

# ELPA Performance Level Descriptors – Kindergarten

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced/Proficient</b>
<b>Overall Proficiency Description</b>	<p><i>Student proficiency is emerging. Students may be silent or respond in first language to an English prompt. Comprehension will depend upon high contextualization. English production will be to follow models and communicate with gestures. Oral responses may be one to two words.</i></p>	<p><i>Students are able to express their wants and needs using simple words &amp; phrases. They can comprehend and follow one-step oral academic instructions and can repeat simple sentences.</i></p>	<p><i>Students are able to demonstrate comprehension of key grade-level information with some fluency through listening and reading. They are able to speak and write using more social language with some accuracy and fluency. Academic language is emerging.</i></p>	<p><i>Students are able to fluently demonstrate comprehension of key grade-level information through listening and reading. They are able to speak and write using more social and academic language with increased accuracy and fluency.</i></p>	<p><i>Students are able to consistently demonstrate comprehension of grade-level information through listening and reading. They are able to speak and write using grade-level academic language with accuracy and fluency.</i></p>
<b>Reading</b>	<p>Begin to identify letter names and sounds. Use visual references, highly contextualized words and phrases to increase understanding</p>	<p>Read some high-frequency words. Use context clues to increase comprehension. Begins to blend sounds and apply concepts of print.</p>	<p>Read most high-frequency words. Comprehend some grade-level text. Increase application of concepts of print. Begin to blend sounds into words.</p>	<p>Read and comprehend most grade level text. Frequently apply concepts of print. Fluently reads grade-level text with minimal support.</p>	<p>Read and comprehend grade-level text. Consistently apply concepts of print. Independently read grade-level text with fluency and accuracy.</p>
<b>Writing</b>	<p>Able to copy words and letters. May use first language. Use visual prompts with sentence frames. Dictate thoughts using common words and basic vocabulary.</p>	<p>Able to copy text. Use letter sounds to write words with some accuracy to express ideas. Continues to use sentence frames for support.</p>	<p>Able to copy text, use letter sounds for words and sentence frames with increasing accuracy, use letter sounds to approximate words</p>	<p>Able to use increasingly difficult language to express ideas.</p>	<p>Able to consistently express ideas, with basic grammatical and syntactical accuracy.</p>
<b>Speaking</b>	<p>Interact with others on a very limited basis, with many grammatical and syntactical errors. Repeat, mimic, and use gestures to communicate basic information. May be silent. Use of first language and choral responses.</p>	<p>Interact with others using basic social language with frequent grammatical and syntactical errors. May combine first and new languages.</p>	<p>Interact with others by emulation or using prescribed samples with some grammatical and syntactical errors in school-based social settings.</p>	<p>Interact successfully in some academic and school-based social settings. Communicate with few grammatical and/or syntactical errors.</p>	<p>Interact successfully in most academic and school based settings. Use grammar and syntax to respond to ideas with grade-level academic language.</p>
<b>Listening</b>	<p>Demonstrate comprehension of basic information in highly context-embedded school-based social situations.</p>	<p>Demonstrate comprehension of basic information in some social situations and academic areas.</p>	<p>Demonstrate comprehension of more information in social situations and academic areas.</p>	<p>Demonstrate comprehension of most grade-level information, while learning academic vocabulary.</p>	<p>Demonstrate comprehension of key concepts in academic areas and social settings. Increase understanding of grade level academic language.</p>

