



# **Alternate English Language Proficiency Assessments for California: Performance Level Descriptors**

**Prepared for the California Department of Education by ETS**

**March 24, 2023**



**Contract # CN220002**

## Alternate ELPAC Performance Level Descriptors

In conjunction with the California Department of Education (CDE), ETS has developed performance level descriptors (PLDs) to apply to both the Initial Alternate and Summative Alternate English Language Proficiency Assessments for California (ELPAC). This document presents and defines the Alternate ELPAC PLDs and briefly summarizes the process used to create those PLDs in collaboration with the CDE and California educators.

In September 2017, the California State Board of Education (SBE) approved the general PLDs, which define, in general terms, performance expectations across all grade levels or grade spans and domains via the two communication modes: expressive (Speaking and Writing) and receptive (Listening and Reading). The Alternate ELPAC general PLDs are short policy descriptors that convey the degree of student proficiency in English. Taken together with reporting PLDs and threshold scores, the general PLDs convey to educators, parents/guardians, students, and the public the meaning of assessment results.

### Definitions

PLDs	Definition
<b>General PLDs</b>	<b>General PLDs</b> are generic descriptors of student performance expectations that provide the range expected in each performance level. These PLDs are used as input for the more specific descriptors used in setting threshold scores.
<b>Range PLDs</b>	<b>Range PLDs</b> are domain- and grade-specific descriptors that can be used by test developers to guide item writing. Range PLDs provide the range of expectations specific to each domain for each grade level or grade span, are used in the standard setting process, and are developed at the beginning of the testing program.
<b>Reporting PLDs</b>	<b>Reporting PLDs</b> are the final PLDs that are developed after standard setting. They provide guidance to interested educators, district personnel, and parents/guardians on how to interpret student performance on the Alternate ELPAC. A key difference between the reporting PLDs and the range PLDs is that the reporting PLDs reflect student test performance. As such, they reflect a student's knowledge, skills, and abilities.

### Range Performance Level Descriptor Process

California educators were selected to participate in a workshop to refine draft range PLDs based on the general PLDs and the 2012 *California English Language Development Standards: Kindergarten Through Grade 12 (California 2012 ELD Standards)* via the California English Language Development Connectors for the Alternate ELPAC (ELD Connectors). Participants had experience teaching students eligible to take the Alternate ELPAC, as well as knowledge of the California ELD Connectors. Panelists were recruited from across the state to achieve representation of educators who work with this student population. These educators contributed to the development of the

grade- and domain-specific expectations measured by the ELPAC.

The goal in developing range PLDs was to provide distinctions between the levels for each grade level or grade span for each domain. They aid in the interpretation of the threshold scores. In the development of Student Score Reports (SSRs), both the general PLDs and the range PLDs were considered.

### **Reporting Performance Level Descriptor Process**

In collaboration with California interest holders (e.g., California Association for Bilingual Education, Californians Together, California State Parent Teacher Association, California School Board Association, etc.), ETS developed SSRs that included descriptions of the PLDs in parent/guardian–friendly language. Those descriptions—the reporting PLDs—are given to score users to provide interpretations of scores and performance levels. These PLDs were developed using feedback from educators at the elementary school and high school levels. Final reporting PLDs and score reports were approved by the SBE in January 2021.

## Alternate ELPAC General Performance Level Descriptors

PLDs	Definition
Fluent English Proficient	Students at this level have <b>sufficient</b> English language proficiency. They may need <b>occasional</b> linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner	Students at this level have <b>moderate</b> English language proficiency. They may need <b>frequent</b> linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	Students at this level have <b>minimal</b> English language proficiency. They need <b>substantial</b> linguistic support to enable them to access adapted grade-level content in English.

