



Descriptors

ELPAC Performance Level



# Summative English Language Proficiency Assessments for California: Performance Level Descriptors

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Prepared for the California Department of Education by  
Educational Testing Service



*Measuring the Power of Learning.™*

## Summative ELPAC Performance Level Descriptors

In conjunction with the California Department of Education (CDE), Educational Testing Service (ETS) has developed performance level descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC). This document presents and defines the Summative 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 approved the revised general PLDs, which define, in general terms, performance expectations across all grades and domains (Listening, Speaking, Reading, and Writing). These revised general PLDs take into account stakeholder feedback and contain clarifying language pertaining to the English language development (ELD) proficiency levels as compared to the ELPAC performance levels.

### 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 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 stakeholders on how to interpret student performance on the 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 PLD 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 (2012 ELD Standards)*. Participants had experience teaching students eligible to take the ELPAC as well as knowledge of the 2012 *ELD Standards*. T Panelists were recruited from across the state in order 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 or grade span for each domain. They aid in the interpretation of the threshold scores. In the development of Student Score Reports, both the general PLDs and the range PLDs were considered.

## **Reporting PLD Process**

In collaboration with the California Association for Bilingual Education, Californians Together, Parent Teacher Association, and California School Board Association, ETS developed score reports that included descriptions of the PLDs in parent-friendly language. Those descriptions—the reporting PLDs—are given to score users to provide interpretations of scores and performance levels. These PLDs were developed through the use of feedback from stakeholders at the elementary school and high school levels. Final reporting PLDs and score reports were completed in December 2017.

**English Language Proficiency Assessments for California (ELPAC) General PLDs**

Level	Description
4	<p>English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less-familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the California English Language Development (ELD) Standards: Kindergarten Through Grade Twelve.</p>
3	<p>English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less-familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the California ELD Standards.</p>
2	<p>English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less-familiar tasks and topics. This test performance level corresponds to the low to midrange of the “Expanding” proficiency level as described in the California ELD Standards.</p>
1	<p>English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less-familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the California ELD Standards.</p>

**ELPAC Range PLDs**

**Reading: Kindergarten**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> reading skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify letter names</li> <li>• Identify letter sounds</li> <li>• Make meaning of a few simple, grade-appropriate words within a jointly read informational and literary text</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Sometimes identify the main idea and key details within a jointly read informational and literary text</li> <li>• Sometimes make meaning of simple, grade-appropriate words within a jointly read text</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Determine that English texts are read from left to right and top to bottom</li> <li>• Usually identify the main idea and key details within a jointly read informational and literary text</li> <li>• Usually make meaning of simple, grade-appropriate words within a jointly read text</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Consistently identify the main idea and key details within a jointly read informational and literary text</li> <li>• Consistently make meaning of simple, grade-appropriate words within a jointly read text</li> </ul>

**Reading: Grades One to Two**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> reading skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>Independently read grade-appropriate texts: words, sentences, and informational and literary passages (on familiar topics)</li> <li>Read and make meaning of a few simple, grade-appropriate words and sentences</li> <li>Rarely identify the main idea and key details in a short text</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>Independently read grade-appropriate texts: words, sentences, and informational and literary passages (on familiar topics)</li> <li>Sometimes read and make meaning of simple, grade-appropriate words and sentences</li> <li>Sometimes identify the main idea and key details in a short text</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>Independently read grade-appropriate texts: words, sentences, and informational and literary passages (on familiar topics)</li> <li>Usually independently read and make meaning of grade-appropriate words and sentences</li> <li>Usually identify the main idea and key details in an expanded text</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>Independently read grade-appropriate texts: words, sentences, and informational and literary passages (on familiar topics)</li> <li>Consistently independently read and make meaning of grade-appropriate words and sentences</li> <li>Consistently identify the main idea and key details in an expanded text</li> </ul>

