

Ohio English Language Proficiency Assessment



Understanding Results Manual

Spring 2023 Administration

Table of Contents

| | |
|---|-----------|
| Introduction | 2 |
| Purpose of this Manual | 2 |
| Overview of OELPA | 2 |
| Grade Levels Tested | 2 |
| Testing Format | 2 |
| Question Formats | 2 |
| OELPA Results | 3 |
| Performance Levels | 3 |
| Domain Exemptions | 3 |
| Scale Score Ranges | 3 |
| Codes for No Data Reported | 5 |
| Exit Criteria | 6 |
| OELPA Reports | 7 |
| Family Reports for OELPA Results | 7 |
| Online Score Reports | 7 |
| Reporting System | 7 |
| Homepage-Dashboard Generator | 7 |
| Test Scale Scores | 9 |
| District and School Reports | 9 |
| District Performance on Test Report | 10 |
| School Performance on Test Report | 11 |
| Teacher Reports | 13 |
| My Student's Performance on Test | 13 |
| Student Portfolio | 16 |
| Student Performance on Test | 16 |
| Individual Student Report | 17 |
| Achievement Level Descriptors (ALDs) | 20 |
| Kindergarten | 20 |
| Grade 1 | 21 |
| Grades 2-3 | 22 |
| Grades 4-5 | 23 |
| Grades 6-8 | 25 |
| Grades 9-12 | 27 |

Introduction

Purpose of this Manual

This document has been prepared to help educators understand the score reports for the Ohio English Language Proficiency Assessment (OELPA) for the 2023 spring test administration.

Authorized district and school personnel can log in to the [Centralized Reporting System \(CRS\)](#) to access scores. Assistance with the reporting system is available in the [Centralized Reporting System User Guide](#), which is available on the [Ohio English Language Tests Portal](#) or by clicking the *Help* button within the system.

Overview of OELPA

Ohio is one of seven member states of the [English Language Proficiency Assessment for the 21st Century \(ELPA21\)](#) partnership. ELPA21 and its member states developed the English language proficiency assessment based on the [English Language Proficiency Standards](#). The ELPA21 assessment is called the Ohio English Language Proficiency Assessment or simply OELPA when administered in Ohio. The OELPA measures students' progress toward English language proficiency and their readiness to exit the school's English language development program. Ohio public schools are required to administer the OELPA annually to all students identified as English learners in addition to the state tests appropriate for their grade level.

The OELPA produces measures of English language acquisition in four domains: listening, speaking, reading and writing. The ELPA21 member states are committed to ensuring English learners develop skill in all four domains and have chosen an assessment model that does not allow a weakness in one domain to be masked by strong performance in others. Students do not achieve overall proficiency without a strong performance in all non-exempted domain tests. The OELPA meets the federal requirement of an annual English language proficiency assessment in the four domains.

Grade Levels Tested

The OELPA is administered to the following grade bands: kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8 and grades 9-12. English learners take the OELPA once annually, usually in February and March.

Testing Format

The OELPA is an online test with paper versions as an accommodation for districts or schools that are unable to test online due to a lack of technology, for students who cannot use the online test for cultural or religious reasons and for students who need a paper test administration per their individualized education program (IEP) or 504 plan. The OELPA also is available in Braille and large print for students with these accommodations specified in their IEPs or 504 plans.

Question Formats

Students respond to items in multiple ways, including selecting answers from multiple-choice items, writing extended responses and using interactive technology enhanced item types. Sample items, as well as descriptions and tutorials of the item types, are available on the [Student Practice Site](#) and [Test Administrator Practice Site](#).

OELPA Results

Performance Levels

A student will receive a numeric performance level for each domain test taken (listening, speaking, reading and writing). Students who do not take all four domain tests will receive an explanation for the tests not taken, such as *E* if the student was exempt from taking that domain due to a disability or *N* if the student was not exempt and did not attempt the domain. The performance levels for each of the four domain tests have a range of 1-5:

- Level 1 – Beginning
- Level 2 – Early Intermediate
- Level 3 – Intermediate
- Level 4 – Early Advanced
- Level 5 – Advanced

The performance levels on each of the four domain tests determine the overall proficiency level. There are three overall proficiency levels: *Proficient*, *Progressing*, and *Emerging*. Each English learner must take the OELPA annually until they obtain an overall proficiency level of *Proficient* and exit the English language development program. The overall proficiency level definitions are as follows:

- ***Proficient*** - student scored any combination of level 4s and 5s on the non-exempted domain tests.
- ***Progressing*** - student scored a combination of levels that did not allow the student to be considered *Proficient* or *Emerging*.
- ***Emerging*** - student scored any combination of level 1s and 2s on the non-exempt domain tests.

Domain Exemptions

Districts may exempt students from up to three of the four domain tests if the student's disability is such that the student cannot participate in the stated domain test(s) per the individualized education program (IEP), 504 plan with existing accommodations or similar documentation. Exempt domain tests (E) do not count against the student for the purpose of determining the overall proficiency level; a student who earns 4s and 5s on three domain tests and is exempt on the fourth domain test is considered Proficient. Students cannot receive an overall designation of *Proficient* if any domain is not attempted (N) in the absence of a valid exemption or invalidated (INV) after testing. Information about student eligibility for domain exemption is in Section V of the [Accessibility Manual for Ohio's English Language Proficiency Assessments OELPS/OELPA](#).

Scale Score Ranges

The four domain scale scores are expressed as three-digit numbers. There are four-digit scale scores for overall proficiency and comprehension; however, there are no cut scores for these scales, and Ohio does not use them for any purpose. Other states use the overall scale score as the basis for annual growth measurement. Ohio uses the sum of OELPA domain levels as the basis for annual growth but still reports the scale scores for districts and schools to consider.

Scale scores are comparable within the same domain and grade band. For example, a score of 600 in grade 4 writing and a score of 600 in grade 5 writing indicate the same writing performance because grades 4 and 5 are in the same grade band. The cut scores, however, differ across grades, so it is possible for the same scale score to fall in different performance levels in different grades. Grades 9-12 are the exception to this statement; the cut scores for grades 9-12 are the same in each grade.

The scale score ranges for each domain test and performance level are shown in Tables 1 through 4.

Table 1: Scale Score Ranges for Listening Test

| Grade | Level 1 Beginning | Level 2 Early Intermediate | Level 3 Intermediate | Level 4 Early Advanced | Level 5 Advanced |
|--------------|------------------------------|---------------------------------------|---------------------------------|-----------------------------------|-----------------------------|
| Kindergarten | ≤ 466 | 467-506 | 507-612 | 613-644 | ≥ 645 |
| Grade 1 | ≤ 434 | 435-466 | 467-548 | 549-593 | ≥ 594 |
| Grade 2 | ≤ 407 | 408-437 | 438-511 | 512-563 | ≥ 564 |
| Grade 3 | ≤ 408 | 409-447 | 448-535 | 536-597 | ≥ 598 |
| Grade 4 | ≤ 397 | 398-430 | 431-491 | 492-562 | ≥ 563 |
| Grade 5 | ≤ 412 | 413-454 | 455-497 | 498-580 | ≥ 581 |
| Grade 6 | ≤ 409 | 410-439 | 440-497 | 498-564 | ≥ 565 |
| Grade 7 | ≤ 429 | 430-472 | 473-552 | 553-596 | ≥ 597 |
| Grade 8 | ≤ 431 | 432-477 | 478-564 | 565-612 | ≥ 613 |
| Grades 9-12 | ≤ 450 | 451-490 | 491-570 | 571-612 | ≥ 613 |

Table 2: Scale Score Ranges for Reading Test

| Grade | Level 1 Beginning | Level 2 Early Intermediate | Level 3 Intermediate | Level 4 Early Advanced | Level 5 Advanced |
|--------------|------------------------------|---------------------------------------|---------------------------------|-----------------------------------|-----------------------------|
| Kindergarten | ≤ 472 | 473-513 | 514-591 | 592-626 | ≥ 627 |
| Grade 1 | ≤ 478 | 479-514 | 515-583 | 584-628 | ≥ 629 |
| Grade 2 | ≤ 456 | 457-488 | 489-554 | 555-587 | ≥ 588 |
| Grade 3 | ≤ 494 | 495-540 | 541-609 | 610-643 | ≥ 644 |
| Grade 4 | ≤ 452 | 453-487 | 488-549 | 550-593 | ≥ 594 |
| Grade 5 | ≤ 467 | 468-510 | 511-587 | 588-626 | ≥ 627 |
| Grade 6 | ≤ 460 | 461-495 | 496-564 | 565-603 | ≥ 604 |
| Grade 7 | ≤ 485 | 486-533 | 534-608 | 609-641 | ≥ 642 |
| Grade 8 | ≤ 493 | 494-546 | 547-639 | 640-668 | ≥ 669 |
| Grades 9-12 | ≤ 487 | 488-538 | 539-630 | 631-661 | ≥ 662 |

