



AZELLA

Item Specifications

GRADES 2-3

Arizona Department of Education with Pearson/WestEd – 2023

Table of Contents

Introduction.....	3
Table 1 – AZELLA Test Units and Domains Assessed	4
Item Development Process	5
Test Construction Guidelines.....	6
Blueprint	6
Table 2 – AZELLA Blueprint.....	6
Item Formats	6
Table 3 – AZELLA Item Types.....	7
Stimulus Guidelines	7
Table 4 – AZELLA Reading Passages Word Count and Lexile Ranges.....	8
Table 5 – AZELLA Listening Passages Word Count.....	8
AZELLA Standards	8
Design Features of the Standards.....	8
Table 6 – Organization of the Reading Foundational Standards	9
Organization of the 10 ELP Standards.....	9
Table 7 – ELP Standards in Relation to Communication Types	9
Table 8 – Modalities and Domains of the Arizona ELP Standards	10
Item Specifications.....	11
Grades 2–3 Item Specifications.....	12
EL.2–3.RFS.1 Phonological Awareness:.....	12
EL.2–3.RFS.2 Print Concepts.....	14
EL.2–3.RFS.3 Phonics and Word Recognition [Decoding].....	16
EL.2–3.RFS.4 Fluency	18
EL.2–3.S1	19
EL.2–3.S2	25
EL.2–3.S3	31
EL.2–3.S4	34
EL.2–3.S5.....	37
EL.2–3.S6.....	39
EL.2–3.S7.....	42
EL.2–3.S8.....	43
EL.2–3.S9	46
EL.2–3.S10.....	49

Introduction

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment designed to meet both state and federal requirements to measure students' English language proficiency in listening, reading, writing, and speaking. AZELLA is aligned to the Arizona English Language Proficiency Standards (ELPS) adopted by the Arizona State Board of Education in December 2019. AZELLA is used for both placement and reassessment purposes.

Students who have been identified as potential second language learners on the Home Language Survey take the AZELLA Placement Test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English Learner (EL) program -including parent-withdrawn ELs, will also take the AZELLA Spring Reassessment Test once per year until they achieve proficiency. Students who have obtained an Overall Proficiency Level of "Proficient" on the AZELLA are then monitored for two years to help ensure success after they move into mainstream classrooms.

The AZELLA assessments for Kindergarten and Grade 1 are paper based. For Grades 2-12, the assessments are primarily computer based. Computer-based testing provides an opportunity to use innovative, technology-enhanced item types thus allowing students to demonstrate their knowledge of English in a variety of ways.

During the item-development process, all AZELLA items are written in accordance with the Item Specifications and are reviewed and approved by committees of Arizona educators to confirm alignment and appropriateness for inclusion on the assessment. AZELLA content is generally representative of Arizona's geographic regions and culturally diverse populations. All items are further reviewed by educator and community members committees for gender, racial, ethnic, religious, geographic, and socioeconomic bias. Item reviews also include consideration of issues related to individuals with disabilities. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter is appropriate and acceptable to Arizona students, families, and other members of Arizona communities.

This AZELLA Item Specifications is a resource document that defines the content and format of the test and the test items and should be of particular interest to item writers and reviewers. The document indicates the alignment of items with the 2019 Arizona ELPS and serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators in understanding how assessment items are developed in alignment with the standards. Note that these item specifications are intended to provide information regarding standards, item formats, and response types typically used on the AZELLA, and are **not** intended to be used for the purposes of instruction or the basis for curricula. In addition, keep in mind that AZELLA has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AZELLA Tests are administered in five sections, or units, for all grades and grade bands, with the exception of the Kindergarten Placement Test. How each unit focuses on assessing the domains through the standards is summarized in the table below. As the specific contents of each unit are driven by the standards—which are specific to each grade or grade band—there is some variation in the skills assessed on each unit, across the grades or grade bands.

Table 1 – AZELLA Test Units and Domains Assessed

Unit	Domains
Unit 1	Listening
Unit 2	Reading and Writing
Unit 3	Reading (K) Reading and Writing (G1-12)
Unit 4	Writing (K-3) Reading and Writing (G4-12)
Unit 5	Speaking Oral Reading (K-5) Listening (G2-12)

Unit 1 assesses the domain of Listening at all grades and grade bands. Students listen to short passages and answer multiple-choice (MC) comprehension questions related to the passages.

Unit 2 assesses the domains of Reading and Writing at all grades and grade bands. Students read a variety of texts (at Kindergarten, texts are read aloud to students) and answer questions to assess their reading comprehension and knowledge of writing skills and conventions related to the texts. Unit 3 assesses just Reading at Kindergarten, but both Reading and Writing at Grades 1–12. Unit 4 assesses Writing at Grades K–3. At Grades 4–12, Unit 4 assesses both Reading and Writing.

Unit 5 assesses Speaking skills at all grades by asking students to complete a series of speaking tasks. At Grades K–5, students also are administered a reading item in the form of a text that they are asked to read aloud. At Grades 2–12, students listen to a passage, answer comprehension questions about the passage, and then complete one or more speaking tasks that are related to the passage.

Any item specifications that are absent for standards listed in this document may be under development or may have been deemed more suitable for instruction and not assessable with standardized assessment item formats. This document does not endorse the exclusion of the instruction of any grade-level ELP standards.

For more information on the AZELLA program, please visit <https://www.azed.gov/assessment/azella>.

Item Development Process

AZELLA items go through a rigorous review before they are operational. When an item is “operational,” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AZELLA.



AZELLA Sample Tests are available online for Grades 2 - 12. The online AZELLA Sample Test can be accessed through the [web browser version](#) or the dedicated application of TestNav 8.0, the online testing platform. The Teacher’s Edition manual (test administration directions), as well as the Grades 2 – 3 Extended Writing Student Test Book and audio file are available at the [AZELLA web page](#) under the “AZELLA Sample Test Information tab.