# ELPA Performance Level Descriptors – Grade 1

<b>Overall Proficiency Description</b>	<b>Beginning</b> <i>These students range from very minimal or no proficiency up to being able to read and demonstrate comprehension of basic information with very limited fluency. They are able to speak and write using language with very limited accuracy and fluency.</i>	<b>Early Intermediate</b> <i>These students are able to read and demonstrate comprehension of simple or highly contextualized grade-level information with limited fluency. They are able to speak and write using simple language with limited accuracy and fluency.</i>	<b>Intermediate</b> <i>These students are able to read and demonstrate comprehension of key grade-level information with some fluency. They are able to speak and write using some complex language with some accuracy and fluency.</i>	<b>Early Advanced</b> <i>These students are able to read and demonstrate comprehension of most grade-level information with fluency. They are able to speak and write using more complex language with accuracy and fluency.</i>	<b>Advanced/Proficient</b> <i>These students are able to consistently read and demonstrate comprehension of grade-level information. They are able to speak and write using a range of complex language with a level of accuracy and fluency that resembles native English speakers at same grade level.</i>
<b>Reading</b>	Comprehend pictures, decode and demonstrate knowledge of some letter sounds in highly context-embedded situations.	Use context clues to increase comprehension and incorporate a very limited range of academic vocabulary.	Read most commonly taught high-frequency words. Demonstrate some comprehension of grade-level text, including an increasing range of academic language.	Demonstrate comprehension of most information in grade-level texts. Locate information and begin to develop an understanding of the purpose of text.	Comprehend grade-level text on a variety of topics. Locate information, comprehend meaning, and evaluate purpose of text.
<b>Writing</b>	Use a very limited range of simple language. Use memorized vocabulary and simple phrases. Copy simple words and phrases.	Copy text, use letter sounds for words and simple sentence frames with limited accuracy to express ideas.	Incorporate some details, copy text, use letter sounds for words and sentence frames with some accuracy to express ideas.	Use more complex language to begin to organize sentences with supporting details, simple transitions, and increased accuracy.	Consistently express ideas across subject areas. Organize information in syntactically accurate sentences. Make effective transitions with supporting details.
<b>Speaking</b>	Interact with others on a very limited basis with many grammatical and syntactical errors. Repeat and mimic, using gestures to communicate meaning. Can express basic needs.	Interact with others on a limited basis and with frequent grammatical and syntactical errors.	Interact with others by emulation or using prescribed samples with some grammatical and syntactical errors.	Interact in most academic and school-based social settings. Communicate with some grammatical and/or syntactical inaccuracies.	Interact and fluently express ideas and respond to ideas in a variety of settings for specific purposes in a native-like manner.
<b>Listening</b>	Demonstrate comprehension of basic information in highly context-embedded situations.	Demonstrate comprehension of simple information across a limited variety of academic and social situations.	Demonstrate comprehension of some information across a range of academic and social situations.	Demonstrate comprehension of most grade-level content, while being able to learn a range of academic vocabulary.	Consistently demonstrate comprehension of a range of topics. Increasing understanding of academic language.