## Alternate ELPAC Performance Level Descriptors

### Receptive Kindergarten

Level 1 (Novice English Learner)	Level 2 (Intermediate English Learner)	Level 3 (Fluent English Proficient)
<p>Students at this level have <b>minimally developed</b> expressive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to answer simple yes/no questions</li> <li>• Attempt to identify a few key pictures, words, or objects</li> <li>• Attempt to identify a feeling or preference of others</li> <li>• Attempt to identify that a story has a beginning</li> </ul>	<p>Students at this level have <b>moderately developed</b> expressive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Answer simple yes/no and simple wh-questions (who, what, where)</li> <li>• Identify key pictures, words, or objects</li> <li>• Identify a feeling or preference of others</li> <li>• Identify that a story has a beginning</li> <li>• Identify an event from experience or a story</li> <li>• Attempt to identify the connecting word "and"</li> </ul>	<p>Students at this level have <b>sufficiently developed</b> expressive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Answer simple yes/no and simple wh-questions (who, what, where) about key details</li> <li>• Identify a part of a story</li> <li>• Identify an opinion or preference of others</li> <li>• Identify that a story has a beginning and an end</li> <li>• Identify a simple sequence of events from experience or a story</li> <li>• Identify the connecting word "and"</li> </ul>

## Expressive Kindergarten

Level 1 (Novice English Learner)	Level 2 (Intermediate English Learner)	Level 3 (Fluent English Proficient)
<p>Students at this level have <b>minimally developed</b> expressive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to express a response to a simple yes/no question</li> <li>• Attempt to communicate simple information or feelings</li> <li>• Attempt to label a picture</li> <li>• Attempt to express a feeling or preference (either one's own or others' feeling or preference)</li> <li>• Attempt to use common verbs and nouns</li> <li>• Attempt to use the word "and"</li> </ul>	<p>Students at this level have <b>moderately developed</b> expressive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Express a response to simple yes/no questions</li> <li>• Communicate simple information or feelings</li> <li>• Label a picture</li> <li>• Express a feeling or preference (either one's own or others' feeling or preference)</li> <li>• Identify one element of the story (i.e., character, setting)</li> <li>• Use common verbs, nouns, and noun phrases</li> <li>• Use the word "and"</li> </ul>	<p>Students at this level have <b>sufficiently developed</b> expressive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Express a response to simple yes/no and wh- questions (who, what, where)</li> <li>• Communicate simple information or feelings</li> <li>• Label pictures</li> <li>• Express an opinion or preference (either one's own or others' opinion or preference)</li> <li>• Retell simple information about a story</li> <li>• Use common verbs, nouns, noun phrases, and prepositional phrases</li> <li>• Use the word "and" to combine two simple sentences</li> </ul>

## Receptive Grade One

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p><b>Students at this level have <b>minimally developed</b> receptive skills. They might:</b></p> <ul style="list-style-type: none"> <li>• Attempt to answer simple yes/no questions</li> <li>• Attempt to identify a few key pictures, words, or objects</li> <li>• Attempt to identify a feeling or preference of others</li> <li>• Attempt to identify a reason for a feeling or preference of others</li> <li>• Attempt to identify that a story has a beginning</li> <li>• Attempt to identify the first word of the sentence</li> <li>• Attempt to identify simple information about a familiar story or topic</li> <li>• Attempt to understand a familiar connector word (e.g., and, or)</li> </ul>	<p><b>Students at this level have <b>moderately developed</b> receptive skills. They can sometimes:</b></p> <ul style="list-style-type: none"> <li>• Answer simple yes/no and simple wh-questions (who, what, where)</li> <li>• Identify key pictures, words, or objects</li> <li>• Identify a feeling or preference of others</li> <li>• Identify a reason to support the feeling or preference of others</li> <li>• Identify that a story has a beginning</li> <li>• Identify the first word of the sentence</li> <li>• Identify simple information about a familiar story or topic</li> <li>• Identify an event</li> <li>• Understand one or two frequently occurring connector words (e.g., and, or)</li> </ul>	<p><b>Students at this level have <b>sufficiently developed</b> receptive skills. They can usually:</b></p> <ul style="list-style-type: none"> <li>• Answer simple yes/no and simple wh-questions (who, what, where, when) about key details</li> <li>• Identify the main idea or topic</li> <li>• Identify a part of a story</li> <li>• Identify an opinion or preference of others</li> <li>• Identify a reason to support the opinion or preference of others</li> <li>• Identify that simple texts have a beginning and an end</li> <li>• Identify the first word of the sentence</li> <li>• Identify the first word of a sentence is capitalized</li> <li>• Identify simple information about a specific story or topic</li> <li>• Identify a sequence of two events in sequential order</li> <li>• Understand a few temporal words (e.g., first, next, then, last)</li> <li>• Understand a few common connector words (e.g., and, or, but)</li> </ul>