All Kindergarten and Grade 1 AZELLA Sample Test materials are also available in the [AZELLA web page](#). This includes the Student Test Books, audio files, and Teacher’s Edition manual.

Test Construction Guidelines

The construction of the AZELLA assessments is guided by the depth and rigor of the 2019 Arizona English Language Proficiency Standards. Items are selected for inclusion on the assessments to address key components of the standards and assess a range of skills as described in the proficiency level descriptors for each standard.

Blueprint

The AZELLA blueprints provide an overview of the target percentage of points on the AZELLA by domain and the standards assessed for each domain. The blueprints guide test construction and detail specific information regarding the domains tested at each grade level. The blueprints provide an overview of the target percentage of points for each grade level on the AZELLA by domain and the standards assessed for each domain.

Table 2 – AZELLA Blueprint

DOMAIN	Standards	Kinder	Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
Writing	3, 4, 5, 6, 10	24%	30%	30%	32%	32%	32%
Reading	1, 2, 7, 8, 9	25%	30%	32%	33%	33%	33%
Listening	1, 2, 6, 7, 8	21%	19%	18%	16%	16%	16%
Speaking	3, 4, 6, 9	30%	21%	20%	19%	19%	19%

Item Formats

The AZELLA Kindergarten Reassessment and Grade 1 Placement and Reassessment tests are paper-and-pencil tests. They are comprised of multiple-choice items (MC), short response (SA), constructed-response items (CR), and open-ended questions and prompts to assess the Speaking domain. Student responses for the Speaking and Oral Reading Fluency items are captured via the TestNav Speaking test.

The online AZELLA assessments are comprised of item formats that include traditional multiple-choice items (MC), extended response (ER) items, technology-enhanced items (TEI), and open-ended questions and prompts to assess the Speaking domain. Student response for the Speaking and Oral Reading Fluency items are captured via TestNav.

TEIs are computer-delivered response items that require students to interact with test content to select or construct their responses.

Currently, there are three types of TEIs that have been developed for the AZELLA Grades 4–12 computer-based assessments:

- Inline choice (IC) (Grades 6–12 only)
- Gap Match (GM) (Grades 6–12 only)
- Extended Response (ER) (Grades 4–12 only)

For the Special Paper Version of the online AZELLA tests, (for students with an IEP or 504 plan that specifies a paper-based accommodation), TEIs (Grades 6–12 only) are presented in a multiple-choice format.

See the table below for a description of each item type. Examples of each response item format described may be found in the AZELLA Sample Tests.

Table 3 – AZELLA Item Types

Item Type	Description
Multiple Choice (MC)	The student is directed to select one correct answer from among 3 options (K–1) or 4 options (Grades 2–12).
Inline Choice (IC)	The student clicks a box which reveals a drop-down menu containing options. The student then selects the correct word or phrase from the drop-down menu. For the Special Paper Version of the test, the item is presented in a multiple-choice format. The student fills in a circle to indicate the correct word or phrase.
Gap Match / Gap Match Table (GM/GMT)	Certain words or phrases may be designated “draggable” in this item type. The student can then click on the option, hold down the mouse button, and drag it to a box. For the Special Paper Version of the test, the item is presented in a multiple-choice format. The student fills in a circle to indicate the correct word or phrase.
Short Answer (SA)	The student writes the missing word, capitalizes words, or adds end punctuation (Kindergarten and Grade 1). Student responses are scanned and hand scored.
Constructed Response (CR)	The student creates a written response to the prompt (one sentence for Kindergarten, two to three sentences for Grades 1 and Grades 2-3) in their test book. Student responses are scanned and hand scored.
Extended Response (ER)	The student uses the keyboard to enter a response into a text field (Grades 4–12). These items can usually be answered in one paragraph and may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc. For the Special Paper Version of the test, students respond in an answer document and the responses are transcribed into the testing platform by the Test Administrator.

Stimulus Guidelines

Stimuli comprise a broad category of materials that can be used to measure student knowledge. A stimulus is typically a reading or listening passage or a paired set of reading passages but can also be accompanied by other sources, including technical graphics (e.g., tables, charts, and maps), or illustrations. Currently, there are four types of stimuli for AZELLA: stimuli for Reading tasks, stimuli for Writing tasks, stimuli for Speaking tasks, and stimuli for Listening tasks.

Every stimulus associated with AZELLA has been approved by a committee of Arizona educators.

Reading Passage stimuli will consist of either one text passage (Grades K–12) or a paired passage set (Grades 4–12), administered on units 2, 3, and 4 (Grades 4–12). The passages may be informational or literary and will cover a variety of topics. Passages may be accompanied by graphical elements. The word count listed below is a guideline for passage length and Lexile ranges. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

Table 4 – AZELLA Reading Passages Word Count and Lexile Ranges

Word Count and Lexile Ranges by Grade Level		
Grade	Word Count Range	Lexile Range
K	40–60	NA
1	75–85	NA
2–3	100–125	350-750L
4–5	175–225	720-850L
6–8	200–275	860-1010L
9–12	250–300	1000-1200L

Listening Stimuli will consist of passages in the form of a conversation, classroom discussions, student presentations, or narratives. Stimulus topics range from everyday life to school-related topics, such as mathematics, science, technical subjects, or social studies.

Table 5 – AZELLA Listening Passages Word Count

Word Count Ranges by Grade Level	
Grade Level	Words
K	30–50
1	40–100
2–3	60–135
4–5	60–250
6–8	60–300
9–12	60–300

Writing stimuli at Grades 4–12 include a prompt that is related to one or more reading passages. At Grades 1–3, the writing stimuli is not based on a reading text, but rather a Listening passage. The writing stimulus for Kindergarten is typically an image or illustration. Students will then create a written response to the prompt.