# ELPA Performance Level Descriptors – Grades 2-3

<b>Overall Proficiency Description</b>	<b>Beginning</b> <i>Students at this level range from very minimal or no proficiency up to being able to read and demonstrate comprehension of basic information with very limited fluency. Students are able to speak and write using language with very limited accuracy and fluency.</i>	<b>Early Intermediate</b> <i>Students at this level are able to read and demonstrate comprehension of simple or highly contextualized grade-level information with limited fluency. Students are able to speak and write using simple language with limited accuracy and fluency.</i>	<b>Intermediate</b> <i>Students at this level are able to read and demonstrate comprehension of key grade-level information with some fluency. Students are able to speak and write using some complex language with some accuracy and fluency.</i>	<b>Early Advanced</b> <i>Students at this level are able to read and demonstrate comprehension of most grade-level information with fluency. Students are able to speak and write using more complex language with accuracy and fluency.</i>	<b>Advanced/Proficient</b> <i>These students are able to consistently read and demonstrate comprehension of grade-level information. They are able to speak and write using a range of complex language with a level of accuracy and fluency that resembles native English speakers at same grade level.</i>
<b>Reading</b>	Begin to decode and identify letter-sound correspondence. Use context clues and vocabulary. Read few high-frequency words. Comprehend picture referenced and highly contextualized words or very simple phrases.	Use letter-sound correspondence with a limited degree of comprehension. Use context to increase understanding. Read some high-frequency words.	Read and comprehend many high-frequency words. Demonstrate some comprehension of grade-level text, including a simple range of academic language.	Demonstrate comprehension of most grade-level text including an increasing range of academic language. Locate information, and begin to infer and evaluate purpose of text.	Consistently demonstrate comprehension of most grade-level text on a variety of topics. Locate information, make inferences, and evaluate purpose of text.
<b>Writing</b>	Copy text, use letter sounds for words and simple sentence frames with limited accuracy to express ideas.	Use memorized vocabulary to write simple phrases that may contain multiple grammatical and syntactical errors. Use compound sentence frames.	Use complex sentence frames with increasing accuracy. Begin to organize information into simple sentences, incorporating details.	Use more complex language to express ideas. Organize information in complete sentences, incorporating supporting details.	Consistently organize information in complete and varied sentences. Make connections with supporting details appropriate to audience and purpose.
<b>Speaking</b>	Repeat, mimic, and use gestures to communicate meaning. Express basic information and orally interact with others on a very limited basis	Begin to express ideas and orally interact with others by emulation or using prescribed samples using language that may contain frequent grammatical and/or syntactical errors in academic & school-based social settings.	Express ideas and orally interact with others using language that may contain some grammatical and/or syntactical errors in academic and school-based social settings	Express increasingly abstract ideas. Interact with others using language that may contain few grammatical and/or syntactical errors which do not interfere with meaning in academic and school-based social settings	Consistently express and respond to complex ideas in a variety of settings for specific purposes in a fluent manner and use topic-specific vocabulary and academic language
<b>Listening</b>	Demonstrate basic comprehension of information in highly contextualized situations.	Demonstrate limited comprehension of information in academic and school-based social settings	Demonstrate increasing comprehension of information in a range of situations which may incorporate academic vocabulary	Demonstrate comprehension of most grade-level information and a broad range of academic vocabulary	Consistently demonstrate comprehension of key concepts that contain complex academic language in a variety of settings

# ELPA Performance Level Descriptors – Grades 4-5

Overall Proficiency Description	<b>Beginning</b>  <i>These students range from very minimal or no proficiency up to being able to read and demonstrate comprehension of basic information with very limited fluency. They are able to speak and write using very simple language with very limited accuracy and fluency.</i>	<b>Early Intermediate</b>  <i>These students are able to read and demonstrate comprehension of simple or highly contextualized grade-level information with limited fluency. They are able to speak and write using simple language with limited accuracy and fluency.</i>	<b>Intermediate</b>  <i>These students are able to read and demonstrate comprehension of key grade-level information with some fluency. They are able to speak and write using some complex language with some accuracy and fluency.</i>	<b>Early Advanced</b>  <i>These students are able to read and demonstrate comprehension of most grade-level information with fluency. They are consistently able to speak and write using more complex language with accuracy and fluency.</i>	<b>Advanced/Proficient</b>  <i>These students are able to consistently read and demonstrate comprehension of grade-level information. They are able to speak and write using a range of complex language with a level of accuracy and fluency that resembles native English speakers at same grade level.</i>
<b>Reading</b>	Comprehend picture referenced and highly contextualized words or very simple phrases. Decode and identify letter-sound correspondence. Use context clues and vocabulary to increase understanding.	Use context clues to increase comprehension. Comprehend below-grade level text or highly-supported grade level text by analyzing and recognizing words, with limited fluency.	Limited comprehension of grade-level texts. Locate information using contextual clues to perform a task and make some inferences. Demonstrate some literal understanding of text.	Increasing comprehension of grade-level texts. Locate information and infer some meaning. Evaluate purpose of most grade-level texts.	Consistent comprehension of grade-level texts. Locate information and infer meaning. Evaluate purpose of text.
<b>Writing</b>	Use a limited range of simple language. Write memorized vocabulary and simple phrases that include multiple grammatical and syntactical errors.	Use limited range of simple language to express and organize information.	Use simple language with increasing accuracy and organize written information in clear sentences.	Use some complex language to express ideas. Organize information in clear sentences with supporting details.	Use complex language to express ideas. Organize written information in clear sentences with supporting details appropriate to audience and purpose.
<b>Speaking</b>	Repeat and mimic English. Use single words or gestures to communicate meaning. Express basic information and interact with others on a very limited basis and with many grammatical and syntactical errors.	Express ideas and interact with others on a limited basis and with frequent grammatical and syntactical errors.	Express ideas and interact with others by emulation or using prescribed samples with some grammatical and syntactical errors. Increase ability to use more specific language.	Express ideas, interact and respond with some grammatical and/or syntactical inaccuracies which do not interfere with meaning.	Express and respond to ideas for specific purpose in a native-like manner with more precise language and grammatical and syntactical accuracy.
<b>Listening</b>	Demonstrate minimal comprehension of basic information in highly context-embedded situations and social situations.	Demonstrate comprehension of simple information across limited social situations.	Demonstrate comprehension of some grade-level information incorporating a range of vocabulary.	Demonstrate comprehension of most grade-level information, while learning a broad range of vocabulary.	Consistently demonstrate comprehension of a range of key concepts, addressing a variety of topics.