## Expressive Grade One

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> expressive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to express a response to simple yes/no questions</li> <li>• Attempt to communicate simple information or feelings</li> <li>• Attempt to use a few common words and expressions related to the topic</li> <li>• Attempt to express a feeling or preference (either one's own or others' feeling or preference)</li> <li>• Attempt to communicate simple information about a familiar topic</li> <li>• Attempt to use a few common verbs and nouns</li> <li>• Attempt to use the connector word "and"</li> </ul>	<p>Students at this level have <b>moderately developed</b> expressive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Express a response to simple yes/no and wh- questions (who, what, where)</li> <li>• Communicate simple information</li> <li>• Use a few common words or expressions related to the topic</li> <li>• Express a feeling or preference (either one's own or others' feeling or preference)</li> <li>• Communicate simple information about a familiar topic</li> <li>• Retell an event</li> <li>• Use a few frequently occurring verbs, nouns, and prepositions</li> <li>• Use the word "and" and one other frequently occurring connecting word (e.g., or, then)</li> </ul>	<p>Students at this level have <b>sufficiently developed</b> expressive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Express a response to simple yes/no and wh- questions (who, what, where, when)</li> <li>• Communicate simple information</li> <li>• Use common words and expressions related to the topic</li> <li>• Express own opinion or a preference supported by a reason</li> <li>• Express the opinion of others supported by a reason</li> <li>• Communicate simple information about a familiar event or topic</li> <li>• Retell two events in sequential order</li> <li>• Use common verbs, nouns, noun phrases, and prepositional phrases</li> <li>• Use frequently occurring connecting words to combine two simple sentences into one (e.g., and, or, then)</li> </ul>



## Receptive Grade Two

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> receptive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to answer yes/no and simple wh- questions (who, what, where) about key details</li> <li>• Attempt to identify a few key words and short phrases</li> <li>• Attempt to identify the opinion or preference of others</li> <li>• Attempt to identify a reason for the opinion or preference of others</li> <li>• Attempt to identify the beginning or end of a story</li> <li>• Attempt to identify simple information about a familiar topic</li> <li>• Attempt to identify a familiar connector word</li> <li>• Attempt to identify one or two familiar words</li> </ul>	<p>Students at this level have <b>moderately developed</b> receptive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Answer yes/no and simple wh- questions (who, what, where) about key details</li> <li>• Identify the main topic or characters in a story</li> <li>• Identify a part of a story</li> <li>• Identify the opinion or preference of others</li> <li>• Identify a reason to support the opinion or preference of others</li> <li>• Identify the beginning or end of a story</li> <li>• Identify one sentence feature: first word, capitalization, or end punctuation</li> <li>• Identify simple information about a familiar topic</li> <li>• Identify an event in a sequence</li> <li>• Understand frequently occurring connector words</li> <li>• Identify a small number of familiar words that are used in everyday routines</li> </ul>	<p>Students at this level have <b>sufficiently developed</b> receptive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Answer wh- questions (who, what, where, when) about key details</li> <li>• Identify the main idea</li> <li>• Identify a part of a story</li> <li>• Identify the opinion or preference of others</li> <li>• Identify a reason to support the opinion or preference of others</li> <li>• Identify story features: beginning, middle, and end</li> <li>• Identify sentence features: first word, capitalization, and end punctuation</li> <li>• Identify information about a familiar topic</li> <li>• Identify a sequence of events</li> <li>• Understand temporal words</li> <li>• Understand connector words</li> <li>• Identify familiar words that are used in classroom contexts and everyday routines</li> </ul>

