

# ELL Standardized Assessment: LAS Links (CTB)

The LAS Links Assessments measure language proficiency within five grade spans: K-1, 2-3, 4-5, 6-8, and 9-12. Within each grade span, a student can be assigned to one of the five proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, or Above Proficient.

The table below provides the description of learners at each level of proficiency.

Proficiency Level 1	<b>BEGINNING</b> A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
Proficiency Level 2	<b>EARLY INTERMEDIATE</b> A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.
Proficiency Level 3	<b>INTERMEDIATE</b> A Level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 4	<b>PROFICIENT</b> A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 5	<b>ABOVE PROFICIENT</b> A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

# LAS Links Proficiency Level Descriptors for Kindergarten

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words, and recall subtle details and identify sequence in a passage read aloud.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence, and write a complete sentence to describe a picture or write a phrase or sentence to explain a preference; communication is clear and complete, though it may be simplistic and contain minor errors.	A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate vocabulary to label and describe the purpose of less-common objects, and use appropriate words and phrases when describing a process. They tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sounds, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud, and read simple sentences independently.	Proficient students typically use correct basic grammar; capitalize beginning of a sentence; use sentence-ending marks in declarative, interrogative, and imperative sentences; identify standard sentence structure; and describe or explain with a simple phrase or sentence that may contain grammatical/mechanical errors that do not impede understanding.	A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Inter- mediate	Intermediate students typically use appropriate words and phrases when conducting transactions and making requests in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, match words to pictures, and recall stated details in a passage read aloud.	Intermediate students typically write one or more words that attempt to describe a picture.	A Level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Inter- mediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters and numbers, and common locations.	Early intermediate students typically identify capital letters and lowercase letters in isolation and identify frequently used beginning sounds.	Early Intermediate students typically write one or more words that attempt to explain a preference.	A Level 2 students is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.

# LAS Links Proficiency Level Descriptors for Grade 1

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words, recall subtle details and determine sequence in a passage, and use interpretation and inference to comprehend a story.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence, differentiate between complete sentences and fragments, and write a complete sentence to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate labels for less-common objects and briefly describe their purpose, and describe school-related processes. They tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sounds, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud, and read simple sentences independently.	Proficient students typically use correct grammar such as singular nouns, subject pronouns, subject/verb agreement, auxiliary verbs, and future tense; use writing conventions such as capitalization and sentence-ending marks in declarative, interrogative, and imperative sentences; and identify standard sentence structure.	A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Inter- mediate	Intermediate students typically use appropriate words and phrases when conducting transactions and making requests in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Intermediate students typically use verbs in the infinitive and describe a picture or explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding.	A Level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Inter- mediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academically vocabulary, identification of basic shapes, letters and numbers, and common locations.	Early intermediate students typically identify capital letters and lowercase letters in isolation, identify frequently used beginning sounds, and recall important details in a text passage read aloud.	Early Intermediate students typically write one or more words that attempt to describe a picture or explain a preference.	A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.

# LAS Links Proficiency Level Descriptors for Grades 2-3

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, describing a multi-step process, or explaining reasoning.	Above Proficient students typically follow directions using academic vocabulary.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, determine story sequence and main idea of fiction and academic texts, draw conclusions and generalizations, and use self-monitoring technique to check for understanding.	Above Proficient students typically use verb tense agreement, appropriate indefinite articles, punctuation in dates, They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically converse in complete sentences with grammar and/or vocabulary errors, produce accurate labels for less-common objects, produce grammatically correct sentences when describing social situations or a multi-step process or explaining reasoning, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow more complex directions, recall subtle details in an oral story, and determine main idea of an oral story.	Proficient students typically identify rhyming words written with diphthongs, identify short and long vowel sounds and less-frequent ending sounds, identify synonyms of social and academic vocabulary, use context clues to determine meaning, recall implicit details, describe a character, make inferences in context, and transfer concepts to new situations.	Proficient students typically use correct basic grammar; use writing conventions such as capitalization and basic punctuation; differentiate complete sentences from fragments and use standard word order; and write a story using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Inter- mediate	Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions; produce sentences with errors when describing social situations; and tell a simple story with frequent errors that interfere with communication.	Intermediate students typically follow oral directions using vocabulary related to home/school environment, recall stated details in an oral story, and make simple inferences.	Intermediate students typically identify one-syllable words and ending sounds, match words to definitions or descriptions, recall stated details, and determine a character's feeling.	Intermediate students typically use auxiliary verb constructions, describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A Level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Inter- mediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary related to home/school environment.	Early intermediate students typically identify beginning sounds and classify related objects in a group.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.

# LAS Links Proficiency Level Descriptors for Grades 4-5

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location; they use precise vocabulary to identify and describe objects.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word-meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding.	Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics.	A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce complete sentences with minor errors in grammar/vocabulary when providing information, asking questions, explaining a process, and expressing an opinion, produce accurate labels for less-common-objects and describe the purpose of common objects, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, identify sequence of steps, and determine main idea of a class lesson.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; identify synonyms; use context clues to determine meaning; read for specific information in a chart, table, or diagram; recall implicit details; infer information and draw conclusions; and determine the organizational structure of a passage.	Proficient students typically use verb tense agreement and object pronouns; use capitalization and basic punctuation; differentiate complete sentences from fragments; correctly place adjectives and adverbs in sentences; write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Inter- mediate	Intermediate students typically use appropriate words and phrases when providing information, conducting transactions, giving directions, and describing location; produce accurate labels for common objects and functions; produce sentences with some errors when describing social situations, and tell a simple story with frequent errors in grammar and vocabulary.	Intermediate students typically follow oral directions using basic academic vocabulary and interpret specific vocabulary within a school setting.	Intermediate students typically divide unfamiliar words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and recall stated details.	Intermediate students typically use correct basic grammar; use standard word order; describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A Level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Inter- mediate	Early Intermediate students typically identify very common objects in social situations and describe their function in simple phrases, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Early Intermediate students typically recall important basic details in an oral story.	Early intermediate students typically divide high-frequency words into affix and root word.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.