Table 3: Scale Score Ranges for Speaking Test

| Grade | Level 1 Beginning | Level 2 Early Intermediate | Level 3 Intermediate | Level 4 Early Advanced | Level 5 Advanced |
|--------------|----------------------|-------------------------------|-------------------------|---------------------------|---------------------|
| Kindergarten | ≤ 486 | 487-534 | 535-597 | 598-624 | ≥ 625 |
| Grade 1 | ≤ 527 | 528-576 | 577-592 | 593-618 | ≥ 619 |
| Grade 2 | ≤ 489 | 490-528 | 529-554 | 555-587 | ≥ 588 |
| Grade 3 | ≤ 499 | 500-537 | 538-571 | 572-611 | ≥ 612 |
| Grade 4 | ≤ 461 | 462-505 | 506-543 | 544-583 | ≥ 584 |
| Grade 5 | ≤ 482 | 483-525 | 526-572 | 573-606 | ≥ 607 |
| Grade 6 | ≤ 464 | 465-510 | 511-561 | 562-594 | ≥ 595 |
| Grade 7 | ≤ 474 | 475-526 | 527-581 | 582-610 | ≥ 611 |
| Grade 8 | ≤ 475 | 476-527 | 528-589 | 590-618 | ≥ 619 |
| Grades 9-12 | ≤ 480 | 481-535 | 536-592 | 593-618 | ≥ 619 |

Table 4: Scale Score Ranges for Writing Test

| Grade | Level 1 Beginning | Level 2 Early Intermediate | Level 3 Intermediate | Level 4 Early Advanced | Level 5 Advanced |
|--------------|----------------------|-------------------------------|-------------------------|---------------------------|---------------------|
| Kindergarten | ≤ 496 | 497-561 | 562-650 | 651-672 | ≥ 673 |
| Grade 1 | ≤ 497 | 498-547 | 548-612 | 613-640 | ≥ 641 |
| Grade 2 | ≤ 451 | 452-492 | 493-554 | 555-590 | ≥ 591 |
| Grade 3 | ≤ 497 | 498-541 | 542-602 | 603-635 | ≥ 636 |
| Grade 4 | ≤ 436 | 437-480 | 481-567 | 568-599 | ≥ 600 |
| Grade 5 | ≤ 437 | 438-485 | 486-597 | 598-627 | ≥ 628 |
| Grade 6 | ≤ 424 | 425-471 | 472-563 | 564-593 | ≥ 594 |
| Grade 7 | ≤ 473 | 474-519 | 520-596 | 597-624 | ≥ 625 |
| Grade 8 | ≤ 483 | 484-532 | 533-618 | 619-646 | ≥ 647 |
| Grades 9-12 | ≤ 484 | 485-532 | 533-614 | 615-640 | ≥ 641 |

Codes for No Data Reported

The following abbreviations may appear on some reports:

- N – Not Attempted
- INV – Invalidated
- E – Domain Exemption

Not Attempted. The attemptedness criteria for each test format varies:

- **Online.** For the online OELPA, a domain test is attempted once the student has started the test (had the opportunity to view at least one item). An online domain test is not attempted (N) if the student never starts the test (the student never had the opportunity to view any items). It is not necessary that a student taking the online test respond to a minimum number of items to count as an attempt.
- **Paper.** For the paper versions of the OELPA, a student has attempted the test if the test administrator has submitted at least one student response in the Data Entry Interface (DEI) for paper tests. A paper OELPA is not attempted if there are no student responses in the DEI.

Invalidated. A domain test is invalidated (INV) when a test administrator catches a student cheating or the test is compromised. The following are examples of a test being compromised:

- Test administrator assisting the student's answer selection;
- Revealing or discussing secure test items with the student;
- Unauthorized persons present during an OELPA administration;
- Students left unattended during an active test session;
- Marking, tampering with or contaminating students' responses in any way, unless by a scribe or test administrator with permission to transcribe students' responses;
- Discussing test questions during or after test administration; or
- Altering the student's responses.

Domain exemption. A domain test is reported as exempt (E) if a student has a domain exemption marked in the Test Information Distribution Engine (TIDE) before the test has started. If the domain exemption is marked after the test starts, the score will be reported and calculated in the overall proficiency level.

Exit Criteria

Students who receive an overall proficiency level of *Proficient* exit the English language development program. The *Proficient* level is defined as any combination of 4s and 5s across all tested domains. Exempt domains are not considered when determining overall proficiency level. Untested and invalidated domains are considered 1s, so students who did not attempt one or more domain tests in the absence of a valid exemption or had one or more domain tests invalidated, cannot achieve an overall proficiency level of *Proficient*. These students will be considered *Progressing* or *Emerging* depending on their performance in the scored domains.

Trial Mainstream. The Trial Mainstream category for English learners is used for local, programmatic purposes only. Districts may consider English learners in Trial Mainstream who score a combination of 5s and 4s in three domains and a 3 in one test domain. A student in Trial Mainstream is an English learner and remains in the English language development program. These students still are provided needed English language program supports, with targeted intervention in the domain for which they scored a 3. A student in Trial Mainstream is an English learner and remains in the English language development program. Although Trial Mainstream status applies only one year at a time, a student may remain in Trial Mainstream status for multiple years. The Trial Mainstream category is determined *each year* based on the most current OELPA scores. Students with scores of INV = invalidated or N = not attempted are ineligible for Trial Mainstream.

Refer to [English Learner Exit Criteria](#) on the Department's website for more information.

OELPA Reports

Family Reports for OELPA Results

The OELPA Family Report is a two-page, color, paper report produced for each student who participates in the OELPA. The OELPA Family Reports are delivered to districts and schools at the end of the school year. See [Important Dates](#) on the test portal for exact delivery dates. The report includes individual student's overall proficiency level as *Proficient*, *Progressing* or *Emerging*. The student's performance levels for the four domain tests are reported on a 1-5 scale, where 5 indicates the highest level. Scale scores are not reported in the Family Score Report. [Translated Family Reports for OELPA Results](#) are available on the Department's website.

Districts that receive requests from a parent or guardian who is an individual with a disability as defined by the Americans with Disabilities Act (ADA) may contact the Office of Assessment at statetests@education.ohio.gov or (614) 466-1317 to discuss an alternative report format accessible to that parent.

Online Score Reports

Reporting System

Authorized district and school personnel can log in to the [Centralized Reporting System](#) from the [Ohio English Language Tests Portal](#) to access district- and school-level OELPA reports. For more information on accessing and navigating online score reports, readers should refer to the [Centralized Reporting System User Guide](#). The user guide is available on the portal or by clicking the *Help* button in the Centralized Reporting System.

Homepage-Dashboard Generator

After logging in to the Centralized Reporting System, the Dashboard Generator page appears. Users configure the various sections of the Dashboard Generator to produce the assessment results they would like to view.

Dashboard Generator

The screenshot shows the 'Dashboard Generator' interface. At the top, it says 'These are 2022-2023 school year reports. [Change the reporting time period.](#)' Below this is a section titled 'Which test groups would you like to start with?' containing a list of checkboxes: AASCD (checked), Benchmark (unchecked), Checkpoints (unchecked), OELPA (checked), English Proficiency (checked), OELPS (unchecked), Ohio Graduation Tests (checked), Ohio's State Tests (checked), and Spr21 Released Items (unchecked). A green 'Go to Dashboard' button is at the bottom left. To the right is a search section titled 'Looking for a specific student?' with the text 'Get the results of a student by entering their student ID', an input field labeled 'Enter Student ID', and a green 'Search' button. On the far right is a 'Features & Tools' sidebar with a grid icon and a '3' callout. It includes sections for 'Reporting Options' (Change Reporting Time Period), 'Download & Print' (Download Student Results), 'Test Options' (Manage Test Reasons, Set Student Setting on Item View), and 'Roster Settings' (Add Roster, View/Edit Roster, Upload Roster). A '1' callout points to the test group list, a '2' callout points to the search input field, and a '3' callout points to the 'Features & Tools' sidebar.

