



Achievement Level Descriptors by Domain

English Language
Proficiency Assessment
For the 21st Century

DECEMBER 2020

The Achievement Level Descriptors (ALDs) outline the knowledge, skills, and processes that students demonstrate within each domain on ELPA21's language proficiency assessments. These score-appropriate descriptors appear on each student's Individual Student Report (ISR) for the ELPA21 assessments. Practical and easy to use, this resource can help guide English language and content teachers' instruction.

© 2020 Regents of the University of California

For permission to use this work, please contact English Language Proficiency Assessment for the 21st Century at UCLA/CRESST.

info@elpa21.org

English Language Proficiency Assessment for the 21st Century. (2018). *Achievement level descriptors by domain*. University of California, Los Angeles.

Table of Contents

Organization of ELP Standards 1–8	4
Kindergarten ALDs by Domain	5
Listening	5
Reading.....	5
Writing.....	6
Speaking	6
Grade 1 ALDs by Domain.....	8
Listening	8
Reading.....	8
Writing.....	9
Speaking	10
Grade Band 2–3 ALDs by Domain.....	11
Listening	11
Reading.....	11
Writing.....	12
Speaking	12
Grade Band 4–5 ALDs by Domain.....	14
Listening	14
Reading.....	14
Writing.....	15
Speaking	16
Grade Band 6–8 ALDs by Domain.....	17
Listening	17
Reading.....	17
Writing.....	18
Speaking	19
Grade Band 9–12 ALDs by Domain.....	20
Listening	20
Reading.....	20
Writing.....	21
Speaking	22
References.....	23

Organization of ELP Standards 1–8

Modalities	Domains	Corresponding ELP Standards	
<p>Receptive¹ modalities: This mode refers to the learner as a reader or listener/viewer working with ‘text’ whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</p>	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
<p>Productive modalities: The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</p>	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

Note. Adapted from “English language proficiency (ELP) standards” by Council of Chief State School Officers, 2020, p.5.

¹ The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELs and ELs with IEPs or 504 plans, it is particularly useful to consider EL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus on the construct(s) being instructed or assessed.

Kindergarten ALDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
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 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.	When listening, the student at Level 2 is working on 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.	When listening, the student at Level 3 is working on responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the means of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.	When listening, the student at Level 4 is working on 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.	When listening, the student at Level 5 is working on 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	Level 2	Level 3	Level 4	Level 5
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 determining the meaning of words and phrases in texts and dialogues, responding to simple yes/no and wh- questions, and recognizing the meanings of some frequently occurring words in read-alouds.	When reading grade-appropriate text, the student at Level 2 is working on identifying key words and phrases from read-alouds of texts and dialogues, responding to yes/no and wh- questions, and recognizing the meaning of some frequently occurring and key words in read-alouds.	When reading grade-appropriate text, the student at Level 3 is working on 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, and answering questions to help determine	When reading grade-appropriate text, the student at Level 4 is working on categorizing words and phrases in read-alouds of texts and dialogues, answering questions about key details in a variety of text types, and recognizing words and phrases in read-alouds that	When reading grade-appropriate text, the student at Level 5 is working on 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

		the meaning of some words and phrases in read-alouds.	may have multiple meanings in context.	skills in read- alouds, inferring meaning from words using text and pictures, and listening to and following directions from a text.
--	--	---	--	--

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
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 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, and responding to simple questions about familiar topics.	When writing, the student at Level 2 is working on 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.	When writing, the student at Level 3 is working on 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.	When writing, the student at Level 4 is working on 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.	When writing, the student at Level 5 is working on 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.

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
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 responding to short conversations and questions; describing objects using frequently occurring nouns and verbs;	When speaking, the student at Level 2 is working on responding to conversations and questions; following commands; describing actions and objects using frequently occurring nouns,	When speaking, the student at Level 3 is working on responding to conversations, questions and commands by describing details and actions using nouns, verbs,	When speaking, the student at Level 4 is working on responding to conversations, questions and prompts by identifying multiple items and explaining choices;	When speaking, the student at Level 5 is working on responding to conversations, questions and prompts on a variety of topics by identifying items and explaining choices;

communicating simple information about a topic.	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.	and prepositions; communicating information and expressing an opinion about a familiar topic; making inferences to answer questions; retelling and sequencing an oral presentation.	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.	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.
---	---	---	---	---

