

ELPA21 Performance Level Descriptors-Grades 2-3

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced/ Proficient
<p>Reading</p> <p><i>The student can:</i></p>	<ul style="list-style-type: none"> -begin to sound out words and understand that sounds go with specific letters. -use surrounding text, concrete examples and vocabulary. -read few common words. -use pictures to help understand text. -understands very simple words or phrases. 	<ul style="list-style-type: none"> -use some letter sounds to read. -use text and background to increase understanding. -read some common English words. 	<ul style="list-style-type: none"> -read and understand many common English words. -Show some understanding of grade-level text and small range of academic language. 	<ul style="list-style-type: none"> - Show understanding of most grade-level text and small range of academic language and an increasing range of academic language. -find information and begin to infer. -decide the text’s purpose. 	<ul style="list-style-type: none"> -consistently show understanding of most grade-level text on a variety of topics. -Find information, make educated guesses based on information in the text. -determine the text’s purpose.
<p>Writing</p> <p><i>The student can:</i></p>	<ul style="list-style-type: none"> -copy text. -use letter sounds for words. -use simple sentences to express ideas with little accuracy. 	<ul style="list-style-type: none"> -use memorized vocabulary to write simple phrases that may contain many errors both in grammar and order. -use compound sentences such as 	<ul style="list-style-type: none"> -use complex sentences with increasing accuracy such as, “<i>When I go to school, I take my backpack.</i>” -begin to organize writing into simple 	<ul style="list-style-type: none"> -uses more complex language to share ideas. -organize writing in complete sentences and use supporting details. 	<ul style="list-style-type: none"> -consistently organize writing in complete and varied sentences. -make connections with supporting details relevant to the audience and

		<i>"The cat is small, but the dog is big."</i>	sentences and use details.		purpose.
Speaking <i>The student can:</i>	<p>-repeat, mimic and use gestures to communicate meaning.</p> <p>-express basic information and speak with others on a very limited basis.</p>	<p>-begin to express ideas and speak with others by copying or using limited language. This language may have frequent errors in grammar and word order.</p>	<p>-express ideas and speak with others using language that may have some errors in grammar and word order.</p>	<p>-express increasingly abstract ideas.</p> <p>-Interact with others using language that many have few grammatical or word-order errors which do not interfere with meaning.</p>	<p>-consistently express and respond to complex ideas in a variety of settings for specific purposes.</p> <p>-speak in a fluent manner and use topic-specific vocabulary and academic language.</p>
Listening	<p>-show basic understanding of information in highly contextualized situations (situations that are easy to understand by observing)</p>	<p>-show limited understanding of information in academic and school-based social settings.</p>	<p>-show increasing understanding of information in a range of situations.</p>	<p>-show understanding of most grade-level information and a broad range of academic vocabulary.</p>	<p>-consistently demonstrate understanding of main concepts that have complex academic language in a variety of settings.</p>