# ELPA Performance Level Descriptors – Grades 6-8

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>Overall Proficiency Description</b>	<i>These students range from very minimal or no proficiency up to being able to read and demonstrate comprehension of basic information with very limited fluency. They are able to speak and write using basic language with very limited accuracy and fluency.</i>	<i>These students are able to read and demonstrate comprehension of simple or highly contextualized grade-level information with limited fluency. They are able to speak and write using simple language with limited accuracy and fluency.</i>	<i>These students are able to read and demonstrate comprehension of key grade-level information with some fluency. They are able to speak and write using some complex language with some accuracy and fluency.</i>	<i>These students are able to read and demonstrate comprehension of most grade-level information with fluency. They are consistently able to speak and write using more complex language with accuracy and fluency.</i>	<i>These students are able to consistently read and demonstrate comprehension of grade-level information. They are able to speak and write using a range of complex language with a level of accuracy and fluency that resembles native English speakers at same grade level.</i>
<b>Reading</b>	Comprehend picture referenced, highly contextualized words or very simple phrases. Decode and accurately identify letter-sound correspondence with a very limited degree of comprehension. Use context clues and vocabulary to increase understanding.	Understand highly-contextualized, below grade level text with a limited degree of fluency. Use context clues to increase comprehension of a limited range of vocabulary.	Limited comprehension of grade-level text. Demonstrate a literal understanding and make inferences of text with reduced language complexity. Locate some information using contextual clues.	Demonstrate general comprehension of most grade-level text. Locate information and begin to infer meaning, while also starting to interpret meaning, and evaluate the purpose of the text.	Comprehend grade-level text on a variety of topics and modes by locating information, using context clues, and inferring most meaning.
<b>Writing</b>	Use a very limited range of simple language. Write memorized vocabulary and simple phrases that may include multiple grammatical and syntactical errors.	Use a limited range of simple language in a limited number of modes to organize written information in sentences and fragments with frequent grammatical and syntactical errors.	Use increasingly accurate language with some accuracy to organize written information in clear sentences with some grammatical and syntactical errors.	Use increasingly precise language to express ideas with few grammatical or syntactical inaccuracies which do not interfere with meaning. Organize written information in clear sentences, making connections with supporting details mostly appropriate to audience and purpose.	Consistently use precise, complex language. Use a wider variety of sentence structures with grammatical and syntactical accuracy. Organize written information in clear sentences, making effective connections with supporting details appropriate to audience and purpose.
<b>Speaking</b>	Repeat and mimic English, using single words or gestures to communicate meaning. Express basic information and interact with others on a very limited basis with many grammatical errors.	Use a limited range of simple language with limited fluency. Express ideas and interact with others on a limited basis and with frequent grammatical and syntactical errors.	Express ideas and interact with others by emulation or using prescribed samples with some grammatical errors. Increasing ability to use more specific language.	Express ideas and interact successfully in most social and academic settings. Communicate orally with few grammatical inaccuracies which do not interfere with meaning.	Fluently express and respond to ideas in a native-like manner with more precise language and grammatical accuracy in social and academic settings.
<b>Listening</b>	Demonstrate comprehension of, and respond to basic information.	Demonstrate comprehension of simple information across a limited variety of situations including some contextualized academic vocabulary.	Demonstrate comprehension of some information incorporating some academic vocabulary and concepts.	Demonstrate comprehension of most grade-level information and concepts while understanding a broad range of general vocabulary and grammatical constructs.	Consistently demonstrate comprehension of an extensive range of key concepts in a variety of areas with more complex language addressing a variety of topics.