1. **Which test group would you like to start with?** This section lets users select from the groups of tests and grade levels that have been scored and reported for the selected reporting time period. Select *OELPA* and *English Proficiency* to view OELPA results. The default reporting time period is the current school year. Click the *Change the reporting time period* link in the *Features & Tools* section to view past year's results.
2. **Looking for a specific student?** This section allows users to enter a student ID to view all the state test results (OELPS, OELPA, OST, AASCD, and Readiness Assessments) for a particular student.
3. **Features & Tools.** This section presents users with several additional options for customizing score reports. The Features & Tools menu also is available from other pages of the Centralized Reporting System.

If the Dashboard Generator shows a message saying there are no data, that means no test results are yet available for the specified time period.

Accessing OELPA Results

The scores users see are dependent on their user role. For example, a building test coordinator only sees aggregate data for their associated school(s), while a district test coordinator sees aggregate data for all schools in the district.

Once the OELPA test group is selected, click on **Go to Dashboard** to access the OELPA results.

Dashboard Generator

These are 2022-2023 school year reports. [Change the reporting time period.](#)

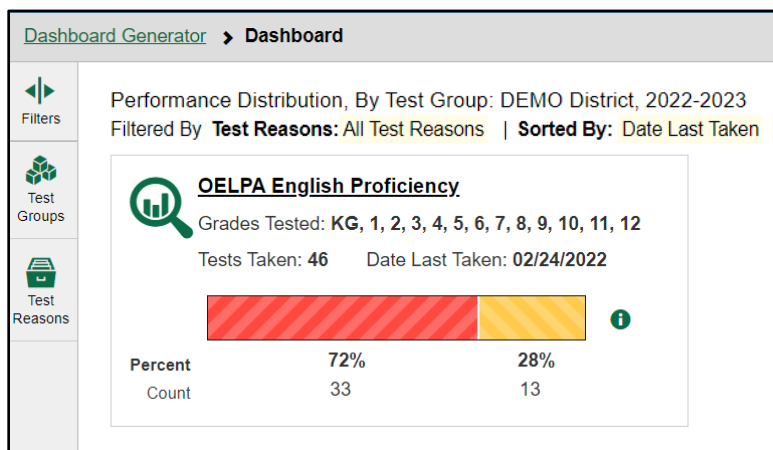
Which test groups would you like to start with?

- ▼ AASCD
- ▼ Benchmark
- ▼ Checkpoints
- ▲ OELPA
 - ▼ English Proficiency
- ▼ OELPS
- ▼ Ohio Graduation Tests
- ▼ Ohio's State Tests
- ▼ Spr21 Released Items

Go to Dashboard

The Dashboard then will show the OELPA results for the specified time period. The aggregation card displays the test group name (OELPA), a list of grades, the number of students who took tests in the group, the date of the test last taken, and a performance distribution bar displaying both percentages and student counts below it.

Dashboard



Clicking the **i** button beside the performance distribution bar displays a legend with more information about performance levels.

To view more detailed data for a particular test group, click *OELPA English Proficiency* (or **i** beside it). The *Performance on Tests* report appears. It is filtered to display only the selected test group.

If a message appears saying “There are no assessments to display,” there may not be any students who have taken the OELPA in the selected time period. Users with the Teacher (TE) role can view more student data by managing their classes (rosters). See *Appendix C: Class (Roster) Management* of the [Centralized Reporting System User Guide](#) for information about adding, modifying and uploading classes.

Test Scale Scores

Although the various OELPA reports described in this manual include overall scale scores and comprehension scales scores, these scale scores are not used by the Ohio Department of Education (Department) and cannot be suppressed by the Centralized Reporting System. The scale scores provide districts and schools additional metrics for programmatic purposes and analysis.

There are differences in the way the Department interprets OELPA results and the way the results are reported by Cambium Assessment, Inc. (CAI). The OELPA is the product of a multistate partnership, and the member states have different requirements and procedures. The Centralized Reporting System was designed to satisfy the requirements of all the states that work with CAI. All features may not be applicable to all of CAI’s customers.

District and School Reports

For district and school users, the *Performance on Tests* page displays a row for each of the grade levels, with aggregate data.

Performance on Tests

| Assessment Name | Test Group | Test Grade | Test Reason | Student Count | Average Score | Performance Distribution | Date Last Taken |
|--------------------|------------|------------|---------------------|---------------|---------------|---------------------------------|-----------------|
| Grade 3 OELPA | OELPA | 9 | Spring 2022 (OELPA) | 7 | 4519 | Percent Count: 86% (6), 14% (1) | 02/24/2022 |
| Grade 3 OELPA | OELPA | 3 | Spring 2022 (OELPA) | 2 | 4320 | Percent Count: 100% (2) | 02/17/2022 |
| Kindergarten OELPA | OELPA | KG | Spring 2022 (OELPA) | 10 | 4684 | Percent Count: 70% (7), 30% (3) | 01/28/2022 |
| Grade 4 OELPA | OELPA | 4 | Spring 2022 (OELPA) | 7 | 4076 | Percent Count: 71% (5), 29% (2) | 01/27/2022 |
| Grade 12 OELPA | OELPA | 12 | Spring 2022 (OELPA) | 1 | 4520 | Percent Count: 100% (1) | 01/26/2022 |

Click the corresponding magnifying glass or test name to view the *Performance on Test Report*. For example, to view the OELPA Performance on Test Report for Grade 3, click “Grade 3 OELPA” or the magnifying glass.

District Performance on Test Report

The *District Performance on Test Report* shows district users data for the grade selected from the *Performance on Tests Report*. Each school in the district that has results in the selected grade has a row for its performance data along with the comparison rows for district and state performances in the selected grade. Authorized district-level users can view the data for each school in their districts.

District Performance on Test Report

| School | Total | Total | | | | Listening | Reading | Speaking | Writing |
|-------------|-------|---------------|-----------------------------|-----------------------------------|--------------------------|-----------|---------|----------|---------|
| | | Student Count | Average Overall Scale Score | Average Comprehension Scale Score | Performance Distribution | | | | |
| State | | n/a | n/a | n/a | n/a | | | | |
| District | | 2 | 4320 | 4780 | Percent Count: 100% (2) | | | | |
| DEMO School | | 2 | 4320 | 4780 | Percent Count: 100% (2) | | | | |

- Report Title:** Includes the report type, test name, report components, district name, administration year and filters applied.
- Report Rows:** Rows for the State, District and each School display the student count, average scale score, performance distribution in both percentages and counts, and percent of students determined to be proficient.
- Accordion Sections:** Expand each domain area to view student performance in that domain.

School Performance on Test Report

The *School Performance on Test Report* displays school-level data in two tabs. The first shows *Performance by Roster* and the second shows *Performance by Student*. School-level users see this report when selecting a test from the *Performance on Tests Report*. District-level users see this report when clicking on a school in the *District Performance on Test Report*.

Performance by Roster

| Roster | Teacher | Total | Student Count | Test Completion Rate | Average Overall Scale Score | Average Comprehension Scale Score | Performance Distribution | Percent Determined Proficient | Listening | Reading | Speaking | Writing |
|----------------------------|---------|-------|---------------|----------------------|-----------------------------|-----------------------------------|---------------------------------|-------------------------------|-----------|---------|----------|---------|
| State | | | n/a | | n/a | n/a | n/a | n/a | | | | |
| District | | | 10 | | 4684 | 5123 | Percent Count 70% 7 30% 3 | 0% | | | | |
| School | | | 10 | | 4684 | 5123 | Percent Count 70% 7 30% 3 | 0% | | | | |
| (students not in any ro... | | | 10 | | 4684 | 5123 | Percent Count 70% 7 30% 3 | 0% | | | | |

- 1. Report Title:** Includes the report type, test name, report components, school name, administration year and filters applied.
- 2. Report Rows:** Rows for the State, District, School and each Roster display the student count, test completion rate (roster rows only), average scale score, performance distribution in both percentages and counts, and percent of students determined to be proficient.
- 3. Accordion Sections:** Expand each domain area to view student performance in that domain.