**Reading: Grades Three to Twelve**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> reading skills. They may be able to:</b></p> <p>:</p> <ul style="list-style-type: none"> <li>• Comprehend simple, nonacademic words and sentences that depict concrete actions</li> <li>• Occasionally identify the main idea and key details within a text</li> <li>• Occasionally determine the meaning of a few unknown words and phrases</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend sentences and short paragraphs of grade-appropriate academic text, both informational and literary (on familiar topics)</li> <li>• Sometimes identify the main idea and key details within a text</li> <li>• Occasionally make inferences that are not explicitly stated within a text</li> <li>• Sometimes determine the meaning of unknown words and phrases by using context</li> <li>• Occasionally understand the organization of a text</li> <li>• Occasionally understand the reason a writer uses specific words or phrases in a text using context</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend multiparagraph, grade-appropriate texts, both informational and literary (on familiar and some unfamiliar topics)</li> <li>• Usually identify the main idea and key details within a text</li> <li>• Sometimes make inferences that are not explicitly stated within a text and identify the language that supports main ideas, details, and inferences.</li> <li>• Sometimes demonstrate understanding of the organization of a text and how the writer connects ideas within a text</li> <li>• Usually determine the meaning of unknown words and phrases by using context</li> <li>• Sometimes understand the reason a writer uses specific words or phrases in a text</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> reading skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend multiparagraph, grade-appropriate academic texts, both informational and literary (on both familiar and unfamiliar topics)</li> <li>• Consistently identify the main idea and key details within a text</li> <li>• Usually make inferences that are not explicitly stated within a text and identify the language that supports main ideas, details, and inferences</li> <li>• Usually demonstrate understanding of the organization of a text and how the writer connects ideas within a text</li> <li>• Consistently determine the meaning of unknown words and phrases using context</li> <li>• Usually understand the reason a writer uses specific words or phrases in a text and how language choices affect the audience</li> </ul>

**Speaking: Kindergarten to Grade Two**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> speaking skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Produce some common words and simple phrases in direct informational exchanges on familiar and routine subjects</li> <li>• Use some learned vocabulary drawn from academic content areas to convey some academic content</li> <li>• Speak with pronunciation and intonation that sometimes impede comprehensibility</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> speaking skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Contribute to short conversations with responses that are mostly appropriate and convey relevant meaning</li> <li>• Express some information and ideas about academic content that convey some content related to the topic but may be partial or incomplete</li> <li>• Offer an opinion without clear reasons</li> <li>• Attempt to organize and connect ideas, but organization and connections are generally unclear</li> <li>• Use limited grammar and vocabulary that allow for communication, but limitations and errors interfere with expression of ideas</li> <li>• Speak with speech that may be slow, choppy, or hesitant throughout and may include long pauses</li> <li>• Speak with pronunciation and intonation that may sometimes impede comprehensibility</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> speaking skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Contribute to extended conversations with responses that are appropriate to the task and convey relevant meaning</li> <li>• Express mostly clear information and ideas about academic content that are appropriate but may not be complete</li> <li>• Offer an opinion and support it with a reason or reasons that are partly sufficient and relevant</li> <li>• Sometimes organize and connect ideas, but there may be unclear organization or connections at times</li> <li>• Use age-appropriate grammar and expanded vocabulary that usually allow for sustained expression of ideas</li> <li>• Speak in a sustained manner, though some chopiness or hesitation may occur</li> <li>• Speak with pronunciation and intonation that usually do not impede comprehensibility</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> speaking skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Express information and ideas clearly about academic content that convey sufficient and relevant details</li> <li>• Offer an opinion and support it with a reason or reasons</li> <li>• Organize and connect ideas clearly</li> <li>• Use age-appropriate grammar and make word choices effectively (Minor, age-appropriate errors do not interfere with communication.)</li> <li>• Speak fairly smoothly in a sustained manner</li> <li>• Speak with pronunciation and intonation that do not impede comprehensibility</li> </ul>



