

Ohio English Language Proficiency Assessment Screener (OELPS)



Understanding Results Manual, 2023-2024

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Overview of the OELPS

Introduction

The Ohio Department of Education (Department) provides this manual to assist district and school staff with reviewing and understanding the score reports for the Ohio English Language Proficiency Screener (OELPS). This manual includes information about the OELPS and explanations of the score reports available in the Centralized Reporting System.

Purpose of the OELPS

The OELPS is designed to identify Ohio students in grades K-12 as [English learners](#). The OELPS is the second step in Ohio's standardized English learner identification; the first step is the [Language Usage Survey](#). Districts and schools administer the OELPS to students based on responses from the Language Usage Survey. Refer to the [Guidelines for Identifying English Learners](#) for information on Ohio's standardized English learner identification and the Language Usage Survey. For information about the OELPS, please refer to the [OELPS webpage](#) and the [OELPS Test Coordinator Manual](#).

Test Design and Format

The OELPS is a single test divided into three steps: Step One, Step Two and Step Three. All three steps assess the four language domains: listening, speaking, reading and writing. The test may end after any step. The test can end after Step One depending on student engagement with the test or after Step Two depending on performance. Only students who could reach overall proficiency continue to Step Three.

All students taking the OELPS are administered Step One, which is the practice test and is not scored. Steps Two and Three contain secure test items, most of which are scored automatically by the test system. Items from Step Two and Three that require the student to produce a spoken or written response are scored locally to ensure the timelier identification of students as English learners.

The OELPS is available online and on paper. Students take the online test, unless there is a need for paper due to a disability, cultural or religious reason, or limited technology capacity. Paper tests are available in paper-pencil, large-print and braille.

OELPS Scores

Scoring the OELPS

Most of the student's responses are scored automatically by the scoring engine, but some items are scored locally. The test administrator (or other assigned school staff) manually scores the student's spoken and written responses from Step Two and Step Three.

During the test session, the test administrator scores four spoken responses at the beginning of Step Two. The test system scores the remaining listening, reading and writing items. The scores from the spoken responses and the scores from the other items are combined to determine if the student will move on to Step Three. Most students will stop at the end of Step Two and are identified as English learners.

Students who obtain a high score in Step Two continue to Step Three. The responses in Step Three are scored by the test system, except for items which require the student to produce a spoken or written response. The test system sends the spoken and written responses to the Teacher Assessment Scoring Center (TASC)

when the student submits the test and logs out of the system. Then, school staff with an authorized user account log in to the TASC through the Centralized Reporting System (CRS) to score the spoken and written responses. The results are reported in the CRS after scores are entered and submitted in the TASC. Student responses not scored in the TASC will delay the reporting of the OELPS results in the CRS.

Performance Levels

A student’s OELPS results are determined by the student’s responses to test items from each of the four language domains: reading, writing, listening and speaking. Each domain receives a performance level from 1 to 5, with 5 being the most proficient level. The combination of domain levels (or domain profile) determines the student’s overall proficiency level, which indicates if the student has been identified as an English learner. The domain performance levels are as follows:

Domain Performance Level Descriptor	Domain Level
Beginning	1
Early Intermediate	2
Intermediate	3
Early Advanced	4
Advanced	5

The domain levels are combined to obtain one of three overall proficiency levels: *Emerging*, *Progressing* and *Proficient*. If a student is exempted from one or more domains, the overall proficiency level is determined from the nonexempt domain levels. An overall proficiency level of *Proficient* means the student is **not** identified as an English learner. The table below describes the overall proficiency levels and the related domain profile.

Overall Proficiency Level	Domain Profile	English Learner Identification
Proficient	<p>OELPS Kindergarten (OELPS-K) and Grades 1-12: All nonexempt domain levels are 4s and/or 5s.</p> <p>OELPS for the Beginning of Kindergarten (OELPS-BK): All nonexempt domain levels are 3s, 4s and/or 5s.</p>	Student is NOT an English learner.
Progressing	A combination of nonexempt domain levels that is not <i>Proficient</i> or <i>Emerging</i> .	Student is an English learner.
Emerging	All nonexempt domain levels are 1s and/or 2s.	Student is an English learner.