Speaking Stimuli will consist of illustrations and grade-appropriate graphics, such as maps, tables, slides, and charts. Stimulus topics range from everyday life to school-related topics, such as mathematics, science, technical subjects, or social studies.

AZELLA Standards

To access the AZELLA 2019 ELP standards, please visit the ADE website, at <https://www.azed.gov/oelas/elps>.

Design Features of the Standards

The 2019 Arizona English Language Proficiency Standards are designed for Specific grade/grade-bands. The ELP Standards for K, 1, 2-3, 4-5 are divided into Reading Foundational Skills and the 10 ELP Standards. The ELP Standards for Grades 6-12 have 10 ELP Standards and a Reading Foundational Skills Appendix.

Table 6 – Organization of the Reading Foundational Standards

Skill #	Skill
1	Phonological Awareness
2	Print Concepts
3	Phonics and Word Recognition (Decoding)
4	Fluency

Organization of the 10 ELP Standards

The Arizona ELP Standards are organized according to a schema that represents the following types of communication: Productive Communication, Receptive Communication, Interactive Communication, and Language.

Table 7 – ELP Standards in Relation to Communication Types

Standard #	Standard	
1	Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing	Standards 1 and 2 represent Receptive Communication (Listening and Reading)
2	Determine the meaning of words and phrases in oral presentations and literary and informational text	
3	Speak and write about grade-appropriate complex literary and informational texts and topics	Standards 3-5 represent Productive Communication (Speaking and Writing)
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	Adapt language choices to purpose, task, and audience when speaking and writing	
6	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions	Standards 6-8 represent Interactive Communication (Listening, Speaking, Reading, and Writing)
7	Conduct research and evaluate and communicate findings to answer questions or solve problems	
8	Analyze and critique the arguments of others orally and in writing	
9	Create clear and coherent grade-appropriate speech and text	Standards 9-10 focus on the Language (Vocabulary/Grammar) required to support Standards 1-8
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing	

Table 8 – Modalities and Domains of the Arizona ELP Standards

Modalities	Domains	Corresponding ELP Standards
<p>Receptive 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>	<p>Listening and Reading</p>	<p>1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p>
		<p>2 Determine the meaning of words and phrases in oral presentations and literary and informational text</p>
<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>	<p>Speaking and Writing</p>	<p>3 Speak and write about grade-appropriate complex literary and informational texts and topics</p>
		<p>4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence</p>
		<p>5 Adapt language choices to purpose, task, and audience when speaking and writing</p>
<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 sociocultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	<p>Listening, Speaking, Reading, and Writing</p>	<p>6 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reading comments and questions</p>
		<p>7 Conduct research and evaluate and communicate findings to answer questions or solve problems</p>
		<p>8 Analyze and critique the arguments of others orally and in writing</p>

Item Specifications

The following pages provide the item specifications that guided the development of the AZELLA items. The specifications are presented by standard and performance indicator and indicate the domain assessed for each standard. The item specifications provide a task summary which is an overview of the knowledge or skill to be assessed (e.g., main/central idea, supporting detail, or general comprehension for Listening and Reading and explaining personal experience or preference for Writing and Speaking). In addition, a description of the stimulus that accompanies each item is included to indicate whether items are discrete items or associated with a stimulus (e.g., reading or listening passage; table, graphic, etc.). Finally, the specifications provide the item format used for each performance indicator and sample item prompt(s) used to assess the content.

Grades 2–3 Item Specifications

EL.2–3.RFS.1 Phonological Awareness:

Arizona’s English Language Proficiency Standards: Reading Foundational Skills (Phonological Awareness)

Assessed in: Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	PE/E	Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.	Select beginning, middle, and final sounds in words.	Discrete item	MC (4 options, 1 point)	Which word has the same beginning sound as [word]? Which word has the same middle sound as [word]? Which word has the same final sound as [word]?
	b	PE/E	Articulate the 44 phonemes accurately.				
	c	PE/E	Independently recite familiar rhymes, songs, chants and text with accurate pronunciation.				
	d	PE/E	Distinguish between initial, medial, and final spoken sounds to produce words.				
	e	PE/E	Orally produce groups of words that begin with the same initial sounds (alliteration).				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	f	PE/E	Distinguish between long and short vowel sounds in orally stated single-syllable words.				
	g	PE/E	Identify and generate a series of single syllable rhyming words with a variety of phonograms.				
	h	PE/E	Segment multi-syllable words into syllables.	Select the answer that correctly divides a word into syllables.	Discrete item	MC (4 options, 1 point)	What is the correct way to separate the word [word] into syllables?
	i	PE/E	Blend syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.				
	j	PE/E	Form words by blending spoken simple onsets (/c/) and rimes (/at/).				
	k	PE/E	Recognize and produce a new word when a phoneme is changed, added, or removed.				

EL.2–3.RFS.2 Print Concepts

Arizona’s English Language Proficiency Standards: Reading Foundational Skills (Print Concepts)

Assessed in: Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	PE/E	Demonstrate understanding of the organization and basic features of print.	Select the organizational features of a book.	Discrete item	MC (4 options, 1 point)	Will vary*
	b	PE/E	Track text left to right and top to bottom with return sweep.	Track text from left to right and top to bottom.	Discrete item	SA (Oral Response, 3 points)	Will vary*
	c	PE/E	Track written words with one to one correlation.	Track words with one to one correlation.	Discrete item	SA (Oral Response, 3 points)	Will vary*
	d	PE/E	Distinguish between uppercase and lowercase letters.				
	e	PE/E	Distinguish between letters, words, sentences, and paragraphs.				
	f	PE/E	Distinguish letters from numbers and symbols.				
	g	PE/E	Name all uppercase and lowercase letters of the alphabet out of sequence with different fonts.				
	h	PE/E	Recognize the distinguishing features of a sentence.				