Grade 1 ALDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
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 identifying the main topic in oral presentations, determining meaning of words and phrases, and participating in conversations and discussions.	When listening, the student at Level 2 is working on 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, and determining the meaning of frequently occurring words and phrases.	When listening, the student at Level 3 is working on 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, and identifying one or two reasons a speaker gives to support a main point.	When listening, the student at Level 4 is working on 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.	When listening, the student at Level 5 is working on 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	Level 2	Level 3	Level 4	Level 5
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 determining the meaning of words and phrases in read-alouds of texts and dialogues;	When reading grade-appropriate text, the student at Level 2 is working on identifying key words and phrases in read-alouds of texts and dialogues; responding to	When reading grade-appropriate text, the student at Level 3 is working on identifying key words, phrases, and main topics in texts and dialogues; responding to	When reading grade-appropriate text, the student at Level 4 is working on identifying main topics in texts and read-alouds; asking and answering questions about	When reading grade-appropriate text, the student at Level 5 is working on identifying main topics in texts and read-alouds; asking and answering questions about

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.	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.	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.	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.	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.
--	---	---	---	---

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
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 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, and using a small number of frequently occurring nouns and verbs when writing.	When writing, the student at Level 2 is working on 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.	When writing, the student at Level 3 is working on 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.	When writing, the student at Level 4 is working on 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.	When writing, the student at Level 5 is working on 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.

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
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 responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic; expressing an opinion.	When speaking, the student at Level 2 is working on 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.	When speaking, the student at Level 3 is working on 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.	When speaking, the student at Level 4 is working on 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.	When speaking, the student at Level 5 is working on 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.

Grade Band 2–3 ALDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
2nd Score Range: 407 or below 3rd Score Range: 408 or below	2nd Score Range: 408–437 3rd Score Range: 409–447	2nd Score Range: 438–511 3rd Score Range: 448–535	2nd Score Range: 512–563 3rd Score Range: 536–597	2nd Score Range: 564 or above 3rd Score Range: 598 or above
When listening, the student at Level 1 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.	When listening, the student at Level 2 is working on 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, and following directions.	When listening, the student at Level 3 is working on 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.	When listening, the student at Level 4 is working on 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.	When listening, the student at Level 5 is working on 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	Level 2	Level 3	Level 4	Level 5
2nd Score Range: 456 or below 3rd Score Range: 494 or below	2nd Score Range: 457–488 3rd Score Range: 495–540	2nd Score Range: 489–554 3rd Score Range: 541–609	2nd Score Range: 555–594 3rd Score Range: 610–643	2nd Score Range: 595 or above 3rd Score Range: 644 or above
When reading grade-appropriate text, the student at Level 1 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.	When reading grade-appropriate text, the student at Level 2 is working on identifying and understanding common words, phrases, and expressions to make meaning of text; identifying main idea; responding to basic questions.	When reading grade-appropriate text, the student at Level 3 is working on 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, and	When reading grade-appropriate text, the student at Level 4 is working on 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	When reading grade-appropriate text, the student at Level 5 is working on 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

		beginning to understand how word structures affect meaning.	common words and expressions to make meaning of text, and understanding how word structures affect meaning.	common words and expressions to make meaning of text, and understanding how word structures affect meaning.
--	--	---	---	---

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
2nd Score Range: 451 or below 3rd Score Range: 497 or below	2nd Score Range: 452–492 3rd Score Range: 498–541	2nd Score Range: 493–554 3rd Score Range: 542–602	2nd Score Range: 555–590 3rd Score Range: 603–635	2nd Score Range: 591 or above 3rd Score Range: 636 or above
When writing, the student at Level 1 is working on creating words by filling in a missing letter, using a small number of frequently occurring nouns and verbs, and answering basic questions and producing basic information using isolated words or phrases.	When writing, the student at Level 2 is working on creating words by filling in a missing letter; composing words, phrases, and simple sentences related to prompt; recognizing and using frequently occurring parts of speech; choosing basic words to communicate meaning.	When writing, the student at Level 3 is working on creating words by filling in a missing letter, composing simple and compound sentences with clear meaning that relate to a prompt, recognizing and using parts of speech, developing control of verb tenses, and expanding word choice to communicate meaning.	When writing, the student at Level 4 is working on composing simple, compound, and some complex sentences with a clear meaning that relate to a prompt; recognizing and using parts of speech; increasing use of complex grammar structures; expanding word choice to communicate meaning.	When writing, the student at Level 5 is working on composing compound and complex sentences with a clear meaning that relate to a prompt, recognizing and using parts of speech, accurately using complex grammar structures, and expanding word choice to communicate meaning.