Notes: Kindergarteners are administered the OELPS-BK through Dec. 31 of the kindergarten year. The OELPS-K is administered to kindergarteners in the latter half of the kindergarten year, on or after Jan. 1. The OELPS-BK is available in June for schools and districts that would like to screen potential English learners who are beginning kindergarten the following school year. Refer to the [OELPS Test Coordinator Manual](#) for additional information on the OELPS-BK and OELPS-K.

Once OELPS results are available, schools report the student's English learner status in Ohio's [Education Management Information System](#) (EMIS).

Domain Exemptions

Districts and schools may exempt students from up to three of the four domains assessed by the OELPS if the student's disability is such that the student cannot participate in the stated domain(s) per the individualized education program (IEP) or 504 plan (or similar documentation) with existing accommodations. Exempt domains (E) do not count against the student for the purpose of determining the overall performance level; for example, a student who earns 4s and 5s on three domains and is exempt on the fourth domain is considered *Proficient*. Please see *Section V: Domain Exemptions* of the [Accessibility Manual for OELPS and OELPA](#) for more information.

Codes for No Data Reported

The following abbreviations may appear on some OELPS score reports:

- N – Not Attempted
- PND – Proficiency Not Demonstrated
- INV – Invalidated
- E – Domain Exemption

Not Attempted. A student receives a status of *Not Attempted* if the student participated in Step One but did not participate in Step Two. This is not a common occurrence.

Proficiency Not Demonstrated. A student receives a status of *Proficiency Not Demonstrated* when testing is stopped due to the student not engaging in Step One on the OELPS. A student who receives the status of *Proficiency Not Demonstrated* may be identified as an English learner. There are no domain levels or overall proficiency level for students whose proficiency is not demonstrated.

Invalidated. Since the OELPS is a single test, it is not possible to invalidate a single domain; the entire OELPS is invalidated if the test is compromised. If a test has been compromised by a student, test administrator or unauthorized party, contact the Department to discuss the situation. The following are examples of a compromised test:

- Test administrator assisting the student's answer selection;
- Revealing or discussing secure test items with the student such as creating a study guide;
- Unauthorized person(s) present during an OELPS 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 after the test has been administered; or
- Altering the student's responses.

An invalidation is required when a student is administered the OELPS unnecessarily, such as the student already was administered the OELPS or the student was mistakenly administered the OELPS. In these cases, the district test coordinator should submit a Test Status Request to invalidate the unnecessary test opportunity.

Domain Exemption. An OELPS domain is reported as exempt (E) if a student has a domain exemption that is marked in the Test Information Distribution Engine (TIDE) **before** the test has started. The test administrator

must confirm domain exemptions are marked in the TA Interface prior to a student starting the test. If the domain exemption is marked **after** the test starts, the domain performance level will be reported and used to determine the overall proficiency level. If the error is noted before the test results are reported, the district may enter the domain exemption in the TIDE and reset the OELPS, which means the student restarts the test. The district should contact the Department to discuss the situation. Additional information about domain exemptions is in the [Accessibility Manual for OELPS and OELPA](#).

Students with one or more domain exemptions who continue beyond Step One (the practice items) will be administered Steps Two and Three of the OELPS online or paper test.

OELPS Reports

Online Score Reports

District and school staff with an authorized user account can log in to the [Centralized Reporting System \(CRS\)](#) to access their students' OELPS results. Several [Central Reporting System Resources](#) on the portal provide assistance on accessing scores and reports. Users also can click the *Help* button within the CRS for assistance.

Homepage – Dashboard Generator

After logging in to the Centralized Reporting System, the Dashboard Generator page appears. Users configure the various sections to 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 2023-2024 school year reports. [Change the reporting time period.](#)' Below this, there are three main sections:

- Section 1:** 'Which test groups would you like to start with?' This section has a list of checkboxes: 'Benchmark', 'Checkpoints', 'OELPS' (checked), 'English Proficiency' (checked), and 'Field Authored'. There is a 'Go to Dashboard' button at the bottom.
- Section 2:** 'Looking for a specific student?' This section has a text input field labeled 'Enter Student ID' and a 'Search' button.
- Section 3:** 'Features & Tools' This section is a sidebar menu with several expandable options: '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).