## Expressive Grade Two

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> expressive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to express a response to simple questions about a familiar topic</li> <li>• Attempt to communicate simple information or feelings</li> <li>• Attempt to use words and expressions appropriate to the social context</li> <li>• Attempt to express a preference (either one's own or others' preference)</li> <li>• Attempt to communicate simple information</li> <li>• Attempt to use common verbs and nouns</li> <li>• Attempt to use the connector word "and" to combine words and ideas</li> </ul>	<p>Students at this level have <b>moderately developed</b> expressive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Express a response to simple wh- questions (who, what, where)</li> <li>• Communicate simple information</li> <li>• Use words and expressions appropriate to the social context</li> <li>• Express an opinion or a preference (either one's own or others' opinion or preference)</li> <li>• Provide a reason to support one's own or others' opinion or preference</li> <li>• Communicate simple information about an event or topic in a story</li> <li>• Retell an event</li> <li>• Identify and use common verbs, nouns, and prepositions</li> <li>• Use frequently occurring connecting words to combine ideas and simple sentences (e.g., and, or, then)</li> </ul>	<p>Students at this level have <b>sufficiently developed</b> expressive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Express a response to wh- questions (who, what, where, when)</li> <li>• Communicate information with detail</li> <li>• Use words and expressions appropriate to the social or academic context</li> <li>• Express own opinion or preference supported by a reason</li> <li>• Express the opinion of others supported by a reason</li> <li>• Communicate information about an event or topic</li> <li>• Retell a short sequence of events</li> <li>• Use common verbs, verb phrases, nouns, noun phrases, and prepositional phrases</li> <li>• Produce simple and compound sentences</li> <li>• Use frequently occurring connecting words to combine and condense simple sentences or ideas (e.g., and, or, then)</li> </ul>

## Receptive Grade Span Three Through Five

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> receptive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to answer yes/no questions and simple wh- questions (who, what, where) about key details</li> <li>• Attempt to identify the main idea or key details</li> <li>• Attempt to identify the meaning of a few frequently occurring words and phrases</li> <li>• Attempt to retell a part of a story</li> <li>• Attempt to identify the opinion or preference of others</li> <li>• Attempt to identify a reason for the opinion or preference of others</li> <li>• Attempt to identify a common text structure</li> <li>• Attempt to identify how a simple text is organized by sequence</li> <li>• Attempt to identify one sentence feature: first word, capitalization, or end punctuation</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>moderately developed</b> receptive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Answer yes/no and simple wh- questions about key details (who, what, where, when)</li> <li>• Identify the main idea or key details</li> <li>• Identify the meaning of some frequently occurring words and phrases</li> <li>• Retell a part of a story</li> <li>• Identify the opinion or preference of others</li> <li>• Identify a reason to support the opinion or preference</li> <li>• Identify a common text structure</li> <li>• Identify how a simple text is organized by sequence</li> <li>• Identify one sentence feature: first word, capitalization, or end punctuation</li> <li>• Identify simple information about an event or familiar topic</li> <li>• Identify part of the sequence of events</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>sufficiently developed</b> receptive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Answer multiple wh- questions (who, what, where, when, why)</li> <li>• Determine the main idea and identify details that support the main idea</li> <li>• Identify the meaning of frequently occurring words and phrases</li> <li>• Retell parts of a story</li> <li>• Identify the opinion or preference of others</li> <li>• Identify one or more reasons to support the opinion of others</li> <li>• Identify common text structures</li> <li>• Identify how simple texts are organized by sequence</li> <li>• Identify sentence features: first word, capitalization, and end punctuation</li> <li>• Identify information about a familiar topic</li> <li>• Identify a sequence of two or more connected events</li> </ul> <p><b>(continued in the next row)</b></p>