**Speaking: Grades Three to Twelve**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> speaking skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Produce some common words and simple phrases in direct informational exchanges on familiar and routine subjects</li> <li>• Attempt to contribute to conversations and discussions, offer an opinion and support, or provide a presentation or summary, but convey little or no relevant information</li> <li>• Use grammar and make word choices that are sufficient to provide basic statements about familiar and routine subjects</li> <li>• Speak with simple or learned phrases and sentences, though attempts at sustained speech may be mostly unintelligible and may consist of isolated words or phrases, and pronunciation and intonation sometimes impede comprehensibility</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> speaking skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Contribute to conversations and discussions with responses that are mostly appropriate</li> <li>• Express somewhat clear ideas in a presentation or summary of a presentation about academic content that is related to the task but may be partial or incomplete</li> <li>• Offer an opinion without clear reasons</li> <li>• Attempt to organize and connect ideas, but organization and connections are generally unclear</li> <li>• Use grammar and make word choices that allow for communication in conversations and discussions, but limitations and errors interfere with sustained expression of ideas</li> <li>• Attempt to speak in a sustained manner, though speech may be slow, choppy, or hesitant throughout and may include long pauses, and pronunciation and intonation may sometimes impede comprehensibility</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> speaking skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Express mostly clear ideas in a presentation or summary of a presentation about academic content that is appropriate but may not be complete</li> <li>• Offer an opinion with reasons that are partly sufficient and relevant</li> <li>• Sometimes organize and connect ideas, but there may be unclear organization or connections at times</li> <li>• Use grammar and make word choices that somewhat restrict sustained expression of ideas</li> <li>• Speak in a sustained manner, though some choppiness or hesitation may occur, and pronunciation and intonation usually do not impede comprehensibility</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> speaking skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Express ideas clearly in a presentation or summary of a presentation about academic content that conveys sufficient and relevant details</li> <li>• Offer an opinion and support it with sufficient and relevant reasons</li> <li>• Organize and connect ideas clearly</li> <li>• Use grammar and make word choices effectively, and minor errors do not interfere with communication</li> <li>• Speak fairly smoothly in a sustained manner, and pronunciation and intonation do not impede comprehensibility</li> </ul>

**Listening: Kindergarten to Grade Two**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> listening skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Comprehend some common words and simple phrases in short exchanges on familiar topics</li> <li>• Comprehend a few ideas or details that are connected throughout short exchanges on familiar topics</li> <li>• Comprehend a few main ideas and key details in read-aloud stories and oral presentations</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> listening skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend short exchanges on familiar topics, read-aloud stories, and oral presentations on academic topics</li> <li>• Usually comprehend ideas or details that are connected throughout short exchanges on familiar topics</li> <li>• Sometimes comprehend main ideas and key details in read-aloud stories and oral presentations</li> <li>• Sometimes identify details that occur at the beginning, middle, or end of a story</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> listening skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend short exchanges on familiar topics, read-aloud stories, and oral presentations on academic topics</li> <li>• Consistently comprehend ideas or details that are connected throughout short exchanges on familiar topics</li> <li>• Usually comprehend main ideas and key details in read-aloud stories and oral presentations</li> <li>• Usually identify details that occur at the beginning, middle, or end of a story</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> listening skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend short exchanges on familiar topics, read-aloud stories, and oral presentations on academic topics</li> <li>• Consistently comprehend ideas or details that are connected throughout short exchanges on familiar topics</li> <li>• Consistently comprehend main ideas and key details in read-aloud stories and oral presentations</li> <li>• Consistently identify details that occur at the beginning, middle, or end of a story</li> </ul>