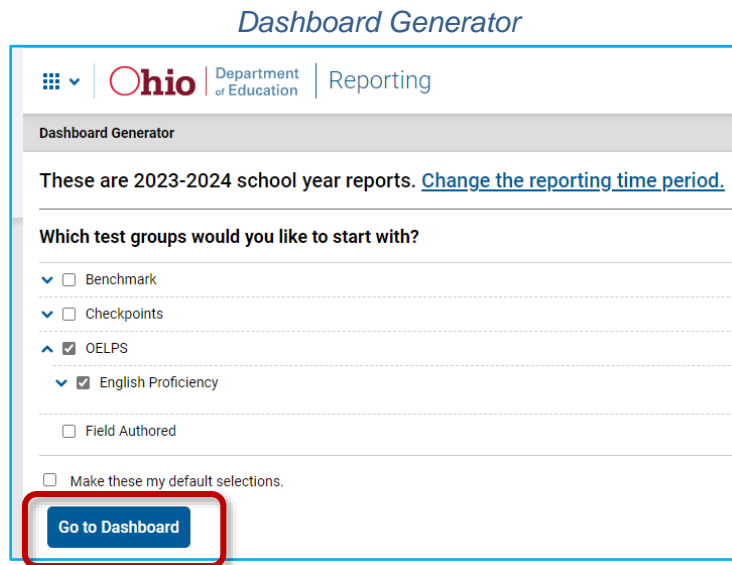
1. **Which test group would you like to start with?** This section lets users select from the groups of tests and grade levels that have been scored and reported for the selected reporting time period. Select *OELPS* and *English Proficiency* to view OELPS results. The default reporting time period is the current school year. Click the *Change the reporting time period* link 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 test results 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 specified time period.

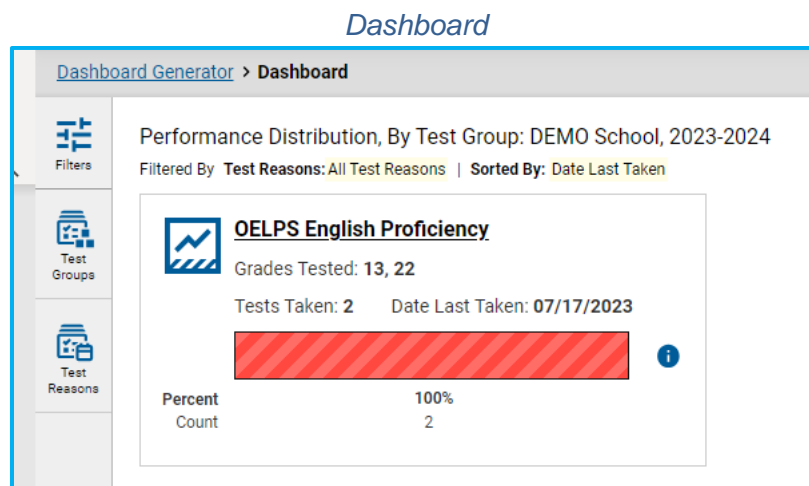
Accessing OELPS Results

The results 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 OELPS test group is selected, click on **Go to Dashboard** to access the OELPS results that are available in the Centralized Reporting System.



The Dashboard will then show the OELPS results that are available for the specified time period. The aggregation card displays the test group name (OELPS), 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. Note: the kindergarten grade level is listed as 22 throughout the reports.



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 *OELPS English Proficiency*. The *Performance on Tests* report appears. It is filtered to display only the test group you selected.

If a message appears saying “There are no assessments to display,” there may not be any students who have taken the OELPS in the selected time period. Users with the Teacher (TE) role can view more student data by managing their classes (rosters). See the [Centralized Reporting System Resources](#), for more information.

Performance on Tests Report

The *Performance on Tests* report displays a row for each grade level in which students completed the OELPS. The number of students whose scores are reported and an aggregate performance distribution are displayed for each grade level in the district or school.

Click the assessment name or to view the *Performance on Test Report* for that grade level. For example, if you want to view the Performance on Test Report for Grade 7, click “Grade 7 OELPS.”

Performance on Tests Report

The screenshot shows the Ohio Department of Education Reporting dashboard. The main content is a table titled "Average Score and Performance Distribution, by Assessment: DEMO District, 2023-2024". The table has columns for Assessment Name, Test Group, Test Grade, Test Reason, Student Count, Average Score, Performance Distribution, and Date Last Taken. The "Grade 7 OELPS" row is highlighted with a red box. The Performance Distribution column shows a bar chart with three segments: 50% (red), 50% (yellow), and 1 (green).