Performance by Student

| Performance by Roster | | Performance by Student | | Breakdown By | | Download Student Results | | Print | | |
|--|------------|------------------------|-------------|---------------------------|--------------------|-------------------------------|-----------|---------|----------|---------|
| Score, Performance and Points Earned on Kindergarten OELPA (Spring 2023 (OELPA)) of All Rosters, by Student and Reporting Category: DEMO School 2022-2023 | | | | | | | | | | |
| Filtered By School: All Schools Test Reasons: 2022-2023 (OELPA) | | | | | | | | | | |
| Student | Student ID | Total | Scale Score | Comprehension Scale Score | Proficiency Status | Percent Determined Proficient | Listening | Reading | Speaking | Writing |
| State | | | n/a | n/a | n/a | n/a | | | | |
| District | | | 4684 | 5123 | | 0% | | | | |
| School | | | 4684 | 5123 | | 0% | | | | |
| LN_EN | DEMO02851 | | 3859 | 4112 | Emerging | 0% | | | | |
| LN_EN | DEMO02852 | | 4292 | 4288 | Emerging | 0% | | | | |

- 1. Report Title:** Includes the report type, test name, report components, school name, administration year and filters applied.
- 2. Report Rows:** Comparison rows for the State, District and School display the average scale score, comprehension scale score, and the proficiency status in both percentages and counts. Rows for each student display the scale score, comprehension scale score, and proficiency status.
- 3. Accordion Sections:** Expand each domain area to view student performance in that domain.

Teacher Reports

For teachers the *Performance on Tests* page has two sections: *My Assessments* and *My Students*. The *My Assessments* page shows each grade level of the OELPA that one or more of the teacher’s students has taken. The *My Students* page lists all the teacher’s students who have taken the OELPA. Note that all features of this page are based on students associated to teachers via rosters or classes. See *Appendix C: Class (Roster) Management* of the [Centralized Reporting System User Guide](#) for information about adding, modifying and uploading classes.

Performance on Tests: My Assessments and My Students

My Assessments
Download Student Results
Print

Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023
 Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons

| Assessment Name | Test Group | Test Grade | Test Reason | Student Count | Average Score | Performance Distribution | Date Last Taken |
|--------------------|------------|--------------|---------------------|---------------|---------------|--------------------------|-----------------|
| Kindergarten OELPA | OELPA | Kindergarten | Spring 2021 (OELPA) | 3 | 5385 | | 01/21/2021 |

Rows per page: 1 Items: ◀▶ of 1

My Students

Most Recent Assessment of All Rosters: 2022-2023
 Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons

| Student Name | Student ID | Most Recent Assessment | Date Taken |
|--------------|------------|------------------------|------------|
| LN_FN | DEMO02854 | Kindergarten OELPA | 01/21/2021 |
| LN_FN | DEMO02853 | Kindergarten OELPA | 01/20/2021 |
| LN_FN | DEMO02852 | Kindergarten OELPA | 01/20/2021 |

My Student’s Performance on Test

Clicking on a test name or magnifying glass in the *My Assessments* table displays the *My Student’s Performance on Test Report* for the selected test, which displays data in two tabs. The first tab shows *Performance by Roster* and the second tab shows *Performance by Student*.

Note: Districts may have students who completed the OELPA but do not have scores in the Centralized Reporting System (CRS). If that is the case, districts will receive the following warning at the bottom of the *Performance by Roster* and *Performance by Student* tabs:

⚠ **Notice:** Students have completed this assessment with other test statuses. [More Info](#)

Clicking the *More Info* button generates a list of students who took the OELPA but did not receive a valid score because they did not complete enough of the test to qualify as “attempted”, or their test was invalidated:

| Grade 3 OELPA: Students with Other Test Statuses | | | |
|--|------------|-----------------|------------|
| Name | Student ID | Condition Code | Date Taken |
| LN, FN | DEMO07442 | Invalidated | 01/20/2022 |
| test, test | DEMO62006 | Did Not Attempt | 01/10/2022 |

Performance by Roster

| Performance by Roster | | Performance by Student | | Breakdown By | | | | | | | |
|---|-------|------------------------|----------------------|---------------------|-----------------------------------|----------------------------------|--------------------|-----------|---------|----------|---------|
| Average Score, Performance Distribution and Average Points Earned on Kindergarten OELPA (Spring:2023 (OELPA)), by Roster and Reporting Category: 2022-2023 Filtered By Rosters: All Roster Test Reasons: 2022-2023(OELPA) | | | | | | | | | | | |
| Roster | Total | Student Count | Test Completion Rate | Average Scale Score | Average Comprehension Scale Score | Performance Distribution | Percent Proficient | Listening | Reading | Speaking | Writing |
| State | | n/a | | n/a | n/a | n/a | n/a | | | | |
| District | | 19 | | 4959 | 5420 | Percent Count: 63% 12, 37% 7 | 0% | | | | |
| School | | 19 | | 4959 | 5420 | Percent Count: 63% 12, 37% 7 | 0% | | | | |
| My Students | | 3 | | 5385 | 5736 | Percent Count: 100% 3 | 0% | | | | |
| UR | | 3 | 60% (3/5) | 5385 | 5736 | Percent Count: 100% 3 | 0% | | | | |

- 1. Report Title:** Includes the report type, test name, report components, administration year and filters applied.
- 2. Report Rows:** Rows for the State, District, School, My Students and each roster display the student count, test completion rate (roster rows only), average scale scores, performance distribution in both percentages and counts, and percent of students determined to be proficient.
- 3. Accordion Sections:** Expand each domain area to view student performance in that domain.

Performance by Student

Performance by Roster | Performance by Student

Score, Performance and Points Earned on **Kindergarten OELPA** (Spring 2023 (OELPA)) of All Rosters, by Student and Reporting Category: 2022-2023
 Filtered By Rosters: All Roster | Test Reasons: 2022-2023 (OELPA)

| Student | Student ID | Total | Total | | | Listening | Reading | Speaking | Writing |
|-------------|------------|-------|-------------|---------------------------|---------------------------------------|-----------|---------|----------|---------|
| | | | Scale Score | Comprehension Scale Score | Performance | | | | |
| State | | | n/a | n/a | n/a | | | | |
| District | | | 4959 | 5420 | Percent: 63% Count: 12 37% 7 | | | | |
| School | | | 4959 | 5420 | Percent: 63% Count: 12 37% 7 | | | | |
| My Students | | | 5385 | 5736 | Percent: 100% Count: 3 | | | | |
| LN_FN | DEMO02852 | | 5545 | 6036 | Progressing | | | | |
| LN_FN | DEMO02853 | | 5188 | 5331 | Progressing | | | | |
| LN_FN | DEMO02854 | | 5422 | 5842 | Progressing | | | | |

- 1. Report Title:** Includes the report type, test name, report components, administration year and filters applied.
- 2. Report Rows:** Comparison rows for the State, District, School and My Students display the average scale scores and the performance distribution in both percentages and counts. Rows for each student display the scale score, comprehension score, and the overall proficiency level.
- 3. Accordion Sections:** Expand each domain area to view student performance in that domain.

Student Portfolio

Clicking on an individual student in the *My Students* table of the *Performance on Tests* page displays the *Student Portfolio*. The portfolio displays all tests taken by the selected student, not just the OELPA.

Student Portfolio

| Assessment Name | Test Group | Test Grade | Test Reason | Student Count | Score | Performance | Date Taken |
|--------------------|------------|--------------|---------------------|---------------|-------|-------------|------------|
| Kindergarten OELPA | OELPA | Kindergarten | Spring 2021 (OELPA) | 1 | 5422 | Progressing | 01/21/2021 |

Student Performance on Test

Clicking on any test on the student portfolio displays the *Student Performance on Test Report*.