Receptive Grade Span Three Through Five (*continuation*)

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Attempt to identify simple information about an event or familiar topic</li> <li>• Attempt to identify an event in sequence</li> <li>• Attempt to understand a familiar connector word</li> <li>• Attempt to identify one or two familiar words</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Understand some frequently occurring connector and transition words</li> <li>• Identify a small number of familiar words that are used in classroom contexts and everyday routines</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Understand temporal and connector words</li> <li>• Understand common transitional words and phrases</li> <li>• Identify familiar words that are used in classroom contexts and everyday routines</li> </ul>

## Expressive Grade Span Three Through Five

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> expressive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to express a response to simple yes/no questions and some wh-questions (who, what, where)</li> <li>• Attempt to ask a simple question</li> <li>• Attempt to communicate simple information about a familiar topic by telling or composing simple text</li> <li>• Attempt to use a key word to add detail to a text</li> <li>• Attempt to use frequently occurring words and expressions appropriate to the social or academic context</li> <li>• Attempt to express an opinion or preference (either one's own or others' opinion or preference)</li> <li>• Attempt to provide a reason to support an opinion or preference</li> <li>• Attempt to communicate simple information about an event or familiar topic</li> <li>• Attempt to retell part of a sequence</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>moderately developed</b> expressive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Express a response to simple yes/no and some wh- questions (who, what, where, when)</li> <li>• Ask a simple question</li> <li>• Communicate simple information about a familiar topic by telling or composing simple text</li> <li>• Use key words to add details to a text</li> <li>• Use frequently occurring words and expressions appropriate to the social or academic context</li> <li>• Express an opinion or preference (either one's own or others' opinion or preference)</li> <li>• Provide a reason to support one's own or others' opinion or preference</li> <li>• Communicate simple information about an event or familiar topic</li> <li>• Retell two events in sequence</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>sufficiently developed</b> expressive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Express a response to multiple wh-questions (who, what, where, when)</li> <li>• Ask relevant questions</li> <li>• Communicate information by telling or composing simple texts</li> <li>• Respond to others' comments or ideas</li> <li>• Use key words to add details to a text</li> <li>• Use a wide range of words appropriate to the social and academic context</li> <li>• Express own opinion supported by one or more reasons</li> <li>• Express others' opinion and provide one or more reasons to support that opinion</li> <li>• Communicate information about a familiar topic with detail</li> <li>• Retell a sequence of events</li> <li>• Use an increasing range of temporal words as well as transitional words and phrases</li> </ul> <p><b>(continued in the next row)</b></p>

Expressive Grade Span Three Through Five (*continuation*)

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Attempt to identify and use a small number of frequently occurring verbs, nouns, and prepositions</li> <li>• Attempt to identify and use short phrases and simple sentences</li> <li>• Attempt to use a frequently occurring connecting word to combine ideas</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Identify and use a small number of frequently occurring verbs, verb phrases, nouns, and noun phrases</li> <li>• Identify and use a small number of frequently occurring prepositional phrases and adverbs</li> <li>• Produce a simple sentence</li> <li>• Use frequently occurring connecting words to combine or condense simple sentences or ideas</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Use an increasing number of frequently occurring verbs, verb phrases, nouns, and noun phrases</li> <li>• Use frequently occurring prepositional phrases and adverbs</li> <li>• Produce simple and compound sentences</li> <li>• Use frequently occurring connecting words to combine and condense simple sentences or ideas</li> </ul>