* These Foundational Reading Skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	i	PE/E	Identify capitalization and ending punctuation.				
	j	PE/E	Locate and identify the title, author, illustrator, title page, and table of contents of a book.	Select the features of a book.	Discrete item	MC (4 options, 1 point)	<p>Look at the table of contents from a book about [topic]. Which chapter most likely tells about [specific detail]?</p> <p>Look at the table of contents from a science book. Which page has information about [specific detail]?</p>

EL.2–3.RFS.3 Phonics and Word Recognition [Decoding]

Arizona’s English Language Proficiency Standards: Reading Foundational Skills (Phonics and Word Recognition [Decoding])

Assessed in: Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	PE/E	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.	Read words.	Discrete item	SA (Oral Response, 3 points)	Look at the list of words. Read each word to me. [word] [word] [word]
	b	PE/E	Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs.	Read letter sounds.	Discrete item	SA (Oral Response, 3 points)	Will vary*
	c	PE/E	Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including <ul style="list-style-type: none"> • single letters • consonant blends • consonant/vowel digraphs (th, sh, ck), • diphthongs (ea, ie, ee) • r-controlled vowels 	Read words.	Discrete item	SA (Oral Response, 3 points)	Will vary*

* These Foundational Reading Skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	d	PE/E	Decode and blend a new word when a specific grapheme is changed, added, or removed.				
	e	PE/E	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Select the answer that states how many syllables a word has.	Discrete item	MC (4 options, 1 point)	How many syllables does the word [word] have? What is the correct way to separate the word [word] into syllables?
	f	PE/E	Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).	Select words with short and long vowel patterns (CVC, CVCE, CCVC).	Discrete item	MC (4 options, 1 point)	Will vary*
	g	PE/E	Decode and blend common inflectional endings in words (-s, -ed, -ing).	Select words with common inflectional endings (-s, -ed, -ing).	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank?
	h	PE/E	Read contractions.	Select contractions.	Discrete item	MC (4 options, 1 point)	What two words are combined in the contraction [word with contraction]?
	i	PE/E	Use word order and context to confirm decoding of text.				

* These Foundational Reading Skills are assessable and may be included in the test; the prompt types may vary.

EL.2–3.RFS.4 Fluency

Arizona’s English Language Proficiency Standards: Reading Foundational Skills (Fluency)

Assessed in: Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	a	PE/E	Read with sufficient accuracy and fluency to support comprehension.	Read high frequency words, sight words, sentences, and short passages.	Oral Reading Fluency passage between 175 and 210 words	SA (Oral Response, 3 points)	You are going to read this passage out loud for one minute. The passage is about [topic]. You might not finish reading the whole passage—that is OK. If you get stuck on a word, please try it and move on. Or, just skip it. When you are ready, begin reading from the first word.
		B					
		I					
	b	PE/E	Use punctuation to guide reading fluency, including the use of: <ul style="list-style-type: none"> • periods • question marks • exclamation points • commas • apostrophes • quotation marks 	Select correct punctuation.	Discrete item	MC (4 options, 1 point)	Will vary*
		B					
		I					
	c	PE/E	Read grade-appropriate high frequency words and irregular sight words fluently.	Read high frequency word and irregular sight words.	Discrete item	Will vary*	Will vary*
		B					
		I					

*These Foundational Reading Skills are assessable and may be included in the test; the prompt types may vary.

EL.2–3.S1

By the end of each language proficiency level, an English learner can: construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Assessed in: Listening and Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	1	PE/E	respond to simple literal questions.	Select response that answers a literal question.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	What is a(n) [noun]?
		B	ask and answer questions by using evidence from a text.	Select response that asks or answers a question.			Who [action] [noun]?
		I	ask and answer questions about key details that support the main idea by using evidence from a text.				Why does [character] [action]?
							What did [character] do after he/she [action]?
							Which detail from the passage shows [noun phrase]?
							Why are you more likely to [action] than [action]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	respond to simple literal questions.	Select response that answers a literal question.	Discrete reading stimulus or reading passage between 100 and 200 words	MC (4 options, 1 point)	What did [character] [action]?
		B	ask and answer questions by using evidence from a text.	Select response that asks or answers a question.	Reading passage between 100 and 200 words		Why does [character] say "[quote from passage]"?
		I	ask and answer questions about key details that support the main idea by using evidence from a text.				What happens [before/after] [character] [action]?
							Which sentence from the story shows how [character] feels about [topic]?
							Which sentence from the passage best explains how [character] [action]?
							How does [character] [action]?
LISTENING	2	PE/E	identify the main topic.	Select main idea.	Discrete listening stimulus between 25 and 60 words, or listening passage between 60 and 135 words	MC (3 options, 1 point)	Which picture shows what the passage is about?
		B	determine the central topic or message.	Select central topic or message.	Listening passage between 60 and 135 words		What is the story mostly about?
		I	explain the central idea, lesson, and moral using key details.	Select response that explains the central idea, lesson, and moral using key details.			What is the main idea of the story?
							Which sentence tells the lesson in the passage?
							What is the message of the story?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	PE/E	identify the main topic.	Select main idea.	Discrete reading stimulus or reading passage between 100 and 200 words	MC (4 options, 1 point)	What is the main idea of the passage?
		B	determine the central topic or message.	Select central topic or message.	Reading passage between 100 and 200 words		Which sentence from paragraph [number] states the main idea?
		I	explain the central idea, lesson, and moral using key details.	Select response that explains the central idea, lesson, and moral using key details.			What is the main idea of the passage?
							What is the main message of the story?
							Which sentence best states the lesson of the story?
							What does [character] [action] in the story?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	identify details.	Select details.	Discrete listening stimulus between 25 and 60 words, or listening passage between 60 and 135 words	MC (3 options, 1 point)	Which picture shows what [character] and [character] decide to do together?
		B	identify key details that support the main idea or message.	Select details that support the main idea or message.			What is a [noun]? Which detail supports the main idea?
		I	explain how key details support the main idea or message.	Select response that explains how key details support the main idea or message.			Why does [character] want to [action]? How does [detail] support the idea that [main idea]?
READING	3	PE/E	identify details.	Select details.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	Who is [character]?
		B	identify key details that support the main idea or message.	Select details that support the main idea or message.			How do [nouns] help [nouns]? Which detail supports the main idea that [main idea of passage]?
		I	explain how key details support the main idea or message.	Select response that explains how key details support the main idea or message.			Which detail best supports the idea that [character] was [action or adjective]? Will vary*