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
2nd Score Range: 489 or below 3rd Score Range: 499 or below	2nd Score Range: 490–528 3rd Score Range: 500–537	2nd Score Range: 529–554 3rd Score Range: 538–571	2nd Score Range: 555–587 3rd Score Range: 572–611	2nd Score Range: 588 or above 3rd Score Range: 612 or above
When speaking, the student at Level 1 is working on responding to basic questions about familiar topics and participating in short conversations, communicating basic information using frequently occurring words	When speaking, the student at Level 2 is working on responding to basic questions about familiar texts and topics and participating in short conversations, delivering basic oral presentations about familiar texts and	When speaking, the student at Level 3 is working on participating in short discussions including asking questions and adding comments; delivering short oral presentations about familiar topics; presenting information, recounting	When speaking, the student at Level 4 is working on participating in discussions by asking and answering questions; delivering short oral presentations on a variety of topics; introducing topics and presenting facts using	When speaking, the student at Level 5 is working on participating in extended discussions by asking and answering questions; delivering oral presentations on a variety of topics; introducing topics, presenting facts using

<p>and simple sentences about familiar texts and topics, and expressing opinions on familiar topics.</p>	<p>topics, communicating basic information, recounting two sequential events and using linking words to connect ideas, producing simple sentences and using common word choices, and expressing opinions on familiar topics.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
--	--	--	---	--

Grade Band 4–5 ALDs by Domain

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

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
4th Score Range: 452 or below 5th Score Range: 467 or below	4th Score Range: 453–487 5th Score Range: 468–510	4th Score Range: 488–549 5th Score Range: 511–587	4th Score Range: 550–593 5th Score Range: 588–626	4th Score Range: 594 or above 5th Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on identifying a few key words and phrases in simple written text and gathering information from a few provided sources and	When reading grade-appropriate text, the student at Level 2 is working on determining the meaning of key words, phrases, and some expressions in simple written text; identifying the	When reading grade-appropriate text, the student at Level 3 is working on determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational	When reading grade-appropriate text, the student at Level 4 is working on determining the meaning of general academic and content-specific words, phrases and idiomatic expressions;	When reading grade-appropriate text, the student at Level 5 is working on determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and

labelling some key information.	main topic and retelling a few key details; gathering and recording some information from provided sources.	texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.	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.	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.
---------------------------------	---	---	--	---

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
4th Score Range: 436 or below 5th Score Range: 437 or below	4th Score Range: 437–480 5th Score Range: 438–485	4th Score Range: 481–567 5th Score Range: 486–597	4th Score Range: 568–599 5th Score Range: 598–627	4th Score Range: 600 or above 5th Score Range: 628 or above
When writing, the student at Level 1 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.	When writing, the student at Level 2 is working on 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.	When writing, the student at Level 3 is working on 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.	When writing, the student at Level 4 is working on 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.	When writing, the student at Level 5 is working on 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, 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.

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
4th Score Range: 461 or below 5th Score Range: 482 or below	4th Score Range: 462–505 5th Score Range: 483–525	4th Score Range: 506–543 5th Score Range: 526–572	4th Score Range: 544–583 5th Score Range: 573–606	4th Score Range: 584 or above 5th Score Range: 607 or above
When speaking, the student at Level 1 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.	When speaking, the student at Level 2 is working on 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.	When speaking, the student at Level 3 is working on 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.	When speaking, the student at Level 4 is working on 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.	When speaking, the student at Level 5 is working on 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.

Grade Band 6–8 ALDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
6th Score Range: 409 or below 7th Score Range: 429 or below 8th Score Range: 431 or below	6th Score Range: 410–439 7th Score Range: 430–472 8th Score Range: 432–477	6th Score Range: 440–497 7th Score Range: 473–552 8th Score Range: 478–564	6th Score Range: 498–564 7th Score Range: 553–596 8th Score Range: 565–612	6th Score Range: 565 or above 7th Score Range: 597 or above 8th Score Range: 613 or above
When listening, the student at Level 1 is working on recognizing a few key words or phrases, responding to simple questions and some wh- questions, and identifying a point made by a speaker.	When listening, the student at Level 2 is working on 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.	When listening, the student at Level 3 is working on 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.	When listening, the student at Level 4 is working on 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.	When listening, the student at Level 5 is working on 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	Level 2	Level 3	Level 4	Level 5
6th Score Range: 460 or below 7th Score Range: 485 or below 8th Score Range: 493 or below	6th Score Range: 461–495 7th Score Range: 486–533 8th Score Range: 494–546	6th Score Range: 496–564 7th Score Range: 534–608 8th Score Range: 547–639	6th Score Range: 565–603 7th Score Range: 609–641 8th Score Range 640–668	6th Score Range: 604 or above 7th Score Range: 642 or above 8th Score Range: 669 or above
When reading grade-appropriate text, the student at Level 1 is working on identifying a few key words and phrases in simple written texts; identifying basic	When reading grade-appropriate text, the student at Level 2 is working on identifying the main topic and a few key details in simple written texts; identifying key words	When reading grade-appropriate text, the student at Level 3 is working on determining the central idea or theme and supporting details; responding to others'	When reading grade-appropriate text, the student at Level 4 is working on determining two or more central ideas and how they are supported by specific details; building	When reading grade-appropriate text, the student at Level 5 is working on determining central ideas or themes and how they are supported by specific details;

information within text; responding to simple questions and some wh-questions on familiar topics.	and phrases; responding to simple comments and questions on a variety of topics as well as some wh-questions; gathering and recording information.	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.	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.	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.
---	--	---	---	--