Student Performance on Test Report

Score, Performance and Points Earned on **Kindergarten OELPA** (Spring 2021 (OELPA)) of , by Student and Reporting Category: 2020-2021
 Filtered By Rosters: All Roster | Test Reasons: Spring 2021 (OELPA)

| Student | Student ID | Total | Scale Score | Comprehension Scale Score | Performance | Listening | Reading | Speaking | Writing |
|-------------|------------|-------|-------------|---------------------------|--|-----------|---------|----------|---------|
| State | | | n/a | n/a | n/a | | | | |
| District | | 4959 | 4959 | 5420 | Percent: 63% (12), 37% (7) Count: 12, 7 | | | | |
| School | | 4959 | 4959 | 5420 | Percent: 63% (12), 37% (7) Count: 12, 7 | | | | |
| My Students | | 5385 | 5385 | 5736 | Percent: 100% (3) Count: 3 | | | | |
| LN, FN | DEMO02854 | | 5422 | 5842 | Progressing | | | | |

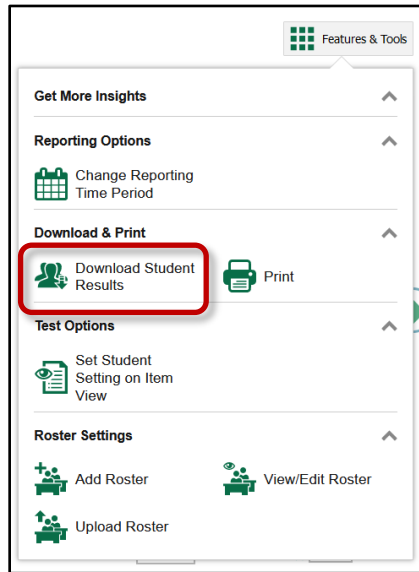
- Report Title:** Includes the report type, test name, report components, administration year and filters applied.
- Report Rows:** Comparison rows for the State, District, School and My Students display the average scale scores and the performance distribution in both percentages and counts. The student row displays the scale score, comprehension scale score, and the student's overall proficiency level.
- Accordion Sections:** Expand each domain area to view student performance in that domain.

Individual Student Report

The OELPA *Individual Student Report (ISR)* presents a student’s overall proficiency status and a description of the student’s performance in each nonexempt domain. The report also includes average scores for the district and school for comparison purposes.

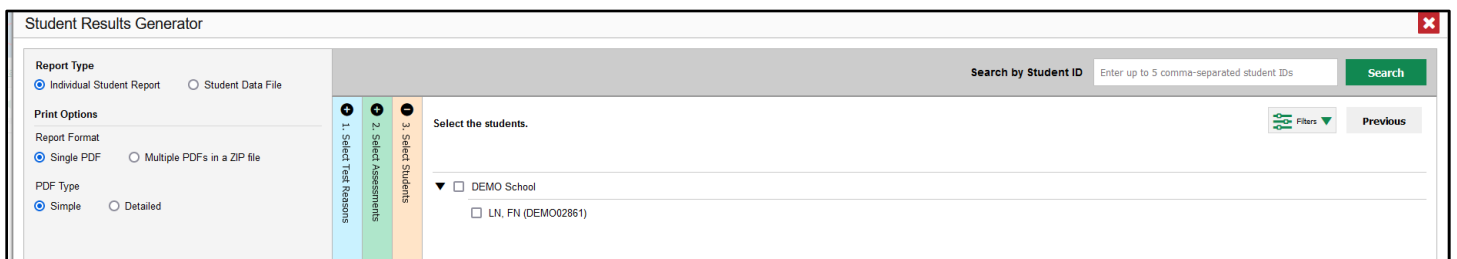
Generate *Individual Student Reports* from any page by clicking the *Download Student Results* button located in the **Features & Tools** menu.

Features & Tools Menu



From the *Student Results Generator* pop-up make selections in the Test Reasons, Assessments and Students sections to create the Individual Student Reports needed. Reports can be generated as a single PDF or multiple PDFs in a zip file. OELPA ISRs only are available in the simple PDF type. ISRs are available in English, Arabic, Nepali, Somali, Spanish, and Swahili.

Student Results Generator



Generated reports appear in the user’s Inbox.



Sample Individual Student Report

LastName, FirstName

Grade 3 OELPA 2022-2023

Student ID: DEMO42093 | Student DOB: 3/1/2008 | Enrolled Grade: 3
Date Taken: 3/19/2023

DEMO District
DEMO School

Scale Score: 4415 **Comprehension Scale Score:** Not Attempted **Proficiency Status:** Emerging

Proficiency Determination

Proficient - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Level 4 or higher in all domains. Once Proficient on OELPA, students can be considered for reclassification.

Progressing - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on OELPA are eligible for ongoing program support.

Emerging - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on OELPA are eligible for ongoing program support.

Scale Scores Scores from different domains have different ranges and should not be directly compared. The same, or similar, scale score on two or more domains might not result in the same performance level on these domains.

How Does Your Child's Score Compare?

| Name | Proficient% | Average Overall Scale Score | Average Comprehension Scale Score |
|---------------|-------------|-----------------------------|-----------------------------------|
| DEMO District | 0 | 4415 | |
| DEMO School | 0 | 4415 | |

How Did Your Child Perform on Different Areas of the Test?

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

| Domain | Scale Score | Performance | Domain Description |
|-----------|---------------|---------------|---|
| Listening | Not Attempted | Not Attempted | Not Attempted |
| Reading | Not Attempted | Not Attempted | Not Attempted |
| Speaking | 400 | 1 | When speaking, the student at Level 1 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. |
| Writing | 412 | 1 | When writing, the student at Level 1 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. |

- 1. Student Information** – Includes the student’s name, SSID (or Student IDE for nonpublic schools), date of birth, enrolled grade, district, school, test date, overall scale score and proficiency status.
- 2. Proficiency Determination** – The different overall proficiency levels of the OELPA are listed and defined in this section.
- 3. Comparison Scores** – Includes the average scale scores for the district and school with which the student is associated.

- 4. How Did Your Child Perform on the Test** – Includes scale scores and performance by domain. This section also includes a description of what the student completed in each domain that resulted in the associated performance level. This description comes from the Achievement Level Descriptors, which are listed for each grade band on the subsequent pages of this manual.

Achievement Level Descriptors (ALDs)

The Achievement Level Descriptors (ALDs) describe what students can typically do in each grade band, domain and performance level. The scale score ranges represent the cut scores between the five performance levels in each domain.

Kindergarten

| Listening Level 1 Beginning | Listening Level 2 Early Intermediate | Listening Level 3 Intermediate | Listening Level 4 Early Advanced | Listening Level 5 Advanced |
|---|---|---|---|--|
| Score Range: 466 or below | Score Range: 467-506 | Score Range: 507-612 | Score Range: 613-644 | Score Range: 645 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: |
| responding to short conversations; recognizing and identifying the meanings of a few frequently occurring words in read-alouds and simple oral presentations; responding to simple yes/no and wh- questions; following simple directions. | responding to short conversations; recognizing and identifying the meaning of some key words and phrases from read-alouds and oral presentations; responding to yes/no and wh- questions; following simple and some multi-step directions without picture support; discriminating some details in longer conversations. | responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions. | responding to conversations and identifying key words, phrases, and details from long stories and presentations; answering questions and evaluating key vocabulary using details from long stories and conversations; demonstrating multiple-step thinking. | responding to conversations and identifying key words, phrases, and details from longer stories and informational presentations; answering questions and evaluating key details from long informational presentations; demonstrating multiple step thinking. |

| Reading Level 1 Beginning | Reading Level 2 Early Intermediate | Reading Level 3 Intermediate | Reading Level 4 Early Advanced | Reading Level 5 Advanced |
|---|---|--|--|---|
| Score Range: 472 or below | Score Range: 473-513 | Score Range: 514-591 | Score Range: 592-626 | Score Range: 627 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: |
| determining the meaning of words and phrases in texts and dialogues; responding to simple yes/no and wh- questions; recognizing the meanings of some frequently occurring words in read-alouds. | identifying key words and phrases from read-alouds of texts and dialogues; responding to yes/no and wh- questions; recognizing the meaning of some frequently occurring and key words in read-alouds. | identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds. | categorizing words and phrases in read-alouds of texts and dialogues; answering questions about key details in a variety of text types; recognizing words and phrases in read-alouds that may have multiple meanings in context. | analyzing details from read-alouds and dialogues on familiar and unfamiliar topics; analyzing information to answer questions about key details in read-alouds; categorizing words; demonstrating comparing and contrasting skills in read-alouds; inferring meaning from words using text and pictures; listening to and following directions from a text. |