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	4	PE/E	retell a familiar text using key words and phrases.	Select supporting detail.	Discrete listening stimulus between 25 and 60 words, or listening passage between 60 and 135 words	MC (3 options, 1 point)	Which picture shows what [character] did first?
		B	retell a variety of texts using key details.				What did [character 1] ask [character 2] to do first?
		I	recount a variety of texts using key details.				What did [character 1] do after [action]?
READING	4	PE/E	retell a familiar text using key words and phrases.	Select supporting detail.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	Which sentence best describes [noun phrase]?
		B	retell a variety of texts using key details.				What did [character] do after he/she [action]?
		I	recount a variety of texts using key details.				Which is the best summary of the story?
LISTENING	5	PE/E	identify similarities and differences within a text.	Select the correct similarity or difference within a text.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	What is [character]'s job?
		B	identify and describe similarities and differences between two texts.	Which sentence best describes [character]?			
		I		How are [x] different from [y]?			
							How are all [things or characters] alike?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	5	PE/E	identify similarities and differences within a text.	Select the correct similarity or difference within a text.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	How is [x] different from [y]? How are [x] and [y] alike?
		B	identify and describe similarities and differences between two texts.				
		I					

EL.2–3.S2

By the end of each language proficiency level, an English learner can: determine the meaning of words and phrases in oral presentations and literary and informational text.

Assessed in: Listening and Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	1	PE/E	recognize the meaning of frequently occurring words, phrases, and expressions.	Select the correct meaning of frequently and less-frequently occurring words, as well as content-specific words.	Discrete listening stimulus between 25 and 60 words, or listening passage between 60 and 135 words	MC (3 options, 1 point)	What does the word [word] mean?
		B	determine the meaning of frequently occurring academic and content-specific words and phrases.				What does the word [word] mean in the sentence?
		I	determine the meaning of less-frequently occurring words and phrases and content specific words.		Listening passage between 60 and 135 words		What does [word] mean?
							Which word from the sentence lets you understand what [word] means?
							What does the word [word] mean?
							What does the word [word] mean in the sentence?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	recognize the meaning of frequently occurring words, phrases, and expressions.	Select the correct meaning of frequently and less-frequently occurring words, as well as content-specific words.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	What does the word [word] mean in the sentence?
		B	determine the meaning of frequently occurring academic and content-specific words and phrases.				Which word from the sentence best helps you understand what [word] means?
		I	determine the meaning of less-frequently occurring words and phrases and content specific words.				What does the word [word 1] say about [word 2]?
							Which phrase describes a place that is [word]?
							What is a [word]?
							What does the word [word] mean in paragraph [number]?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	recognize the meanings of common idiomatic expressions.	Select the correct meaning of an idiomatic expression.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	Will vary*
		B	determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	Select the correct meaning of an idiomatic expression or figurative language.			
		I	determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.				

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	2	PE/E	recognize the meanings of common idiomatic expressions.	Select the correct meaning of an idiomatic expression.	Discrete reading stimulus or reading passage between 100 and 200 words	MC (4 options, 1 point)	<p>What does [idiomatic expression] mean in the sentences?</p> <p>What does [idiomatic expression] mean in paragraph [number]?</p>
		B	determine the meanings of some idiomatic expressions and figurative language (e.g., similes and proverbs) in familiar texts about a variety of topics, experiences, or events.	Select the correct meaning of an idiomatic expression or figurative language.			
		I	determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	Select the correct context clue to, or definition of, an unknown word.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	Will vary*
		B	apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
		I	apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	3	PE/E	apply information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.	Select the correct context clue to, or definition of, an unknown word.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	What does the word [word] mean in paragraph [number]?
		B	apply context clues, information from visual aids, reference materials, and a developing knowledge of grade-appropriate English morphology to determine meaning of unknown words.				What does the word [word] mean in the passage? Which words from paragraph [number] help you understand what [word] means?
		I	apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				

EL.2–3.S3

By the end of each language proficiency level, an English learner can: speak and write about grade appropriate complex literary and informational texts and topics.

Assessed in: Speaking and Writing

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	1	PE/E	deliver short oral presentations that include a few details.	Give a presentation.	Table, chart, or diagram with information	SA (Oral Response, 3 points)	Look at the table/chart/diagram. The table/chart/diagram has information about [topic]. Imagine that you will give a presentation, or talk about the table/chart/diagram, to your class. When you are ready, use the information from the table/chart/diagram to present it to your class. Be sure to say as much as you can and speak using complete sentences.
		B	deliver short oral presentations that include some details to develop a topic.				
		I	deliver oral presentations that include details and examples to develop a topic.				