# ELPA Performance Level Descriptors – High School

Overall Proficiency Description	<b>Beginning</b>  <i>Students range from very minimal or no proficiency up to being able to read and demonstrate comprehension of basic information with very limited fluency. They are able to speak and write using language with very limited accuracy and fluency.</i>	<b>Early Intermediate</b>  <i>Students are able to read and demonstrate comprehension of simple or highly contextualized written information with limited fluency. They are able to speak and write using simple language with limited accuracy and fluency.</i>	<b>Intermediate</b>  <i>Students are able to read and demonstrate comprehension of key written information with some fluency. They are able to speak and write using some complex language with some accuracy and fluency.</i>	<b>Early Advanced</b>  <i>Students are able to read and demonstrate comprehension of most written information with fluency. They are able to speak and write using a more complex language with accuracy and fluency.</i>	<b>Advanced</b>  <i>Students are able to consistently read and demonstrate comprehension of written information. They are able to speak and write using a range of complex language with accuracy and fluency that resembles native English speakers at same grade level.</i>
<b>Reading</b>	Demonstrate comprehension using visual references and highly contextualized vocabulary or very simple phrases. Decoding and accurately identify letters and sounds with a very limited degree of comprehension.	Demonstrate comprehension using context clues to increase comprehension of a limited range of text. Understanding contextualized written text by analyzing and recognizing words, with a limited degree of fluency.	Demonstrate limited comprehension of some grade level text by locating information using contextual clues to perform a task. Demonstrate some literal and inferential understanding of text with reduced language complexity.	Demonstrate comprehension of most grade level text by locating information and inferring meaning, while also starting to interpret the meaning and evaluate the purpose of the text.	Demonstrate comprehension of a variety of complex text by locating information, comprehending inferred meaning, and evaluating purpose of text.
<b>Writing</b>	Use a limited range of simple language. Write memorized vocabulary and simple phrases that include many grammatical and syntactical errors.	Use a limited range of simple language with limited accuracy. Organize written information in sentences and fragments using simple language and frequent errors.	Use a range of simple language with increasing accuracy to express ideas. Organize written information into rudimentary sentences and paragraphs.	Use some complex language to express ideas. Organize written information in clear sentences, making connections with supporting details most of the time.	Use complex language to express ideas. Organize written information in clear sentences making effective connections with supporting details appropriate to audience and purpose.
<b>Speaking</b>	Repeat and mimic English. Use single words or gestures to communicate meaning. Express basic information and interact with others on a very limited basis and with many grammatical and syntactical errors.	Use of very limited range of vocabulary with limited fluency. Express ideas and interact with others on a limited basis and with frequent grammatical and syntactical errors.	Express ideas and interact with others by sometimes using prescribed samples with some grammatical and syntactical errors. Increasing ability to use more specific language for both social and academic purposes.	Express ideas and interact in most settings using some precise language. Communicate orally with few grammatical and/or syntactical inaccuracies which do not interfere with meaning.	Fluently express and respond to ideas with precise language in a variety of settings for specific purposes. Minor errors do not interfere with conversation.
<b>Listening</b>	Demonstrate limited comprehension-of and respond to basic information.	Demonstrate comprehension of social communication and emerging comprehension of academic language. Use context clues to increase comprehension.	Demonstrate comprehension of some information that incorporates a range of topics.	Demonstrate comprehension of a variety of social and academic information.	Demonstrate comprehension of abstract concepts and information in a variety of topics including high-level academic information.