

| <b>Reading<br/>Level 1 Beginning</b>  | <b>Reading<br/>Level 2 Early<br/>Intermediate</b>   | <b>Reading<br/>Level 3 Intermediate</b>   | <b>Reading<br/>Level 4 Early Advanced</b>  | <b>Reading<br/>Level 5 Advanced</b>   |
|---|---|---|--|---|
| 2 <sup>nd</sup> Score Range: 456 or below<br>3 <sup>rd</sup> Score Range: 494 or below  | 2 <sup>nd</sup> Score Range: 457-488<br>3 <sup>rd</sup> Score Range: 495-540  | 2 <sup>nd</sup> Score Range: 489-554<br>3 <sup>rd</sup> Score Range: 541-609  | 2 <sup>nd</sup> Score Range: 555-594<br>3 <sup>rd</sup> Score Range: 610-643   | 2 <sup>nd</sup> Score Range: 595 or above<br>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>Writing<br/>Level 1 Beginning</b>  | <b>Writing<br/>Level 2 Early<br/>Intermediate</b>   | <b>Writing<br/>Level 3 Intermediate</b>  | <b>Writing<br/>Level 4 Early Advanced</b>   | <b>Writing<br/>Level 5 Advanced</b>  |
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| 2 <sup>nd</sup> Score Range: 451 or below<br>3 <sup>rd</sup> Score Range: 497 or below  | 2 <sup>nd</sup> Score Range: 452-492<br>3 <sup>rd</sup> Score Range: 498-541  | 2 <sup>nd</sup> Score Range: 493-554<br>3 <sup>rd</sup> Score Range: 542-602   | 2 <sup>nd</sup> Score Range: 555-590<br>3 <sup>rd</sup> Score Range: 603-635  | 2 <sup>nd</sup> Score Range: 591 or above<br>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. |

| <b>Listening</b><br>Level 1 Beginning   | <b>Listening</b><br>Level 2 Early Intermediate  | <b>Listening</b><br>Level 3 Intermediate  | <b>Listening</b><br>Level 4 Early Advanced  | <b>Listening</b><br>Level 5 Advanced   |
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| 2 <sup>nd</sup> Score Range: 407 or below<br>3 <sup>rd</sup> Score Range: 408 or below  | 2 <sup>nd</sup> Score Range: 408-437<br>3 <sup>rd</sup> Score Range: 409-447  | 2 <sup>nd</sup> Score Range: 438-511<br>3 <sup>rd</sup> Score Range: 448-535  | 2 <sup>nd</sup> Score Range: 512-563<br>3 <sup>rd</sup> Score Range: 536-597  | 2 <sup>nd</sup> Score Range: 564 or above<br>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>Speaking</b><br>Level 1 Beginning   | <b>Speaking</b><br>Level 2 Early Intermediate  | <b>Speaking</b><br>Level 3 Intermediate   | <b>Speaking</b><br>Level 4 Early Advanced  | <b>Speaking</b><br>Level 5 Advanced   |
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| 2 <sup>nd</sup> Score Range: 489 or below<br>3 <sup>rd</sup> Score Range: 499 or below   | 2 <sup>nd</sup> Score Range: 490-528<br>3 <sup>rd</sup> Score Range: 500-537   | 2 <sup>nd</sup> Score Range: 529-554<br>3 <sup>rd</sup> Score Range: 538-571  | 2 <sup>nd</sup> Score Range: 555-587<br>3 <sup>rd</sup> Score Range: 572-611   | 2 <sup>nd</sup> Score Range: 588 or above<br>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 texts 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. |