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	2	PE/E	compose written narratives using appropriate conventions about familiar topics and experiences that include details.	Write a narrative paragraph.	Listening passage between 80 and 120 words	ER (Written Response, 5 points)	Will vary*
		B	compose written narratives using appropriate conventions that include details to develop a topic.				In the story, [character] wants to [action 1]. What do you think will happen next in the story? Do you think [character] will [action 2]?
		I	compose written narratives using appropriate conventions that include details and examples to develop a topic.				In the story, [character] is [adjective]. Think about a time when you have been [adjective]. Who were you [adjective phrase]? Why were you [adjective]? What happened when you [action or adjective]?
							Will vary*

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	3	PE/E	compose informational texts using familiar texts, and topics that include details while using appropriate conventions.	Write an expository paragraph.	Will vary*	ER (Written Response, 5 points)	Will vary*
		B	compose informational texts that include details to develop a topic while using appropriate conventions.				
		I	compose informational texts that include details and examples to develop a topic while using appropriate conventions.				
	4	PE/E	produce writing about a variety of topics, experiences, or events using graphic organizers and sentence frames.				
		B	produce writing with appropriate organization on a variety of topics, experiences, or events using sentence frames.				
		I	produce writing with appropriate organization on a variety of topics, experiences, or events.				

* These skills are assessable and may be included in the test; the prompt types may vary.

EL.2–3.S4

By the end of each language proficiency level, an English learner can: construct grade appropriate oral and written claims and support them with reasoning and evidence.

Assessed in: Speaking and Writing

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	1	PE/E	express an opinion on a provided topic or text.	Write an opinion paragraph.	Will vary*	ER (Written Response, 5 points)	Will vary*
		B	express an opinion on a topic or text.				
		I	express an opinion about a given topic or text.				
SPEAKING	1	PE/E	express an opinion on a provided topic or text.	Explain a personal experience or preference.	Oral prompt or oral prompt related to listening passage	SA (Oral Response, 3 points)	Tell me about your favorite [person/place/thing] and why it is your favorite.
		B	express an opinion on a topic or text.				Listen as I read the statement: “[statement].” Do you agree or disagree with the statement?
		I	express an opinion about a given topic or text.				Will vary*

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	2	PE/E	supply a reason that supports the opinion.				
		B	supply a reason that supports the opinion and is based on some textual evidence.				
		I	supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.				
WRITING	3	PE/E	use simple words that signal actions and emotions.	Select simple words that signal actions and emotions.	Discrete item (single sentence related to a reading passage, but not drawn directly from that passage)	MC (4 options, 1 point)	Read the sentence in the box. "[sentence]." Which word in the sentence tells how [character] [action]?
		B	use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.	Select grade-appropriate words, including adjectives and adverbs.	Discrete item		Will vary*
		I	use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.	Select grade-appropriate words, including adjectives, adverbs, and transition words.			

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	4	PE/E	provide a sense of closure to an opinion.	Select an appropriate closure to an opinion.	Discrete item	MC (4 options, 1 point)	Will vary*
		B	provide a concluding statement to an opinion.	Select an appropriate concluding statement to an opinion.			
		I	provide a conclusion that summarizes the opinion presented.	Select an appropriate summary to an opinion.			

* These skills are assessable and may be included in the test; the prompt types may vary.

EL.2–3.S5

By the end of each language proficiency level, an English learner can: adapt language choices to purpose, task, and audience when speaking and writing.

Assessed in: Writing

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	1	PE/E	demonstrate a developing awareness of the difference between appropriate language for the playground and language for the classroom.	Select correct informal “playground speech” and language appropriate to the classroom.	Discrete item	MC (4 options, 1 point)	Will vary*
		B	demonstrate awareness of differences between informal “playground speech” and language appropriate to the classroom.				Read the sentence in the box. “[sentence].” Which is a better word to use for the underlined word?
		I	shift appropriately between informal “playground speech” and language appropriate to the classroom.				[character] wrote this sentence in [location]: “[sentence].” How should [character] rewrite the sentence so the meaning is clearer?

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
WRITING	2	PE/E	use words and phrases that signal actions and emotions.	Select appropriate word (better word to use) that signals an action or emotion.	Discrete item	MC (4 options, 1 point)	Will vary*
		B	use grade-appropriate words and phrases, including frequently occurring adjectives and adverbs.	Select appropriate word, including adjectives and adverbs.			
		I	use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words.	Select appropriate word, including adjectives, adverbs, and transition words.			

* These skills are assessable and may be included in the test; the prompt types may vary.

EL.2–3.S6

By the end of each language proficiency level, an English learner can: participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Assessed in: Listening, Speaking, and Writing

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	1	PE/E	participate in short conversations and discussions about familiar topics.	Describe a procedure.	Oral prompt	SA (Oral Response, 3 points)	Tell me how you [action]. Include at least three steps.
		B	participate in discussions about familiar topics and texts.	Will vary*			Will vary*
		I	participate in extended conversations and discussions about a variety of topics and texts.				
WRITING	2	PE/E	participate in short written exchanges about familiar topics.	Will vary*	Discrete item	MC (3 options, 1 point)	Will vary*
		B	participate in written exchanges about familiar topics and texts.				
		I	participate in extended written exchanges about a variety of topics and texts.				

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
	3	PE/E	follow basic rules for discussion.				
		B	follow rules for discussion.				
		I	express own ideas using the rules for discussion.				
LISTENING	4	PE/E	respond to simple yes-no and wh-questions.	Select response that answers a question.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	Will vary*
		B	ask questions to gain information or clarify understanding.	Select response that asks a question.			Which answer would a student most likely give the teacher?
		I	pose and respond to relevant questions about a variety of topics and texts.	Select response that asks or answers a question.			What question about [topic/idea] is answered in the passage and [on the map/in the picture/in the chart]?