**Listening: Grades Three to Twelve**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> listening skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Sometimes comprehend common words and phrases in short, simple conversations on familiar, concrete topics</li> <li>• Sometimes comprehend key details and main ideas in short, simple conversations when those ideas and details are emphasized or reiterated</li> <li>• Sometimes comprehend explicitly stated opinions in short conversations</li> <li>• Sometimes follow the logic of simple discussions involving questions and short answers</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> listening skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend short discussions on familiar topics and parts of oral presentations on familiar, concrete topics</li> <li>• Sometimes comprehend key details and main ideas in conversations</li> <li>• Sometimes comprehend opinions in short conversations</li> <li>• Occasionally comprehend how ideas and events are linked in discussions and oral presentations</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> listening skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend discussions and oral presentations on familiar and some unfamiliar social and academic topics in a range of contexts</li> <li>• Usually comprehend key details and main ideas and occasionally comprehend inferences</li> <li>• Usually comprehend opinions (for grades six to twelve), how speakers support ideas and arguments, and the language speakers use to persuade</li> <li>• Usually comprehend how ideas, events, and reasons are linked and how presentations are organized</li> <li>• Sometimes comprehend figurative language and how similar words with differences in shades of meaning are used to produce different effects on the listener</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> listening skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Comprehend discussions and oral presentations on familiar and unfamiliar social and academic topics in a range of contexts</li> <li>• Consistently comprehend key details, main ideas, and inferences</li> <li>• Consistently comprehend opinions (for grades six to twelve), how speakers support ideas and arguments, and the language speakers use to persuade</li> <li>• Consistently comprehend how ideas, events, and reasons are linked and how presentations are organized</li> <li>• Usually comprehend figurative language and how similar words with differences in shades of meaning are used to produce nuance and different effects on the listener</li> </ul>

**Writing: Kindergarten**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> writing skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Attempt to participate in joint writing exercises with an adult</li> <li>• Write a few letters of the Latin alphabet that correspond to English letter names or phonemes, although they may be reversed or inverted</li> <li>• Write a few grouped letters from left to right representing English words</li> <li>• Sometimes dictate English words, phrases, and sentences to an adult</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (letters, words, and sentences) collaboratively with an adult</li> <li>• Sometimes write letters of the Latin alphabet that correspond to English letter names or phonemes, although they may be reversed or inverted</li> <li>• Sometimes write grouped letters from left to right representing English words</li> <li>• Usually dictate English words, phrases, and sentences to an adult</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (letters, words, and sentences) collaboratively with an adult and sometimes independently</li> <li>• Usually write letters of the Latin alphabet that correspond to English letter names or phonemes, although they may be reversed or inverted</li> <li>• Usually write grouped letters from left to right representing English words and usually represent the initial sound with a phonetically logical letter</li> <li>• Consistently dictate words, phrases, and sentences to an adult</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (letters, words, and sentences) collaboratively with an adult and independently</li> <li>• Consistently write letters of the Latin alphabet that correspond to English letter names or phonemes, although they may be reversed or inverted</li> <li>• Consistently write grouped letters from left to right representing English words and usually represent sounds with phonetically logical letters</li> </ul>

**Writing: Grade One**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> writing skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Attempt to participate in joint writing exercises with an adult</li> <li>• Write a few letters of the Latin alphabet that correspond to English letter names or phonemes, although they may be reversed or inverted</li> <li>• Write a few grouped letters from left to right representing English words</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (words, short phrases, and sentences) collaboratively with an adult</li> <li>• Sometimes write letters of the Latin alphabet that correspond to English letter names or phonemes, although they may be reversed or inverted</li> <li>• Sometimes write grouped letters from left to right representing English words</li> <li>• Sometimes leave spaces between words, demonstrating some understanding of how groups of letters represent whole words or syllables</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (words, short phrases, and sentences) collaboratively with an adult and sometimes independently</li> <li>• Usually write letters of the Latin alphabet that correspond to English letter names or phonemes</li> <li>• Usually write grouped letters from left to right representing English words. The initial sound is usually represented with a phonetically logical letter</li> <li>• Usually leave spaces between words, demonstrating an understanding of how groups of letters represent whole words or syllables</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (words, short phrases, and sentences) collaboratively with an adult and independently</li> <li>• Consistently write letters of the Latin alphabet that correspond to English letter names or phonemes</li> <li>• Consistently write grouped letters from left to right representing English words, in which the initial sound and one other sound in the word is represented with a phonetically logical letter</li> <li>• Consistently leave spaces between words, demonstrating an understanding of how groups of letters represent whole words or syllables</li> </ul>