## Receptive Grade Span Six Through Eight

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> receptive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to answer simple questions and wh- questions (who, what, where, when)</li> <li>• Attempt to identify the central idea</li> <li>• Attempt to identify the meaning of a few key words and phrases</li> <li>• Attempt to identify a few key words and short phrases</li> <li>• Attempt to identify the preferences of others</li> <li>• Attempt to identify a reason for the opinion or preference of others</li> <li>• Attempt to identify a common text structure</li> <li>• Attempt to identify how a simple text is organized by sequence</li> <li>• Attempt to recall an event from a text</li> <li>• Attempt to identify simple information about an event or familiar topic</li> <li>• Attempt to identify an event in sequence or a step in a process</li> <li>• Attempt to understand a familiar connector word</li> </ul>	<p>Students at this level have <b>moderately developed</b> receptive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Answer simple questions and some wh- questions (who, what, where, when)</li> <li>• Identify the central idea or theme</li> <li>• Identify the meaning of a few general academic and content-specific words and phrases</li> <li>• Identify the opinions and preferences of others</li> <li>• Identify a reason for an opinion or preference</li> <li>• Identify a common text structure</li> <li>• Identify how a simple text is organized by sequence</li> <li>• Recall an event from a text</li> <li>• Identify simple information about an event or familiar topic</li> <li>• Identify part of the sequence of events or steps in a process</li> <li>• Understand some frequently occurring connector and transition words to link ideas</li> </ul>	<p>Students at this level have <b>sufficiently developed</b> receptive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Answer multiple wh- questions (who, what, where, when, why)</li> <li>• Determine central ideas and themes and identify supporting details</li> <li>• Summarize key information</li> <li>• Identify the meaning of general academic and content-specific words, phrases, and expressions</li> <li>• Identify the opinions of others</li> <li>• Identify one or more reasons to support the opinions of others</li> <li>• Identify common text structures</li> <li>• Identify how simple texts are organized by sequence to express ideas</li> <li>• Recall events from texts</li> <li>• Identify multiple pieces of information about events or familiar topics</li> <li>• Identify the sequence of events or steps in a process</li> <li>• Understand temporal and connector words</li> <li>• Understand common transitional words and phrases</li> </ul>

## Expressive Grade Span Six Through Eight

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p><b>Students at this level have <b>minimally developed</b> expressive skills. They might:</b></p> <ul style="list-style-type: none"> <li>• Attempt to express a response to simple questions and some wh- questions (who, what, where, when)</li> <li>• Attempt to ask simple questions</li> <li>• Attempt to express an idea with a detail</li> <li>• Attempt to use descriptive language appropriate for a task or audience</li> <li>• Attempt to use a key word to convey precise meaning</li> <li>• Attempt to use some frequently occurring words</li> <li>• Attempt to express an opinion or preference (either one's own or others' opinion or preference)</li> <li>• Attempt to provide a reason for the opinion or preference of others</li> <li>• Attempt to communicate simple information about an event or a familiar topic</li> <li>• Attempt to retell part of a sequence</li> </ul> <p><b>(continued in the next row)</b></p>	<p><b>Students at this level have <b>moderately developed</b> expressive skills. They can sometimes:</b></p> <ul style="list-style-type: none"> <li>• Express a response to simple questions and some wh- questions (who, what, where, when)</li> <li>• Ask simple questions</li> <li>• Express ideas with a detail</li> <li>• Use descriptive language appropriate for a task or audience</li> <li>• Use a key word to convey precise meaning</li> <li>• Use some frequently occurring social, general academic, and content-specific words</li> <li>• Express an opinion or preference (either one's own or others' opinion or preference)</li> <li>• Provide one or more reasons to support one's own or others' opinion or preference</li> <li>• Communicate simple information about an event or a familiar topic</li> <li>• Retell events in sequence</li> </ul> <p><b>(continued in the next row)</b></p>	<p><b>Students at this level have <b>sufficiently developed</b> expressive skills. They can usually:</b></p> <ul style="list-style-type: none"> <li>• Express a response to multiple questions (who, what, where, when, why, how)</li> <li>• Ask relevant questions</li> <li>• Express ideas with details</li> <li>• Use descriptive language appropriate for a purpose, task, and audience</li> <li>• Use keywords to convey precise meaning</li> <li>• Use social, general academic, and content-specific words or phrases</li> <li>• Express own opinions and provide one or more reasons to support the opinions</li> <li>• Express others' opinions and provide one or more reasons to support the opinions</li> <li>• Communicate information about events or topics with detail</li> <li>• Retell the sequence of events or steps in a process</li> </ul> <p><b>(continued in the next row)</b></p>