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	4	PE/E	respond to simple yes-no and wh-questions.	Describe information or explain what something is used for.	Picture	SA (Oral Response, 2 points)	What is happening in the picture? This is a picture of a [thing]. What is a [thing] used for?
		B	ask questions to gain information or clarify understanding.	Ask questions or explain similarities or differences.	Table, graph, or picture	SA (Oral Response, 3 points)	Look at the chart. The chart has information about [topic/thing/idea]. Some of the information is missing. Ask three questions that will help you find the information that is missing from the chart.
		I	pose and respond to relevant questions about a variety of topics and texts.				Look at the two pictures. You are going to compare the pictures with each other. Tell me one way the pictures are the same. Look at the tables. They have information about two [things], [thing 1] and [thing 2]. You are going to compare the [thing 1] to the [thing 1]. How are the [thing 1] and [thing 2] similar or alike?
	5	PE/E	contribute own comments.				
		B	respond to comments of others.				
		I	build on the ideas of others.				

EL.2–3.S7

By the end of each language proficiency level, an English learner can: conduct research and evaluate and communicate findings to answer questions or solve problems.

Assessed in: Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	gather information from provided resources to answer questions.	Select choice that answers question about provided resources.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	What does the picture best help the reader understand?
		B	gather information from multiple provided resources to answer questions.				Based on the map, which [things] are [action or adjective]?
		I	gather information from print and digital provided resources to answer questions.				Will vary*
	2	PE/E	respond to a question or problem based on information from provided resources.				
		B	respond to a question or problem based on gathered information from multiple sources, including personal experience.				
		I	respond to a question or problem based on gathered information from multiple (personal experience, digital, and print) sources.				

* These skills are assessable and may be included in the test; the prompt types may vary.

EL.2–3.S8

By the end of each language proficiency level, an English learner can: analyze and critique the arguments of others orally and in writing.

Assessed in: Listening and Reading

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	1	PE/E	identify a reason an author or speaker gives to support a main point.	Select supporting evidence.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	Why do [character] and [character] [action]?
		B	tell how one or two reasons support the specific points an author or a speaker makes.	Select supporting evidence (claims).			What does a [person/place/thing] [action]?
		I	explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	Select reason or evidence that explains how the author supports or fails to support specific points.			Will vary*
READING	1	PE/E	identify a reason an author or speaker gives to support a main point.	Select supporting evidence.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	Why does [person/place/thing] [action] when [person/place/thing] [action]?
		B	tell how one or two reasons support the specific points an author or a speaker makes.	Select supporting evidence (claims).			Will vary*
		I	explain how an author or speaker uses reasons and evidence to support or fail to support specific points.	Select reason or evidence that explains how the author supports or fails to support specific points.			Which sentence from the passage supports the idea that [person/place/thing] is [action or adjective]?

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	2	PE/E	respond to yes-no, either-or, and wh- questions about what an author or speaker says.	Select response that tells what speaker says.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	What helps [person/place/thing] [action]?
		B	ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	Select response that asks or answers a question in order to gather information about what an author says.			What is [thing] made of?
		I	ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.	Select response that asks or answers a question in order to clarify what an author says.			Will vary*
READING	2	PE/E	respond to yes-no, either-or, and wh- questions about what an author or speaker says.	Select response that tells what speaker says.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	What does [character] do after [event]?
		B	ask and answer yes-no, either-or, and wh- questions in order to gather more information about what an author or speaker says.	Select response that asks or answers a question in order to gather information about what an author says.			Why does [character] [verb] at the end of the story?
		I	ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.	Select response that asks or answers a question in order to clarify what an author says.			Why did the author write this passage?
							What question would the reader most likely ask after reading the story?

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
LISTENING	3	PE/E	use describing words.	Select describing words.	Listening passage between 60 and 135 words	MC (3 options, 1 point)	Which word describes [person/place/thing]?
		B	use general academic and domain-specific words and phrases.	Select academic and domain-specific words.			Will vary*
		I	use general academic and domain-specific words and phrases that signal spatial and temporal relationships.	Select academic and domain-specific words that signal spatial and temporal relationships.			
READING	3	PE/E	use describing words.	Select describing words.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	Will vary*
		B	use general academic and domain-specific words and phrases.	Select academic and domain-specific words.			
		I	use general academic and domain-specific words and phrases that signal spatial and temporal relationships.	Select academic and domain-specific words that signal spatial and temporal relationships.			

* These skills are assessable and may be included in the test; the prompt types may vary.

EL.2–3.S9

By the end of each language proficiency level, an English learner can: create clear and coherent grade-appropriate speech and text.

Assessed in: Reading and Speaking

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING	1	PE/E	apply understanding of how text types are organized when writing and speaking in simple texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	Select the correct text structure used in a text or section of a text.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	How is the passage organized?
		B	apply understanding of how text types are organized when writing and speaking in increasingly complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	Determine text organization.			How is section “[section title]” organized?

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
READING cont.	1 cont.	I	apply understanding of how text types are organized when writing and speaking in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).	Select the correct text structure used in a text or section of a text. Determine text organization.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	How is the passage organized? How is section “[section title]” organized?
		PE/E	apply basic understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words when writing and speaking.				
READING	2	B	apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	Select linking words.	Reading passage between 100 and 200 words	MC (4 options, 1 point)	Will vary*
		I	apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.				