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Kindergarten OELPS	OELPS	22	2023-2024 (OELPS)	7	n/a	Percent: 29%, 71% Count: 2, 5	08/01/2023
Grade 11 OELPS	OELPS	11	2023-2024 (OELPS)	1	n/a	Percent: 100% Count: 1	07/27/2023
Grade 10 OELPS	OELPS	10	2023-2024 (OELPS)	1	n/a	Percent: 100% Count: 1	07/27/2023
Grade 7 OELPS	OELPS	7	2023-2024 (OELPS)	2	n/a	Percent: 50%, 50% Count: 1, 1	07/27/2023
Grade 1 OELPS	OELPS	1	2023-2024 (OELPS)	9	n/a	Percent: 56%, 44% Count: 5, 4	07/27/2023
Grade 4 OELPS	OELPS	4	2023-2024 (OELPS)	10	n/a	Percent: 50%, 50% Count: 5, 5	07/27/2023
Beginning of Kindergarten OELPS	OELPS	22	2023-2024 (OELPS)	13	n/a	Percent: 38%, 13%, 46% Count: 5, 2, 6	07/26/2023
Grade 3 OELPS	OELPS	3	2023-2024 (OELPS)	6	n/a	Percent: 50%, 50% Count: 3, 3	07/26/2023
Grade 13 OELPS	OELPS	13	2023-2024 (OELPS)	3	n/a	Percent: 67%, 33% Count: 2, 1	07/26/2023
Grade 6 OELPS	OELPS	6	2023-2024 (OELPS)	10	n/a	Percent: 50%, 50% Count: 5, 5	07/25/2023

Note: The “Average Score” is not calculated for the OELPS and is reported as N/A.

District Performance on Test Report

The *District Performance on Test Report* shows the OELPS data for the grade level selected from the *Performance on Tests Report*. Each school in the district that has student results for the selected grade has a row in the report. For comparison, the report includes rows with state and district data for the same grade level.

District Performance on Test Report

rd Selector > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test

Average Score and Performance Distribution for **Kindergarten OELPS (2023-2024 (OELPS))**, by School and Reporting Category: DEMO District, 2023-2024
 Filtered By **School: All Schools** | **Test Reasons: 2023-2024 (OELPS)** |

School	Total	Total			Listening	Reading	Speaking	Writing
		Student Count	Performance Distribution	Percent Determined Proficient				
State		n/a	n/a	n/a				
District		7	 Percent: 29% 71% Count: 2 5	0%				
DEMO School		7	 Percent: 29% 71% Count: 2 5	0%				

- 1. Report Description:** Includes the report type, test name, report components, district name, administration year and filters applied.
- 2. Report Rows:** Rows for the State, District and each School display the student count, performance distribution in both percentages and counts, and the percent of students determined proficient.
- 3. 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: *Performance by Roster* and *Performance by Student*. The *Performance by Roster* tab displays test results for each class (roster), where the *Performance by Student* tab displays test results for each user's students across all classes (rosters). School-level users see these reports when selecting a test from the *Performance on Tests Report*. District-level users see these reports when clicking on a school in the *District Performance on Test Report*.

Performance by Roster

ard Selector > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test > School Performance on Test