Expressive Grade Span Six Through Eight (*continuation*)

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Use common vocabulary words and simple sentences</li> <li>• Attempt to use common verbs, nouns, noun phrases, and prepositions</li> <li>• Attempt to use common connecting words to link words and ideas</li> <li>• Attempt to produce simple sentences on familiar topics</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Use some temporal words or common transitional words</li> <li>• Use some common connector words to link ideas</li> <li>• Use verbs, verb phrases, nouns, noun phrases, and prepositional phrases</li> <li>• Use common connecting words to link ideas</li> <li>• Produce simple sentences on familiar topics</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Use temporal words as well as common transitional words and phrases</li> <li>• Use connector words to link ideas or events</li> <li>• Use verbs, verb phrases, nouns, noun phrases, prepositional phrases, and adverbs</li> <li>• Use connecting words to link ideas</li> <li>• Produce simple or compound sentences on topics</li> <li>• Combine ideas using high-frequency conjunctions</li> </ul>

## Receptive Grade Span Nine Through Twelve

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> receptive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to answer wh- questions (who, what, where, when)</li> <li>• Attempt to identify and summarize a central idea or theme</li> <li>• Attempt to identify the meaning of a few general academic or content-specific words or phrases</li> <li>• Attempt to identify the opinions or preferences of others</li> <li>• Attempt to identify a reason to support the opinion or preference</li> <li>• Attempt to identify a common text structure</li> <li>• Attempt to identify how simple written texts and oral presentations are organized</li> <li>• Attempt to identify simple information about ideas or events and how they are connected</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>moderately developed</b> receptive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Answer wh- questions (who, what, where, when)</li> <li>• Identify and summarize the central idea or theme by including a supporting detail</li> <li>• Identify the meaning of a few general academic and content-specific words, phrases, and expressions</li> <li>• Identify the opinions and preferences of others</li> <li>• Identify a reason or fact to support the opinion or preference</li> <li>• Identify a common text structure</li> <li>• Identify how simple written texts and oral presentations are organized</li> <li>• Identify information about ideas or events and how they are connected</li> <li>• Identify part of the sequence of events or steps in a process</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>sufficiently developed</b> receptive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Answer multiple wh- questions (who, what, where, when, why)</li> <li>• Determine and summarize central ideas, themes, and information by identifying and including supporting details</li> <li>• Identify the meaning of general academic and content-specific words, phrases, and expressions</li> <li>• Identify the opinions of others</li> <li>• Identify one or more reasons or facts to support the opinions of others</li> <li>• Identify common text structures</li> <li>• Identify how a variety of simple written texts and oral presentations are organized</li> <li>• Identify multiple pieces of information about ideas or events and how they are connected</li> <li>• Understand connector words that link ideas, events, and reasons</li> </ul> <p><b>(continued in the next row)</b></p>

Receptive Grade Span Nine Through Twelve (*continuation*)

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Attempt to identify any part of the sequence of events or steps in a process</li> <li>• Attempt to understand one familiar connector word or transitional word</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Understand a temporal word or a common transitional word or phrase</li> <li>• Understand a connector word that links ideas, events, and reasons</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Identify the sequence of events or steps in a process</li> <li>• Understand temporal words as well as common transitional words and phrases</li> </ul>