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Task Summary	Stimulus Description	Format	Sample Prompt
SPEAKING	2	B	apply understanding of how ideas, events, or reasons are linked throughout a text by using frequently occurring linking words and temporal words when writing and speaking.	Listen and retell a story, event, or informational text. Tell a story or describe events based on a series of pictures.	4-picture sequence	SA (Oral Response, 4 points)	<p>LISTEN AND RETELL: Look at each of the four pictures as you listen to a passage about [topic]. You will listen to the passage two times. Then, you will tell me as much of the passage as you can. Please use complete sentences to tell the passage.</p> <p>4-PICTURE NARRATIVE: I am going to show you four pictures that tell a story. Look at ALL the pictures. I will start the story, and then you will tell me the story that you see in the pictures. "[sentence]." When you are ready, tell me the complete story, starting with picture 1. Use as many details as you can in your story.</p>
		I	apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words when writing and speaking.				

EL.2–3.S10

By the end of each language proficiency level, an English learner can: make accurate use of standard English to communicate in grade appropriate speech and writing.

Assessed in: Writing

Note: Gray-shaded rows and cells indicate Performance Indicators (PI) that are better suited for instruction.

Domain	Performance Indicator	Level	PI Description	Stimulus Description	Task Summary	Format	Sample Prompt
WRITING	1	PE/E	using some familiar singular and plural nouns.	Select correct familiar singular or plural noun.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank?
		B	using an increasing range of singular and plural nouns.				Which word can replace the underlined word in the sentence?
		I	using grade-appropriate singular and plural nouns.	Select correct singular or plural noun.			
WRITING	2	PE/E	using some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	Select correct common and proper noun and determiner.	Discrete item	MC (4 options, 1 point)	Which word from the sentence needs a capital letter?
		B	using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).				Which sentence is correct?
		I	using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).				

Domain	Performance Indicator	Level	PI Description	Stimulus Description	Task Summary	Format	Sample Prompt
WRITING	3	PE/E	recognizing possessive nouns (e.g., That is Mary’s backpack.).	Select correct possessive noun.	Discrete item	MC (4 options, 1 point)	Which sentence is correct?
		B	using possessive with some familiar nouns (e.g., That is Mary’s backpack.).				
		I	using possessives with grade-appropriate nouns. (e.g., That is Mary’s backpack.).				
WRITING	4	PE/E	beginning to use personal subject and object pronouns.	Select correct subject and object pronoun.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank?
		B	using personal subject and object pronouns.				Which word can replace [word] in the sentence?
		I	using personal (subject and object), possessive, and indefinite pronouns.				Select correct possessive, indefinite, subject, and object pronoun.
WRITING	5	PE/E	using familiar verbs in the present progressive.	Select correct present progressive verb.	Discrete item	MC (4 options, 1 point)	Which sentence is correct? Which words belong in the blank?
		B	using verbs distinguishing present progressive and simple present.	Select correct present progressive verb and simple past verb form.			
		I	using verbs in the past progressive.	Select correct past progressive verb.			

Domain	Performance Indicator	Level	PI Description	Stimulus Description	Task Summary	Format	Sample Prompt
WRITING	6	PE/E	using some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., had, was, went).	Select correct simple present or simple past verb form.	Discrete item	MC (4 options, 1 point)	Which sentence is correct? Which word/phrase belongs in the blank?
		B	using an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., ate, ran, sang).				
		I	using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., drank, sat, wrote).				
WRITING	7	PE/E	using some familiar verbs in the future with “going to”.	Select correct future verb form.	Discrete item	MC (4 options, 1 point)	Which question is written correctly? Which word belongs in the blank?
		B	using an increasing range of verbs in the future with “going to” and “will”.				
		I	using grade-appropriate verbs in the future with “going to” and “will”.				

Domain	Performance Indicator	Level	PI Description	Stimulus Description	Task Summary	Format	Sample Prompt
WRITING	8	PE/E	applying subject-verb agreement using familiar nouns and verbs.	Select correct subject-verb agreement.	Discrete item	MC (4 options, 1 point)	Which word belongs in the blank? Which sentence is correct?
		B	applying subject-verb agreement using and increasing range of nouns and verbs.				
		I	applying subject-verb agreement using grade-appropriate nouns and verbs				
WRITING	9	PE/E	recognizing and use some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).	Select correct adjectival form.	Discrete item	MC (4 options, 1 point)	Which word from the sentence describes [person/place/thing]?
		B	using an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).				Which word shows that [thing] belongs to [character]?
		I	using a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative).				Will vary*

* These skills are assessable and may be included in the test; the prompt types may vary.

Domain	Performance Indicator	Level	PI Description	Stimulus Description	Task Summary	Format	Sample Prompt
WRITING	10	PE/E	beginning to use some frequently occurring prepositional phrases (e.g., on the table) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process.	Select correct prepositional phrase.	Discrete item	MC (4 options, 1 point)	Which sentence is correct? Which word belongs in the blank?
		B	using a wider range of prepositional phrases (e.g., after lunch) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process.				
		I	using a variety of prepositional phrases (e.g., toward the playground) to provide detail (e.g., time, manner, place, cause).				

Domain	Performance Indicator	Level	PI Description	Stimulus Description	Task Summary	Format	Sample Prompt
WRITING	11	PE/E	using some simple, frequently occurring conjunctions (e.g., and, but).	Select correct conjunction.	Discrete item	MC (4 options, 1 point)	Which sentence is correct? Which word belongs in the blank?
		B	using a wider range of frequently occurring conjunctions (e.g., and, but, because).				
		I	using frequently occurring conjunctions (e.g., and, but, or, so, because).				
WRITING	12	PE/E	beginning to use appropriate word order (subject-verb-object) in basic declarative and imperative sentences.	Select correct word order.	Discrete item	MC (4 options, 1 point)	Which sentence is correct?
		B	increasingly using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				Which question is written correctly? What is the best way to write the sentence as a question?
		I	using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				Which sentence is correct? What is the best way to turn the sentence into a question?