Enter Student ID

Performance by Roster | Performance by Student | Features & Tools

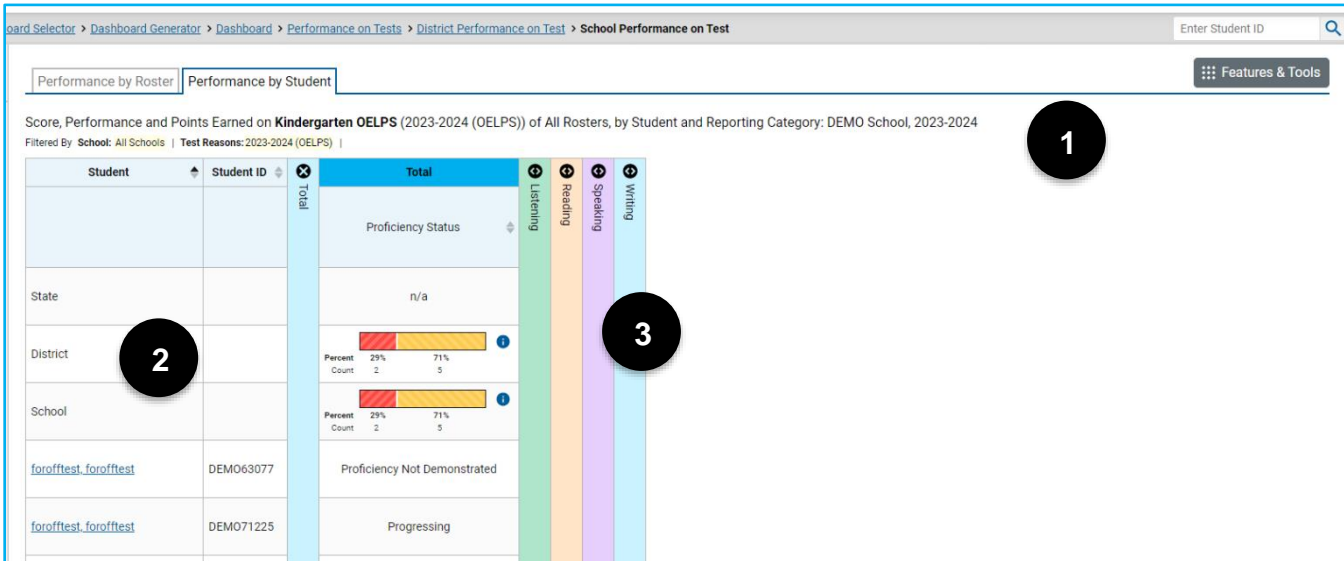
Average Score, Performance Distribution and Average Points Earned on **Kindergarten OELPS** (2023-2024 (OELPS)), by Roster and Reporting Category: DEMO School 2023-2024

Filtered By School: All Schools | Test Reasons: 2023-2024 (OELPS) |

Roster	Teacher	Total	Student Count	Test Completion Rate	Performance Distribution	Percent Determined Proficient	Listening	Reading	Speaking	Writing
State			n/a		n/a	n/a				
District			7		Percent: 29% 71% Count: 2 5	0%				
School			7		Percent: 29% 71% Count: 2 5	0%				
(students not in any roster)			6		Percent: 17% 83% Count: 1 5	0%				
_2_CRS_8604-check2-teprocto-	A-DemoUser, A-TE		1	100% (1/1)	Percent: 100% Count: 1	0%				

- 1. Report Description:** 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), performance distribution in both percentages and counts, and percent of students determined proficient.
- 3. Accordion Sections:** Expand each domain area to view student performance in that domain.

Performance by Student



- 1. Report Description:** 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 proficiency status in both percentages and counts. Rows for each student display the overall proficiency level (*Emerging*, *Progressing* or *Proficient*) or the *No Data Reported* code.
- 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* section shows each grade level of the OELPS that one or more of the teacher’s students has taken. The *My Students* section lists all the teacher’s students who have taken the OELPS. Note that all features of this page are based on students associated to teachers via rosters or classes. See the [Centralized Reporting System Resources](#) for more information.

Performance on Tests: My Assessments and My Students

The screenshot shows the 'Performance on Tests' dashboard. The 'My Assessments' section displays a table with columns: Assessment Name, Test Group, Test Grade, Test Reason, Student Count, Average Score, Performance Distribution, and Date Last Taken. Two rows are highlighted with a red box: 'Grade 13 OELPS' and 'Kindergarten OELPS'. The 'My Students' section below shows a table with columns: Student Name, Student ID, Most Recent Assessment, and Date Taken. Two student entries are visible: 'LN_FN' with Student ID DEMO02958 and 'LN_FN' with Student ID DEMO02860.

Note: The “Average Score” is not calculated for the OELPS and is reported as N/A.

My Student’s Performance on Test Report

Clicking on a test name in the *My Assessments* table displays the *My Student’s Performance on Test Report* for the selected test, which displays data in two tabs: [Performance by Roster](#) and [Performance by Student](#).