# LAS Links Proficiency Level Descriptors for Grades 6-8

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and without grammar errors when expressing an opinion, providing information, conducting transactions, or making requests; produce precise vocabulary when identifying and describing objects; use complex sentence structure and accurate vocabulary when explaining a process.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details from a lengthy oral story, determine key information to summarize a task, and draw conclusions about a character in an oral story.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words, synonyms, and antonyms, interpret low-frequency idioms, use prediction to read fluently, recall subtle details, identify author's purpose and explain an author's techniques, and interpret metaphor in poetry.	Above Proficient students typically form irregular plurals, use subject/verb agreement with indefinite pronouns, use appropriate prepositions, differentiate complete sentences from run-ons, and write fluently to describe a picture or explain a preference; communication is clear and complete, though it may contain minor errors.	A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce sentences with minor errors when expressing an opinion, providing information, conducting a transaction, making a request, explaining a process, giving directions, and describing locations and social situations; use accurate labels for common objects; and tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically determine main idea of a classroom discussion, infer directions from statements, and infer simple conclusions from an oral story.	Proficient students typically use knowledge of lower-frequency prefixes to determine word meaning; interpret low-frequency idioms; recall stated and implicit details in a variety of genres; read for specific information in a chart, table, or diagram; determine main idea in fiction and academic texts; and identify character traits.	Proficient students typically use verb tense agreement and subordinating conjunctions; use capitalization and basic punctuation; correctly place adjectives and adverbs; differentiate complete sentences from fragments; write with complete sentences; accurate vocabulary, and ease approaching a native writer; errors do not interfere with communication.	A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Inter- mediate	Intermediate students typically use appropriate words and phrases when expressing an opinion, providing information, conducting a transaction, or describing common function; produce sentences with some errors when describing common social situations; and tell a simple story with frequent grammar and/or vocabulary errors that interfere with communication.	Intermediate students typically follow multi-step directions using academic vocabulary and recall stated details in a classroom discussion or a short oral story.	Intermediate students typically divide words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and identify synonyms of high-frequency social and academic vocabulary.	Intermediate students typically use basic grammar; describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding; and write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A Level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Inter- mediate	Early Intermediate students typically produce words and phrases when describing social situations and giving directions, use simple sentences with errors in grammar and vocabulary that interfere with communication when describing location, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Early Intermediate students typically recall important basic details in a classroom discussion.	Early intermediate students typically interpret high-frequency idioms.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.

# LAS Links Proficiency Level Descriptors for Grades 9-12

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and without grammar errors when expressing a preference, conducting transactions, giving directions, and describing a location, process, or social situation; use precise vocabulary to identify and describe objects; and tell a story using accurate vocabulary and grammar.	Above Proficient students typically interpret more complex grammar and academic vocabulary to follow context clues to interpret new vocabulary, and draw conclusions about a character in an oral story.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words, synonyms, and antonyms, interpret low-frequency idioms, use prediction to read fluently, infer information from challenging texts, explain author's techniques, and use self-monitoring technique.	Above Proficient students typically form irregular plurals, differentiate complete declarative and imperative sentences from run-ons and complex fragments, and write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
4 Proficient	Proficient students typically produce complete sentences with minor errors in grammar/vocabulary when expressing and explaining a preference, conducting transactions, and describing a location, process, or personal experience; use accurate vocabulary when describing the purpose of common objects; and tell a story with mostly correct vocabulary and grammar.	Proficient students typically recall subtle details from a classroom discussion, interpret idiomatic expressions and complex academic vocabulary concepts, and determine key information to summarize a task.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; interpret high-frequency idioms and figurative expressions, determine main idea, infer information, draw conclusions, identify character traits, follow instructions to fill out a form, and determine the organization of a passage and the purpose of a document.	Proficient students typically use tense agreement and auxiliary verbs; use capitalization and basic punctuation; differentiate complete declarative sentences from fragments; correctly place adjectives and adverbs; and write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
3 Intermediate	Intermediate students typically use appropriate words and phrases when providing information, expressing a preference, conducting a transaction, and describing personal experience; produce sentences with errors when describing social situations, or giving directions; and tell a simple story with grammar/vocabulary errors that interfere with communication.	Intermediate students typically interpret simple academic vocabulary and recall stated details in a classroom discussion or an oral story.	Intermediate students typically use knowledge of high-frequency affixes to determine word meaning, identify synonyms of high-frequency social and academic vocabulary, and recall stated and implicit details in a simple narrative.	Intermediate students typically use correct basic grammar; use correct word order in questions; describe or explain with simple phrases or sentences that may contain errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A Level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
2 Early Intermediate	Early Intermediate students typically produce words and phrases when describing social situations, use words and phrases when giving directions, and use basic vocabulary and simple phrases when explaining personal preferences or describing a sequence of pictures about familiar settings.	Early Intermediate students follow multi-step directions.	Early intermediate students typically divide words into affix and root word.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
1 Beginning	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.