| Speaking Level 1 Beginning | Speaking Level 2 Early Intermediate | Speaking Level 3 Intermediate | Speaking Level 4 Early Advanced | Speaking Level 5 Advanced |
|---|---|---|--|--|
| Score Range: 486 or below | Score Range: 487-534 | Score Range: 535-597 | Score Range: 598-624 | Score Range: 625 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 short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic. | responding to conversations and questions, following commands; describing actions and objects using frequently occurring nouns, verbs and short phrases; communicating simple information; retelling and sequencing a story; using prepositional phrases to describe location; categorizing vocabulary; forming questions related to prompts. | responding to conversations, questions and commands by describing details and actions using nouns, verbs, and prepositions; communicating information and expressing an opinion about a familiar topic; making inferences to answer questions; retelling and sequencing an oral presentation. | responding to conversations, questions and prompts by identifying multiple items and explaining choices; answering questions about a variety of topics using supporting details; expressing an opinion about a variety of topics; demonstrating correct use of prepositions; describing an object's location; retelling and sequencing an oral presentation. | responding to conversations, questions and prompts on a variety of topics by identifying items and explaining choices; answering questions about key details on a variety of topics; expressing an opinion or a preference about a variety of topics; retelling stories and multiple step directions in an event using sequencing. |

| Writing Level 1 Beginning | Writing Level 2 Early Intermediate | Writing Level 3 Intermediate | Writing Level 4 Early Advanced | Writing Level 5 Advanced |
|---|---|---|--|--|
| Score Range: 496 or below | Score Range: 497-561 | Score Range: 562-650 | Score Range: 651-672 | Score Range: 673 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: |
| recognizing and using a small number of frequently occurring nouns and verbs in writing; creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs in written text; responding to simple questions about familiar topics. | recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics | recognizing and using frequently occurring nouns, verbs, and short phrases in writing; writing and completing words with missing letters; using question words to create simple questions; expressing an opinion or preference; creating complete simple sentences by placing words in the correct order. | recognizing and using frequently occurring regular plural nouns, verbs and prepositions in writing; writing common grade level words, writing sentences with few errors; expressing an opinion with a reason; creating complete sentences by placing words in the correct order. | recognizing and using frequently occurring regular plural nouns, verbs, prepositions, and question words in writing; writing common words and accurate grade-level sentences; expressing an opinion or a preference, including a reason for that opinion; creating complete sentences by placing words in the correct order. |

Grade 1

| Listening Level 1 Beginning | Listening Level 2 Early Intermediate | Listening Level 3 Intermediate | Listening Level 4 Early Advanced | Listening Level 5 Advanced |
|---|--|--|--|--|
| Score Range: 434 or below | Score Range: 435-466 | Score Range: 467-548 | Score Range: 549-593 | Score Range: 594 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 the main topic in oral presentations; determining meaning of words and phrases; participating in conversations and discussions. | identifying key words and phrases in oral presentations of texts; participating in short conversations about familiar topics and responding to simple questions and wh- questions; gathering information and identifying summaries of information from oral sources; identifying a reason a speaker gives to support a point; determining the meaning of frequently occurring words and phrases. | identifying the main topics and answer questions about some key details in oral presentations of texts; participating in short conversations and discussions on familiar topics and answering simple questions; gathering and summarizing information from oral sources; identifying one or two reasons a speaker gives to support a main point. | identifying the main topics, answering questions about an increasing number of key details in oral presentations of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point. | identifying main topics and key details in oral presentations of literary and informational texts; participating in extended conversations and discussions and answering questions on a variety of topics and texts; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point. |

| Reading Level 1 Beginning | Reading Level 2 Early Intermediate | Reading Level 3 Intermediate | Reading Level 4 Early Advanced | Reading Level 5 Advanced |
|--|--|--|--|--|
| Score Range: 478 or below | Score Range: 479-514 | Score Range: 515-583 | Score Range: 584-628 | Score Range: 629 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: |
| determining the meaning of words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identifying main topic in read-aloud sentence; recognizing the meaning of some frequently occurring words in read-alouds. | identifying key words and phrases in read-alouds of texts and dialogues; responding to simple yes/no and wh- questions about familiar topics; identify a reason an author gives to support the main point; determining the meaning of frequently occurring words and phrases in read-alouds. | identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases. | identifying main topics in texts and read-alouds; asking and answering questions about key details in written texts and read-alouds; retelling stories and information; identifying reasons an author gives to support a main point; answering questions about a variety of topics to determine the meaning of words, phrases, and simple idiomatic expressions. | identifying main topics in texts and read-alouds; asking and answering questions about key details in texts and read-alouds; retelling key points of stories and information; identifying reasons an author gives to support a main point; summarizing information from provided sources; answering questions on a variety of topics to determine or clarify the meaning of words, phrases, and idiomatic expressions. |

| Speaking Level 1 Beginning | Speaking Level 2 Early Intermediate | Speaking Level 3 Intermediate | Speaking Level 4 Early Advanced | Speaking Level 5 Advanced |
|--|---|---|---|---|
| Score Range: 527 or below | Score Range: 528-576 | Score Range: 577-592 | Score Range: 593-618 | Score Range: 619 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 short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic; expressing an opinion. | participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences. | participating in short discussions and conversations; asking and answering simple questions about familiar topics; delivering short simple oral presentations about familiar topics; expressing an opinion about a familiar topic and giving a reason; summarizing information from sources; retelling a simple sequence of events and presenting simple information. | participating in discussions and conversations; delivering short simple oral presentations about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from provided sources; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences. | participating in extended discussions and conversations; delivering oral presentations with a few descriptive details about a variety of topics; expressing opinions about a variety of topics; summarizing information and answering questions from sources; recounting a more complex sequence of events and providing some facts; producing and expanding simple and compound sentences. |

| Writing Level 1 Beginning | Writing Level 2 Early Intermediate | Writing Level 3 Intermediate | Writing Level 4 Early Advanced | Writing Level 5 Advanced |
|---|--|--|---|---|
| Score Range: 497 or below | Score Range: 498-547 | Score Range: 548-612 | Score Range: 613-640 | Score Range: 641 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: |
| responding to simple yes/no and wh- questions about familiar topics; creating words by filling in a missing letter with or without a provided example; using a small number of frequently occurring nouns and verbs when writing. | responding to simple yes/no and wh- questions about familiar topics; communicating simple messages about familiar topics or objects; expressing an opinion about a familiar topic; retelling an event and presenting simple information using some frequently occurring linking words; producing simple sentences using frequently occurring nouns, verbs, prepositions, and conjunctions. | participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about a familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences. | participating in written exchanges about a variety of texts and topics; composing written texts about a variety of topics; answering questions expressing opinions about a variety of topics; recounting multiple events in sequence and presenting simple information about a topic; producing and expanding simple and some compound sentences. | participating in extended written exchanges of information; composing written texts about a variety of topics; expressing opinions about a variety of topics; recounting a more complex sequence of events; producing and expanding simple and some compound sentences. |