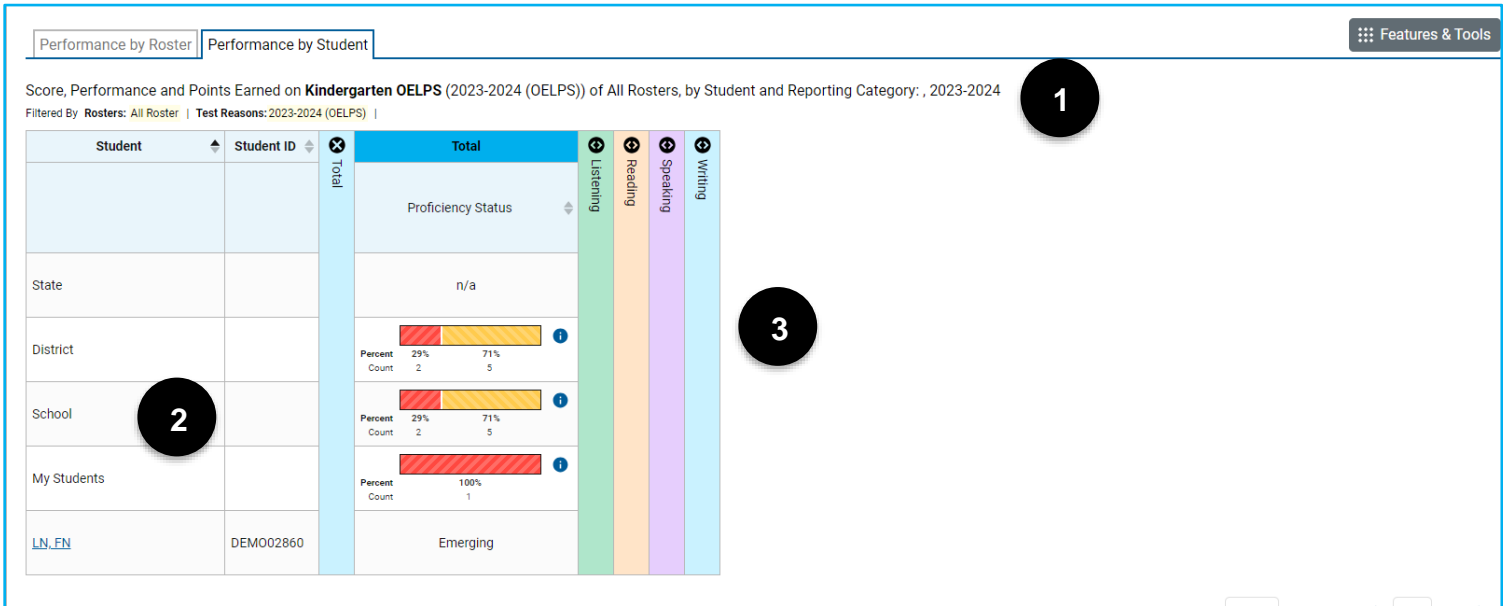
Performance by Roster

The screenshot shows the 'Performance by Roster' report for 'Kindergarten OELPS (2023-2024 (OELPS))'. The report is filtered by 'Rosters: All Roster' and 'Test Reasons: 2023-2024 (OELPS)'. The table has columns: Roster, Total (Student Count, Test Completion Rate, Performance Distribution, Percent Determined Proficient), Listening, Reading, Speaking, and Writing. The 'Roster' column lists State, District, School, My Students, and a specific student. The 'Total' column shows performance distribution bar charts and completion rates. The 'Listening', 'Reading', 'Speaking', and 'Writing' columns show proficiency levels. Three callouts are present: '1' points to the report title, '2' points to the 'District' row, and '3' points to the 'Speaking' column.

- 1. Report Description:** Includes the report type, test name, report components, administration year and filters applied.

- Report Rows:** Rows for the State, District, School, My Students and each roster display the student count, test completion rate (roster rows only), performance distribution in both percentages and counts and percent of students who scored proficient.
- Accordion Sections:** Expand each domain area to view student performance in that domain.

Performance by Student



- Report Description:** 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 performance distribution in both percentages and counts. Rows for each student display the overall proficiency level.
- 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 OELPS.

Student Portfolio

Score and Performance, by Assessment and Test Reason: LN FN, 2023-2024 Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
Grade 13 OELPS	OELPS	13	2023-2024 (OELPS)	1	n/a	Emerging	07/17/2023

Rows per page: 100 1 Items: < 1 of 1 >

Note: The “Score” is not calculated for the OELPS and is reported as N/A.