**Writing: Grade Two**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> writing skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Attempt to participate in writing exercises with an adult</li> <li>• Write a few letters of the Latin alphabet that correspond to English letter names or phonemes</li> <li>• Write a few grouped letters from left to right representing English words in which the initial sound and one other sound in the word is represented with a phonetically logical letter</li> </ul>	<p><b>English learners at level 3 have <b>somewhat developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (words, short phrases, and sentences) collaboratively with an adult</li> <li>• Sometimes write letters of the Latin alphabet that correspond to English letter names or phonemes</li> <li>• Sometimes write grouped letters from left to right representing English words, in which the initial sound and one other sound in the word is represented with a phonetically logical letter</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (words, short phrases, and sentences) collaboratively with an adult</li> <li>• In structured tasks, usually write sentences on academic and/or literary topics independently</li> <li>• Usually write letters of the Latin alphabet that correspond to English letter names or phonemes</li> <li>• Usually write grouped letters from left to right representing English words, in which the initial sound and one other sound in the word is represented with a phonetically logical letter</li> </ul>	<p><b>English learners at level 4 have <b>well developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Participate in writing exercises of grade-appropriate literary and informational texts (words, short phrases, and sentences) collaboratively with an adult</li> <li>• In structured tasks, consistently write sentences on academic and/or literary topics independently</li> <li>• Consistently write letters of the Latin alphabet that correspond to English letter names or phonemes</li> <li>• Consistently write grouped letters from left to right representing English words</li> </ul>



**Writing: Grades Three to Twelve**

1	2	3	4
<p><b>English learners at level 1 have <b>minimally developed</b> writing skills. They may be able to:</b></p> <ul style="list-style-type: none"> <li>• Write basic words, short phrases, or sentences within structured contexts on familiar and routine subjects when meeting immediate communication needs</li> <li>• Convey minimal relevant information or details</li> <li>• Write with frequent errors and demonstrate limitations in grammar and word choice that impede meaning</li> </ul>	<p><b>English learners at level 2 have <b>somewhat developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Write sentences with moderate support when collaborating with others</li> <li>• Write sentences on familiar and routine subjects as well as on some contextualized academic tasks</li> <li>• Produce a limited number of connecting and transitional words</li> <li>• Convey some appropriate information and details while exhibiting fairly frequent errors in grammar and word choice that may sometimes impede meaning</li> </ul>	<p><b>English learners at level 3 have <b>moderately developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Write extended discourse to meet some academic needs</li> <li>• Write mostly successful informational texts, literary texts, and summaries of experiences and can give and support opinions</li> <li>• Produce mostly cohesive and coherent text that includes some appropriate connecting and transitional words</li> <li>• Organize ideas with some degree of clarity</li> <li>• Convey information and details to meet most academic needs with some success while exhibiting some errors in grammar and word choice that usually do not impede meaning</li> </ul>	<p><b>English learners at level 4 have <b>fully developed</b> writing skills. They can:</b></p> <ul style="list-style-type: none"> <li>• Write extended and elaborate discourse to meet most academic needs successfully and independently</li> <li>• Write fully successful informational texts, literary texts, and summaries of experiences and can give and support opinions</li> <li>• Produce cohesive and connected text that includes a variety of appropriate connecting and transitional words</li> <li>• Organize ideas clearly</li> <li>• Convey information and details to effectively meet academic needs</li> <li>• Write with only minor errors in grammar or word choice that usually do not impede meaning</li> </ul>

## Score-Reporting PLDs

Level	Description
4	<p>Students at this level have <b>well developed</b> English skills.</p> <ul style="list-style-type: none"> <li>• They can usually use English to learn new things in school and to interact in social situations.</li> <li>• They may occasionally need help using English.</li> </ul>
3	<p>Students at this level have <b>moderately developed</b> English skills.</p> <ul style="list-style-type: none"> <li>• They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul>
2	<p>Students as this level have <b>somewhat developed</b> English skills.</p> <ul style="list-style-type: none"> <li>• They usually need help using English to learn new things at school and to interact in social situations.</li> <li>• They can often use English for simple communication.</li> </ul>
1	<p>Students at this level are at a <b>beginning stage</b> of developing English skills.</p> <ul style="list-style-type: none"> <li>• They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>• They may know some English words and phrases.</li> </ul>