Grades 2-3

| Listening Level 1 Beginning | Listening Level 2 Early Intermediate | Listening Level 3 Intermediate | Listening Level 4 Early Advanced | Listening Level 5 Advanced |
|---|---|---|---|--|
| 2 nd Score Range: 407 or below 3 rd Score Range: 408 or below | 2 nd Score Range: 408-437 3 rd Score Range: 409-447 | 2 nd Score Range: 438-511 3 rd Score Range: 448-535 | 2 nd Score Range: 512-563 3 rd Score Range: 536-597 | 2 nd Score Range: 564 or above 3 rd 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. |

| Reading Level 1 Beginning | Reading Level 2 Early Intermediate | Reading Level 3 Intermediate | Reading Level 4 Early Advanced | Reading Level 5 Advanced |
|---|---|---|--|---|
| 2 nd Score Range: 456 or below 3 rd Score Range: 494 or below | 2 nd Score Range: 457-488 3 rd Score Range: 495-540 | 2 nd Score Range: 489-554 3 rd Score Range: 541-609 | 2 nd Score Range: 555-594 3 rd Score Range: 610-643 | 2 nd Score Range: 595 or above 3 rd 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. |

| Speaking Level 1 Beginning | Speaking Level 2 Early Intermediate | Speaking Level 3 Intermediate | Speaking Level 4 Early Advanced | Speaking Level 5 Advanced |
|--|--|---|--|---|
| 2 nd Score Range: 489 or below 3 rd Score Range: 499 or below | 2 nd Score Range: 490-528 3 rd Score Range: 500-537 | 2 nd Score Range: 529-554 3 rd Score Range: 538-571 | 2 nd Score Range: 555-587 3 rd Score Range: 572-611 | 2 nd Score Range: 588 or above 3 rd Score Range: 612 or above |
| When speaking, the student at Level 1 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. | When speaking, the student at Level 2 is working on: 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. | When speaking, the student at Level 3 is working on: 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. | When speaking, the student at Level 4 is working on: 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. | When speaking, the student at Level 5 is working on: 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. |

| Writing Level 1 Beginning | Writing Level 2 Early Intermediate | Writing Level 3 Intermediate | Writing Level 4 Early Advanced | Writing Level 5 Advanced |
|--|--|---|--|---|
| 2 nd Score Range: 451 or below 3 rd Score Range: 497 or below | 2 nd Score Range: 452-492 3 rd Score Range: 498-541 | 2 nd Score Range: 493-554 3 rd Score Range: 542-602 | 2 nd Score Range: 555-590 3 rd Score Range: 603-635 | 2 nd Score Range: 591 or above 3 rd Score Range: 636 or above |
| When writing, the student at Level 1 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. | When writing, the student at Level 2 is working on: 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. | When writing, the student at Level 3 is working on: 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. | When writing, the student at Level 4 is working on: 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. | When writing, the student at Level 5 is working on: 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. |

Grades 4-5

| Listening Level 1 Beginning | Listening Level 2 Early Intermediate | Listening Level 3 Intermediate | Listening Level 4 Early Advanced | Listening Level 5 Advanced |
|--|--|---|---|--|
| 4 th Score Range: 397 or below 5 th Score Range: 412 or below | 4 th Score Range: 398-430 5 th Score Range: 413-454 | 4 th Score Range: 431-491 5 th Score Range: 455-497 | 4 th Score Range: 492-562 5 th Score Range: 498-580 | 4 th Score Range: 563 or above 5 th Score Range: 581 or above |
| When listening, the student at Level 1 is working on: determining the meaning of a few basic words and phrases and formulaic expressions in oral presentations; listening to short conversations and responding to simple questions and some wh-questions; identifying a point a speaker makes. | When listening, the student at Level 2 is working on: determining the meaning of a few basic words and phrases and expressions in oral presentations; participating in short conversations and discussions and responding to simple questions; identifying the main idea and a key detail from a read-aloud or oral presentation; identifying a speaker's main point, and agree or disagree with the speaker. | When listening, the student at Level 3 is working on: determining the meaning of words, phrases and some idiomatic expressions; participating in short conversations and discussions, asking and answering questions; identifying the main idea and key details about a familiar topic; identify how one or two reasons support the specific points a speaker makes. | When listening, the student at Level 4 is working on: determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details. | When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation. |

| Reading Level 1 Beginning | Reading Level 2 Early Intermediate | Reading Level 3 Intermediate | Reading Level 4 Early Advanced | Reading Level 5 Advanced |
|---|---|---|---|---|
| 4 th Score Range: 452 or below 5 th Score Range: 467 or below | 4 th Score Range: 453-487 5 th Score Range: 468-510 | 4 th Score Range: 488-549 5 th Score Range: 511-587 | 4 th Score Range 550-593 5 th Score Range 588-626 | 4 th Score Range: 594 or above 5 th Score Range: 627 or above |
| When reading grade-appropriate text, the student at Level 1 is working on: identifying a few key words and phrases in simple written text; gathering information from a few provided sources and labelling some key information. | When reading grade-appropriate text, the student at Level 2 is working on: determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources. | When reading grade-appropriate text, the student at Level 3 is working on: determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information. | When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions. | When reading grade-appropriate text, the student at Level 5 is working on: determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics. |

| Speaking Level 1 Beginning | Speaking Level 2 Early Intermediate | Speaking Level 3 Intermediate | Speaking Level 4 Early Advanced | Speaking Level 5 Advanced |
|--|---|--|---|---|
| 4 th Score Range: 461 or below 5 th Score Range: 482 or below | 4 th Score Range: 462-505 5 th Score Range: 483-525 | 4 th Score Range: 506-543 5 th Score Range: 526-572 | 4 th Score Range: 544-583 5 th Score Range: 573-606 | 4 th Score Range: 584 or above 5 th Score Range: 607 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: |
| participating in short conversations using a few words or phrases; communicating simple information about an event or topic using a narrow range of vocabulary and simple sentences; expressing an opinion about a familiar topic. | participating in short conversations, responding to simple wh- questions; delivering short oral presentations or describing pictures and graphs using simple language structures; recounting a simple sequence of events in order; constructing a claim with one supporting reason. | participating in short conversations and discussions, asking and answering questions, responding to the comments of others, and adding own comments; delivering short oral presentations including a few details and a conclusion; constructing a claim and providing a few supporting reasons or facts. | participating in conversations and discussions about a variety of topics, building on the ideas of others, expressing own ideas, and adding relevant information and evidence; recounting a detailed sequence of events with a beginning, middle and end; developing a topic with facts and details, using transitional words and phrases to connect events, ideas, and opinions. | participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim. |

| Writing Level 1 Beginning | Writing Level 2 Early Intermediate | Writing Level 3 Intermediate | Writing Level 4 Early Advanced | Writing Level 5 Advanced |
|--|--|--|---|---|
| 4 th Score Range: 436 or below 5 th Score Range: 437 or below | 4 th Score Range: 437-480 5 th Score Range: 438-485 | 4 th Score Range: 481-567 5 th Score Range: 486-597 | 4 th Score Range: 568-599 5 th Score Range: 598-627 | 4 th Score Range: 600 or above 5 th Score Range: 628 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: |
| communicating basic information about an event or a topic using a narrow range of vocabulary and simple sentences; participating in short written exchanges and responding to simple and some wh- questions about familiar topics. | producing simple sentences using basic language structures; expressing an opinion or constructing a simple claim with a supporting reason; recounting a simple sequence of events, using basic linking words; asking a question about a topic or text. | producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments. | producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence. | participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; summarizing key ideas. |

Grades 6-8

| Listening Level 1 Beginning | Listening Level 2 Early Intermediate | Listening Level 3 Intermediate | Listening Level 4 Early Advanced | Listening Level 5 Advanced |
|---|--|---|--|---|
| 6 th Score Range: 409 or below 7 th Score Range: 429 or below 8 th Score Range: 431 or below | 6 th Score Range: 410-439 7 th Score Range: 430-472 8 th Score Range: 432-477 | 6 th Score Range: 440-497 7 th Score Range: 473-552 8 th Score Range: 478-564 | 6 th Score Range: 498-564 7 th Score Range: 553-596 8 th Score Range: 565-612 | 6 th Score Range: 565 or above 7 th Score Range: 597 or above 8 th Score Range: 613 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: |
| recognizing a few key words or phrases; responding to simple questions and some wh- questions; identifying a point made by a speaker. | recognizing the main topic and retelling a few key points; responding to simple questions and wh- questions; determining the meaning of frequently occurring words, phrases and expressions. | determining the main idea and a few supporting details; paraphrasing the main idea; participating in discussions, building on the ideas of others and answering questions; determining the meaning of general education and content specific words. | determining the main idea and supporting evidence; paraphrasing and analyzing information to determine if the evidence supports the argument; posing and answering relevant questions; adding additional relevant information and evidence to key ideas. | determining main idea or ideas and how each idea is supported with evidence; gathering information from multiple oral sources and evaluating the credibility of the information; quoting or citing examples while paraphrasing data and conclusions; determining the meaning of general academic, context specific, figurative and idiomatic phrases. |