Student Performance on Test Report

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

Student Performance on Test Report

Score, Performance and Points Earned on **Grade 13 OELPS (2023-2024 (OELPS))** of , by Student and Reporting Category: 2023-2024
 Filtered By Rosters: All Roster | Test Reasons: 2023-2024 (OELPS) | 1

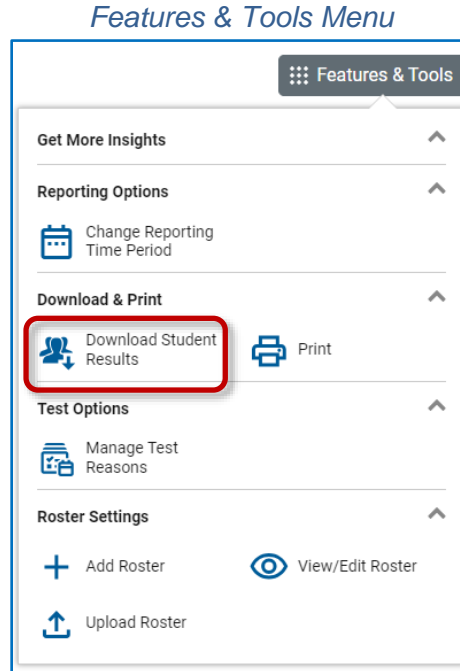
Student	Student ID	Total	Listening	Reading	Speaking	Writing
		Proficiency Status				
State		n/a				
District		 Percent: 67% 33% Count: 2 1				
School		 Percent: 67% 33% Count: 2 1				
My Students		 Percent: 100% Count: 1				
LN, FN	DEMO02958	Emerging				

- 1. Report Description:** 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 performance distribution in both percentages and counts. The student row displays the student’s overall proficiency level.
- 3. Accordion Sections:** Expand each domain area to view student performance in that domain.

Individual Student Report

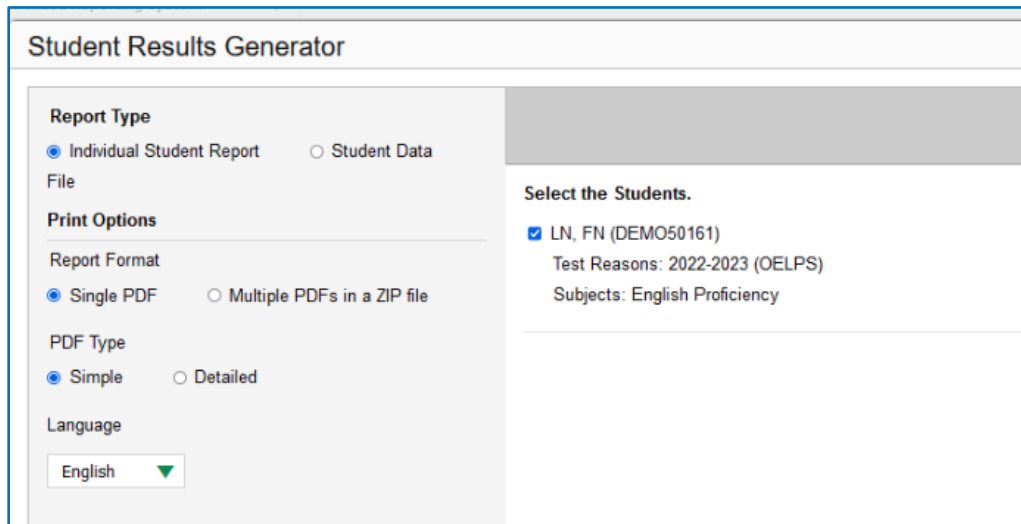
The Individual Student Report (ISR) presents a student's overall performance on the OELPS and a description of the student's proficiency in each nonexempt domain. The report includes a graphic representation of the student's performance and text explaining what the domain and performance levels mean. **ISRs are available in English, Arabic, Nepali, Somali, Spanish and Swahili.**

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



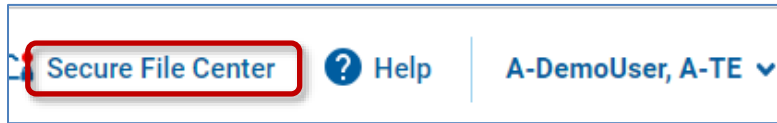
From the Student Results Generator pop-up make selections in the Test Reasons, Assessments and Students sections to create the Individual Student Reports needed. Reports can be generated as a single PDF or multiple PDFs in a zip file. OELPS ISRs only are available in the simple PDF type.