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
6th Score Range: 424 or below 7th Score Range: 473 or below 8th Score Range: 483 or below	6th Score Range: 425–471 7th Score Range: 474–519 8th Score Range: 484–532	6th Score Range: 472–563 7th Score Range: 520–596 8th Score Range: 533–618	6th Score Range: 564–593 7th Score Range: 597–624 8th Score Range: 619–646	6th Score Range: 594 or above 7th Score Range: 625 or above 8th Score Range: 647 or above
When writing, the student at Level 1 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.	When writing, the student at Level 2 is working on 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	When writing, the student at Level 3 is working on 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	When writing, the student at Level 4 is working on 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	When writing, the student at Level 5 is working on 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

	and content-specific words and phrases.	sequence of events in order with a beginning, middle, and end; using common transitional words and phrases.	argument or claim; using simple, compound and complex sentences with transitional words and phrases to connect events and ideas.	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.
--	---	---	--	--

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
6th Score Range: 464 or below 7th Score Range: 474 or below 8th Score Range: 475 or below	6th Score Range: 465–510 7th Score Range: 475–526 8th Score Range: 476–527	6th Score Range: 511–561 7th Score Range: 527–581 8th Score Range: 528–589	6th Score Range: 562–594 7th Score Range: 582–610 8th Score Range: 590–618	6th Score Range: 595 or above 7th Score Range: 611 or above 8th Score Range: 619 or above
When speaking, the student at Level 1 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.	When speaking, the student at Level 2 is working on 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.	When speaking, the student at Level 3 is working on 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.	When speaking, the student at Level 4 is working on 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.	When speaking, the student at Level 5 is working on 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.

Grade Band 9–12 ALDs by Domain

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 450 or below	Score Range: 451–490	Score Range: 491–570	Score Range: 571–612	Score Range: 613 or above
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.	When listening, the student at Level 2 is working on 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.	When listening, the student at Level 3 is working on 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.	When listening, the student at Level 4 is working on 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.	When listening, the student at Level 5 is working on 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	Level 2	Level 3	Level 4	Level 5
Score Range: 487 or below	Score Range: 488–538	Score Range: 539–630	Score Range: 631–661	Score Range: 662 or above
When reading grade-appropriate text, the student at Level 1 is working on recognizing the	When reading grade-appropriate text, the student at Level 2 is working on identifying the	When reading grade-appropriate text, the student at Level 3 is working on determining the	When reading grade-appropriate text, the student at Level 4 is working on determining the	When reading grade-appropriate text, the student at Level 5 is working on determining the

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
---	---	--	--	--

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 484 or below	Score Range: 485–532	Score Range: 533–614	Score Range: 615–640	Score Range: 641 or above
<p>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, and participating in short written exchanges on familiar topics and texts.</p>	<p>When writing, the student at Level 2 is working on 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.</p>	<p>When writing, the student at Level 3 is working on 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</p>	<p>When writing, the student at Level 4 is working on 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.</p>	<p>When writing, the student at Level 5 is working on 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</p>

		questions that demonstrate understanding.		from a counter-claim, providing logically ordered, relevant reasons and supporting evidence to refute the counter-claim.
--	--	---	--	--

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 480 or below	Score Range: 481–535	Score Range: 536–592	Score Range: 593–618	Score Range: 619 or above
When speaking, the student at Level 1 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.	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.	When speaking, the student at Level 3 is working on 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; restating some key ideas.	When speaking, the student at Level 4 is working on 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.	When speaking, the student at Level 5 is working on 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.

References

- Council of Chief State School Officers (CCSSO). *English language proficiency (ELP) standards*. (2014). CCSSO. https://ccsso.org/sites/default/files/2017-11/Final%204_30%20ELPA21%20Standards%281%29.pdf
- Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, 41(1), 93–102.



English Language Proficiency Assessment
for the 21st Century

English Language Proficiency Assessment for the 21st Century

Graduate School of Education & Information Studies
University of California, Los Angeles
300 Charles E. Young Drive North
GSE&IS Bldg., Box 951522
Los Angeles, CA 90095-1522

www.elpa21.org