Level 2 Early Intermediate	<b>Writing</b> Level 3 Intermediate	<b>Writing</b> Level 4 Early Advanced	<b>Writing</b> Level 5 Advanced
6 <sup>th</sup> Score Range: 424 or below 7 <sup>th</sup> Score Range: 473 or below 8 <sup>th</sup> Score Range: 483 or below	6 <sup>th</sup> Score Range: 425-471 7 <sup>th</sup> Score Range: 474-519 8 <sup>th</sup> Score Range: 484-532	6 <sup>th</sup> Score Range: 472-563 7 <sup>th</sup> Score Range: 520-596 8 <sup>th</sup> Score Range: 533-618	6 <sup>th</sup> Score Range: 564-593 7 <sup>th</sup> Score Range: 597-624 8 <sup>th</sup> Score Range: 619-646	6 <sup>th</sup> Score Range: 594 or above 7 <sup>th</sup> Score Range: 625 or above 8 <sup>th</sup> Score Range: 647 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
participating in short written exchanges and presenting simple information; expressing an opinion about a familiar topic; responding to wh- questions about presentations using vocabulary from the presentation topic.	participating in short written exchanges; composing claims, narratives, or informational texts about familiar topics; providing a reason or fact to support the claim; responding to simple and wh- questions; recounting a brief sequence of events in order; using frequently occurring general academic and content-specific words and phrases.	participating in written exchanges with some details; constructing a claim about a topic, introducing the topic, and providing reasons and facts in logical order; providing a concluding statement; asking and answering questions; adding relevant information; expressing own ideas in writing; recounting a short sequence of events in order with a beginning, middle, and end; using common transitional words and phrases.	participating in written exchanges on a variety of topics and texts; asking and answering relevant questions; paraphrasing to restate information; composing narrative and informational texts with specific details about a variety of topics; constructing a claim and providing sufficient reasons to support it; analyzing an argument or claim; using simple, compound and complex sentences with transitional words and phrases to connect events and ideas.	participating in extended written exchanges on a variety of topics and texts; adding evidence and summarizing ideas; composing narrative and informational texts with relevant details about a variety of topics; constructing a claim, introducing the topic and providing compelling, ordered reasons to support the claim; recounting a complex sequence of events with a beginning, middle, and end; adapting language choices and style to the purpose and audience; precisely expressing ideas while maintaining a consistent style and tone.



## Grades 9-12

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
9-12 Score Range: 450 or below	9-12 Score Range: 451-490	9-12 Score Range: 491-570	9-12 Score Range: 571-612	9-12 Score Range: 613 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions.	determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.	determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges.	determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker's development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim.	determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker.

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
9-12 Score Range: 487 or below	9-12 Score Range: 488-538	9-12 Score Range: 539-630	9-12 Score Range: 631-661	9-12 Score Range: 662 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.	identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.	determining the meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources.	determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.	determining the meaning of figurative language, and idiomatic expressions; accurately identifying, summarizing, analyzing, and critiquing key points, main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
9-12 Score Range: 480 or below	9-12 Score Range: 481-535	9-12 Score Range: 536-592	9-12 Score Range: 593-618	9-12 Score Range: 619 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh- questions; expressing an opinion about a familiar topic.	producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.	speaking about informational and complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas.	using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence.	participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; asking and answering questions to probe reasoning and claims; summarizing key ideas and evidence; fully developing a claim or topic with relevant details, concepts, examples, and information; analyzing and integrating information into a clearly organized oral text.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
9-12 Score Range: 484 or below	9-12 Score Range: 485-532	9-12 Score Range: 533-614	9-12 Score Range: 615-640	9-12 Score Range: 641 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.	writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.	using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, context-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding.	producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence.	producing a coherent narrative with details using compound and complex sentences, with complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; composing informational texts about a variety of topics with relevant details, concepts, examples, and information; expressing ideas clearly and persuasively; introducing and distinguishing a claim from a counter-claim, providing logically ordered, relevant reasons and supporting evidence to refute the counter-claim.