Student Results Generator



The 'Student Results Generator' form is divided into two main sections. The left section contains configuration options: 'Report Type' (radio buttons for 'Individual Student Report' and 'Student Data'), 'Print Options' (radio buttons for 'Single PDF' and 'Multiple PDFs in a ZIP file'), 'PDF Type' (radio buttons for 'Simple' and 'Detailed'), and 'Language' (a dropdown menu set to 'English'). The right section, titled 'Select the Students.', shows a list of students with the first one, 'LN, FN (DEMO50161)', selected. Below the student list, it specifies 'Test Reasons: 2022-2023 (OELPS)' and 'Subjects: English Proficiency'.

Generated reports appear in the user's Secure File Center at the top right part of the screen.



Sample Individual Student Report

Reporting

Individual Student Report

LN, FN
 Student ID: DEMO02958 | Student DOB: 3/1/2008 | Enrolled Grade: 13
 Date Taken: 7/17/2023

Grade 13 OELPS 2023-2024
 DEMO District
 DEMO School

Proficiency Status: Emerging

Proficiency Determination

Proficient - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the OELPS by scoring Level 4 or Level 5 in all domains. Proficient students are not identified as English Learners and do not receive English language development services.

Progressing - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the OELPS by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.

Emerging - Students are Emerging when they have not yet reached 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 the OELPS by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

Proficiency Not Demonstrated - Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services at school.

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

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

Domain	Performance	Domain Description
Listening	●	When listening, the student at Level 1 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.
Reading	●	When reading grade-appropriate text, the student at Level 1 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.
Speaking	●	When speaking, the student at Level 2 is working on: 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.
Writing	●	When writing, the student at Level 1 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.

1. **Student Information:** Includes the student's name, SSID (or Student ID for nonpublic schools), date of birth, enrolled grade, district, school, test date and proficiency status.
2. **Proficiency Determination:** The different overall proficiency levels of the OELPS are listed and defined in this section.
3. **How Did Your Child Perform on Different Areas of the Test:** This section reports performance in each nonexempt domain. This section also describes the skills and processes the student demonstrated in each domain that resulted in the performance level. This description comes from the Achievement Level Descriptors, which are listed for each grade band on the subsequent pages.

Achievement Level Descriptors (ALDs)

The Achievement Level Descriptors (ALDs) describe what students can typically do at each performance level. The ALDs correspond to the five performance levels in each domain at each grade band.

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:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
responding to basic questions about familiar topics and participating in short conversations; communicating basic information using frequently occurring words and simple sentences about familiar topics; expressing opinions on familiar topics.	responding to basic questions about familiar texts and topics and participating in short conversations; delivering basic oral presentations about familiar topics and topics; communicating basic information; recounting two sequential events and using linking words to connect ideas; producing simple sentences and using common word choices; expressing opinions on familiar topics.	participating in short discussions including asking questions and adding comments; delivering short oral presentations about familiar topics; presenting information, recounting short sequences of events, and using linking words to connect ideas; expanding simple sentences, word choice and verbs; expressing opinions on familiar topics with at least one reason for the opinion.	participating in discussions by asking and answering questions; delivering short oral presentations on a variety of topics; introducing topics and presenting facts using temporal and linking words to connect ideas; expanding use of compound sentences, word choices, and verbs; expressing opinions and reasons on a variety of topics.	participating in extended discussions by asking and answering questions; delivering oral presentations on a variety of topics; introducing topics, presenting facts using temporal and linking words, and articulating a conclusion; expanding use of complex sentences, word choices and verbs; expressing opinions by giving several reasons for the opinions; articulating conclusions about the opinions.

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:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
creating words by filling in a missing letter; using a small number of frequently occurring nouns and verbs; answering basic questions and producing basic information using isolated words or phrases.	creating words by filling in a missing letter; composing words, phrases, and simple sentences related to prompt; recognizing and using frequently occurring parts of speech; choosing basic words to communicate meaning.	creating words by filling in a missing letter; composing simple and compound sentences with clear meaning that relate to a prompt; recognizing and using parts of speech; developing control of verb tenses; expanding word choice to communicate meaning.	composing simple, compound, and some complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; increasing use of complex grammar structures; expanding word choice to communicate meaning.	composing compound and complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; accurately using complex grammar structures; expanding word choice to communicate meaning.

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:	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 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.	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.	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.	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.	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:	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 text; gathering information from a few provided sources and labelling some key information.	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.	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.	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.	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.