| Reading Level 1 Beginning | Reading Level 2 Early Intermediate | Reading Level 3 Intermediate | Reading Level 4 Early Advanced | Reading Level 5 Advanced |
|---|---|---|--|--|
| 6 th Score Range: 460 or below 7 th Score Range: 485 or below 8 th Score Range: 493 or below | 6 th Score Range: 461-495 7 th Score Range: 486-533 8 th Score Range: 494-546 | 6 th Score Range: 496-564 7 th Score Range: 534-608 8 th Score Range: 547-639 | 6 th Score Range: 565-603 7 th Score Range: 609-641 8 th Score Range 640-668 | 6 th Score Range: 604 or above 7 th Score Range: 642 or above 8 th Score Range: 669 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: |
| identifying a few key words and phrases in simple written texts; identifying basic information within text; responding to simple questions and some wh- questions on familiar topics. | identifying the main topic and a few key details in simple written texts; identifying key words and phrases; responding to simple comments and questions on a variety of topics as well as some wh- questions; gathering and recording information. | determining the central idea or theme and supporting details; responding to others' comments and answering questions on familiar topics; gathering information from a few sources; using context clues to determine the meanings of general academic and content-specific words and phrases; explaining an author's argument; analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not. | determining two or more central ideas and how they are supported by specific details; building on ideas of others, adding relevant and specific evidence; summarizing text; gathering information from multiple sources to summarize ideas, information and observations; analyzing the arguments and claims made in text, determining the sufficiency of supporting evidence; determining the meaning of content-specific words and phrases and some idiomatic expressions. | determining central ideas or themes and how they are supported by specific details; summarizing key ideas in text; responding to others' comments and answering questions on a variety of topics, adding relevant and specific evidence; gathering information from sources, evaluating its credibility, and paraphrasing the data; determining whether reasoning is sound and evidence is sufficient to support claims; determining the meaning of figurative and connotative language. |

| Speaking Level 1 Beginning | Speaking Level 2 Early Intermediate | Speaking Level 3 Intermediate | Speaking Level 4 Early Advanced | Speaking Level 5 Advanced |
|---|---|---|--|--|
| 6 th Score Range: 464 or below 7 th Score Range: 474 or below 8 th Score Range: 475 or below | 6 th Score Range: 465-510 7 th Score Range: 475-526 8 th Score Range: 476-527 | 6 th Score Range: 511-561 7 th Score Range: 527-581 8 th Score Range: 528-589 | 6 th Score Range: 562-594 7 th Score Range: 582-610 8 th Score Range: 590-618 | 6 th Score Range: 595 or above 7 th Score Range: 611 or above 8 th Score Range: 619 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: |
| using basic and topical vocabulary; responding to simple and wh- questions about a presentation; expressing an opinion about a topic; recognizing and using frequently occurring nouns, phrases, and verbs. | offering an opinion or prediction using simple grammatical structures and vocabulary; responding to questions with words relevant to the topic; interpreting the information in a picture or graph about a familiar topic, constructing a claim and providing a supporting reason; producing simple and compound sentences. | describing a picture or graph using general academic and content-specific vocabulary, and compound as well as complex sentences; constructing a claim and providing several supporting reasons or facts in a logical order; adapting language choices to audience; delivering a short oral presentation, or recounting a brief sequence of events in order using linking words. | participating in conversations and discussions with appropriate grammatical structures; recounting a detailed sequence of events with a beginning, middle, and end; summarizing information using simple, compound and complex sentences; supporting main ideas clearly with relevant and specific evidence; deliver oral presentations about a variety of topics and experiences. | making predictions and drawing conclusions from a variety of sources; asking and answering questions, and stating opinions with appropriate grammatical structures and vocabulary; recounting a complex sequence of events; making a claim with simple, compound, and complex sentences. |

| Writing Level 1 Beginning | Writing Level 2 Early Intermediate | Writing Level 3 Intermediate | Writing Level 4 Early Advanced | Writing Level 5 Advanced |
|---|--|---|--|---|
| 6 th Score Range: 424 or below 7 th Score Range: 473 or below 8 th Score Range: 483 or below | 6 th Score Range: 425-471 7 th Score Range: 474-519 8 th Score Range: 484-532 | 6 th Score Range: 472-563 7 th Score Range: 520-596 8 th Score Range: 533-618 | 6 th Score Range: 564-593 7 th Score Range: 597-624 8 th Score Range: 619-646 | 6 th Score Range: 594 or above 7 th Score Range: 625 or above 8 th Score Range: 647 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: |
| participating in short written exchanges and presenting simple information; expressing an opinion about a familiar topic; responding to wh- questions about presentations using vocabulary from the presentation topic. | participating in short written exchanges; composing claims, narratives, or informational texts about familiar topics; providing a reason or fact to support the claim; responding to simple and wh- questions; recounting a brief sequence of events in order; using frequently occurring general academic and content-specific words and phrases. | participating in written exchanges with some details; constructing a claim about a topic, introducing the topic, and providing reasons and facts in logical order; providing a concluding statement; asking and answering questions, adding relevant information; expressing own ideas in writing; recounting a short sequence of events in order with a beginning, middle, and end; using common transitional words and phrases. | participating in written exchanges on a variety of topics and texts; asking and answering relevant questions; paraphrasing to restate information; composing narrative and informational texts with specific details about a variety of topics; constructing a claim and providing sufficient reasons to support it; analyzing an argument or claim; using simple, compound and complex sentences with transitional words and phrases to connect events and ideas. | participating in extended written exchanges on a variety of topics and texts; adding evidence and summarizing ideas; composing narrative and informational texts with relevant details about a variety of topics; constructing a claim, introducing the topic and providing compelling, ordered reasons to support the claim; recounting a complex sequence of events with a beginning, middle, and end; adapting language choices and style to the purpose and audience; precisely expressing ideas while maintaining a consistent style and tone. |

Grades 9-12

| Listening Level 1 Beginning | Listening Level 2 Early Intermediate | Listening Level 3 Intermediate | Listening Level 4 Early Advanced | Listening Level 5 Advanced |
|---|---|---|--|--|
| 9-12 Score Range: 450 or below | 9-12 Score Range: 451-490 | 9-12 Score Range: 491-570 | 9-12 Score Range: 571-612 | 9-12 Score Range: 613 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: |
| determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions. | determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations. | determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges. | determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker's development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim. | determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker. |

| Reading Level 1 Beginning | Reading Level 2 Early Intermediate | Reading Level 3 Intermediate | Reading Level 4 Early Advanced | Reading Level 5 Advanced |
|---|--|---|---|---|
| 9-12 Score Range: 487 or below | 9-12 Score Range: 488-538 | 9-12 Score Range: 539-630 | 9-12 Score Range 631-661 | 9-12 Score Range: 662 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 the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information. | identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information. | determining the meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources. | determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings. | determining the meaning of figurative language, and idiomatic expressions; accurately identifying, summarizing, analyzing, and critiquing key points, main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source. |

| Speaking Level 1 Beginning | Speaking Level 2 Early Intermediate | Speaking Level 3 Intermediate | Speaking Level 4 Early Advanced | Speaking Level 5 Advanced |
|--|---|---|---|--|
| 9-12 Score Range: 480 or below | 9-12 Score Range: 481-535 | 9-12 Score Range: 536-592 | 9-12 Score Range: 593-618 | 9-12 Score Range: 619 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: |
| communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh-questions; expressing an opinion about a familiar topic. | producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement. | speaking about informational and complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas. | using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence. | participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; asking and answering questions to probe reasoning and claims; summarizing key ideas and evidence; fully developing a claim or topic with relevant details, concepts, examples, and information; analyzing and integrating information into a clearly organized oral text. |

| Writing Level 1 Beginning | Writing Level 2 Early Intermediate | Writing Level 3 Intermediate | Writing Level 4 Early Advanced | Writing Level 5 Advanced |
|---|--|--|--|--|
| 9-12 Score Range: 484 or below | 9-12 Score Range: 485-532 | 9-12 Score Range: 533-614 | 9-12 Score Range: 615-640 | 9-12 Score Range: 641 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: |
| communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts. | writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt. | using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, context-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding. | producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence. | producing a coherent narrative with details using compound and complex sentences, with complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; composing informational texts about a variety of topics with relevant details, concepts, examples, and information; expressing ideas clearly and persuasively; introducing and distinguishing a claim from a counter-claim, providing logically ordered, relevant reasons and supporting evidence to refute the counter-claim. |