

ELPA21 Performance Level Descriptors-Grades 4-5

	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 text and background to increase understanding. -read some below-grade level text or highly-supported grade level text by analyzing and recognizing words with limited reading fluency. 	<ul style="list-style-type: none"> -Show a limited understanding of grade-level text and small range of academic language. -locate information using surrounding text and concrete examples. -make some inferences. -show some literal understanding of text. 	<ul style="list-style-type: none"> - Show increasing understanding of grade-level text. -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"> -use simple sentences to express ideas with little accuracy. -write memorized vocabulary and simple phrases that have many errors in grammar and language order. 	<ul style="list-style-type: none"> -use limited range of simple language to express and organize information. 	<ul style="list-style-type: none"> -use simple language with increasing accuracy. -begin to organize written information into clear sentences. 	<ul style="list-style-type: none"> -uses some complex language to share ideas. -organize writing in complete sentences and use supporting details. 	<ul style="list-style-type: none"> -use complex language to express ideas. -organize written information in clear sentences with supporting details relevant to the audience and purpose.

<p>Speaking</p> <p><i>The student can:</i></p>	<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>-increase ability to use more specific language.</p>	<p>-express ideas.</p> <p>-Interact and respond to 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 for specific purposes.</p> <p>-speak in a fluent manner and use topic-specific vocabulary and academic language.</p>
<p>Listening</p>	<p>-show basic understanding of information in highly contextualized situations (situations that are easy to understand by observing)</p>	<p>-show limited understanding of simple information across limited social settings.</p>	<p>-show some understanding of information using a range of vocabulary.</p>	<p>-show understanding of most grade-level information and a broad range of academic vocabulary.</p>	<p>-consistently demonstrate understanding of main concepts addressing a variety of topics.</p>