## Expressive Grade Span Nine Through Twelve

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p>Students at this level have <b>minimally developed</b> expressive skills. They might:</p> <ul style="list-style-type: none"> <li>• Attempt to ask simple questions to express information and ideas (who, what, where, when)</li> <li>• Attempt to answer simple questions to express information and ideas (who, what, where, when)</li> <li>• Attempt to express an idea with a detail</li> <li>• Attempt to use descriptive language appropriate for a task or audience</li> <li>• Attempt to use some social, general academic, or content-specific words or phrases</li> <li>• Express an opinion or preference (either one's own or others' opinion)</li> <li>• Attempt to provide a reason for the opinion or preference of others</li> <li>• Attempt to communicate simple information about an event or familiar topic</li> <li>• Attempt to retell part of a sequence of events or steps in a process</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>moderately developed</b> expressive skills. They can sometimes:</p> <ul style="list-style-type: none"> <li>• Ask simple questions to express information and ideas (who, what, where, when)</li> <li>• Answer simple questions to express information and ideas (who, what, where, when)</li> <li>• Express ideas with a detail</li> <li>• Use descriptive language appropriate for a task or audience</li> <li>• Use some social, general academic, and content-specific words or phrases</li> <li>• Express an opinion or preference (either one's own or others' opinion)</li> <li>• Provide one or more reasons to support one's own or others' opinion</li> <li>• Communicate information about an event or a familiar topic</li> <li>• Retell the sequence of events or steps in a process</li> <li>• Use some temporal words or common transitional words</li> </ul> <p><b>(continued in the next row)</b></p>	<p>Students at this level have <b>sufficiently developed</b> expressive skills. They can usually:</p> <ul style="list-style-type: none"> <li>• Ask multiple questions to express information and ideas (who, what, where, when, why, how)</li> <li>• Answer multiple questions to express information and ideas (who, what, where, when, why, how)</li> <li>• Express ideas with details</li> <li>• Use descriptive language appropriate for a purpose, task, and audience</li> <li>• Use social, general academic, and content-specific words or phrases to create meaningful text</li> <li>• Express own opinions and provide one or more reasons or facts to support the opinions</li> <li>• Express and evaluate others' opinions and provide one or more reasons or facts to support the opinions</li> <li>• Support own opinion to negotiate with others</li> <li>• Communicate information about events or topics with detail</li> </ul> <p><b>(continued in the next row)</b></p>

Expressive Grade Span Nine Through Twelve (*continuation*)

<b>Level 1</b> <b>(Novice English Learner)</b>	<b>Level 2</b> <b>(Intermediate English Learner)</b>	<b>Level 3</b> <b>(Fluent English Proficient)</b>
<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Attempt to use a temporal or common transitional word</li> <li>• Attempt to use a common connector word to link ideas, events, or reasons</li> <li>• Attempt to use common verbs, nouns, noun phrases, adjectives, and prepositions</li> <li>• Attempt to use common connecting words</li> <li>• Attempt to produce simple sentences</li> <li>• Attempt to produce one compound sentence using high-frequency conjunctions</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Use some common connector words to link ideas, events, or reasons</li> <li>• Use verbs, verb phrases, nouns, noun phrases, adjectives, and prepositional phrases</li> <li>• Use common connecting words to link ideas</li> <li>• Produce simple sentences</li> <li>• Produce one compound sentence using high-frequency conjunctions</li> </ul>	<p><b>(continued from the previous row)</b></p> <ul style="list-style-type: none"> <li>• Retell the sequence of events or steps in a process</li> <li>• Use temporal words as well as common transitional words and phrases</li> <li>• Use connector words to link ideas, events, and reasons</li> <li>• Use verbs, verb phrases, verb tenses, nouns, noun phrases, adjectives, prepositional phrases, and adverbs</li> <li>• Use connecting words to link ideas</li> <li>• Produce simple and compound sentences to connect ideas</li> <li>• Use an increasing range of high-frequency conjunctions to combine ideas and create precise and detailed sentences</li> </ul>

## Score-Reporting Performance Level Descriptors

Level	Description
3	Students at this level have sufficient English skills to communicate and learn in school. They may need occasional help with English to learn grade-level information that has been modified for students with the most significant cognitive disabilities.
2	Students at this level can sometimes use English to communicate and learn in school. They may need frequent help with English to learn grade-level information that has been modified for students with the most significant cognitive disabilities.
1	Students at this level are beginning to develop the English skills they need to communicate and learn in school. They may need substantial help with English to learn grade-level information that has been modified for students with the most significant cognitive disabilities.