



Grade 1

Notes: These Performance Level Descriptors contain a comprehensive number of the skills, knowledge, and abilities described in the 2019 English Language Proficiency Standards, but do not represent all of them.

*Students at the **Pre-Emergent/Emergent** proficiency level have not demonstrated sufficient skills, knowledge, and abilities to be classified into the "Basic" proficiency level.*

Speaking

<p><i>Students scoring Basic at Grade 1 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Grade 1 are assumed to have acquired the skills described at the "Basic" proficiency level and have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Proficient at Grade 1 are assumed to have acquired the skills described at the "Intermediate" and "Basic" proficiency levels and have independently demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>
<ul style="list-style-type: none"> Communicates simple information or feelings about familiar topics, experiences, or events 	<ul style="list-style-type: none"> Communicates messages that include details about a variety of topics, experiences, or events, and begins to create clear and coherent speech 	<ul style="list-style-type: none"> Communicates oral presentations using appropriate sentence structure (e.g., complete sentences), includes details about a variety of topics, experiences, or events, and creates clear and coherent speech
<ul style="list-style-type: none"> Expresses an opinion or preference using words about a familiar topic 	<ul style="list-style-type: none"> Expresses an opinion or preference using phrases with limited justification about a familiar topic or story 	<ul style="list-style-type: none"> Expresses an opinion and provides a justification about a given topic or story using appropriate structure (e.g., complete sentences)
<ul style="list-style-type: none"> Responds to simple wh- questions using words about familiar topics 	<ul style="list-style-type: none"> Responds to some wh- questions using words and phrases about familiar topics 	<ul style="list-style-type: none"> Answers questions using appropriate structure (e.g., complete sentences) about a variety of grade-appropriate topics
<ul style="list-style-type: none"> Begins to create speech using linking and temporal words to demonstrate a basic understanding of how ideas, events, or reasons are linked 	<ul style="list-style-type: none"> Begins to create clear and coherent grade-appropriate speech using linking and temporal words to demonstrate an increasing understanding of how ideas, events, or reasons are linked 	<ul style="list-style-type: none"> Creates clear and coherent grade-appropriate speech using grade-appropriate linking and temporal words to demonstrate an understanding of how ideas, events, or reasons are linked

Listening

<p><i>Students scoring Basic at Grade 1 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Grade 1 are assumed to have acquired the skills described at the "Basic" proficiency level and have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Proficient at Grade 1 are assumed to have acquired the skills described at the "Intermediate" and "Basic" proficiency levels and have independently demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>
<ul style="list-style-type: none"> • Responds to simple literal questions about a simple read-aloud 	<ul style="list-style-type: none"> • Answers questions such as who, what, where, why, when, and how about key details in an oral text 	<ul style="list-style-type: none"> • Answers questions such as who, what, where, why, when, and how about key details in an oral text that support the main idea
<ul style="list-style-type: none"> • Identifies the topic of oral texts and presentations 		<ul style="list-style-type: none"> • Identifies the central idea of oral texts and presentations
<ul style="list-style-type: none"> • Identifies basic similarities and differences within an oral text 	<ul style="list-style-type: none"> • Describes basic similarities and differences within an oral text 	<ul style="list-style-type: none"> • Identifies and describes similarities and differences within an oral text
	<ul style="list-style-type: none"> • Determines the meaning of general academic and content-specific words and phrases, and some common expressions 	<ul style="list-style-type: none"> • Determines the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions
<ul style="list-style-type: none"> • Responds to simple questions about familiar topics 		<ul style="list-style-type: none"> • Answers questions about a variety of grade-appropriate topics

Reading		
<i>Students scoring Basic at Grade 1 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Grade 1 are assumed to have acquired the skills described at the "Basic" proficiency level and have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Proficient at Grade 1 are assumed to have acquired the skills described at the "Intermediate" and "Basic" proficiency levels and have independently demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>
<ul style="list-style-type: none"> Identifies single-syllable rhyming words 		
<ul style="list-style-type: none"> Locates and identifies the title of a book 	<ul style="list-style-type: none"> Locates and identifies the author and/or illustrator of a book 	<ul style="list-style-type: none"> Locates and identifies the title page and/or table of contents of a book
<ul style="list-style-type: none"> Applies phonics and word analysis skills in decoding one-syllable or two-syllable words 		
<ul style="list-style-type: none"> Decodes and blends a new word when a specific grapheme is changed, added, or removed 		
<ul style="list-style-type: none"> Reads words and simple sentences with some accuracy and fluency 	<ul style="list-style-type: none"> Reads some grade-appropriate texts, including paragraphs, with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> Reads grade-appropriate texts, including paragraphs, with accuracy and fluency to support comprehension
<ul style="list-style-type: none"> Responds to simple literal questions 	<ul style="list-style-type: none"> Asks and answers questions such as who, what, where, why, when, and how about key details in a text 	<ul style="list-style-type: none"> Asks and answers questions such as who, what, where, why, when, and how about key details in a text that support the main idea
<ul style="list-style-type: none"> Identifies key words and phrases in familiar texts 	<ul style="list-style-type: none"> Identifies key details in a variety of texts 	<ul style="list-style-type: none"> Retells key details in a variety of texts

Reading (Continued)		
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<ul style="list-style-type: none"> Restates a sequence of events using key words 	<ul style="list-style-type: none"> Sequences a series of events using key words and phrases 	
<ul style="list-style-type: none"> Identifies the topic of texts 	<ul style="list-style-type: none"> Identifies the central idea of texts 	
<ul style="list-style-type: none"> Answers questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events 	<ul style="list-style-type: none"> Determines the meaning of general academic and content-specific words and phrases, and some common expressions 	<ul style="list-style-type: none"> Determines the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions
<ul style="list-style-type: none"> Responds to a question or problem based on provided information from resources 	<ul style="list-style-type: none"> Responds to a question or problem based on gathered information from provided source 	
	<ul style="list-style-type: none"> Identifies one or two reasons that support the points an author makes 	
	<ul style="list-style-type: none"> Applies understanding of how ideas, events, or reasons are linked in a variety of texts by using frequently occurring linking words and temporal words 	

Writing		
<p><i>Students scoring Basic at Grade 1 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Grade 1 are assumed to have acquired the skills described at the "Basic" proficiency level and have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Proficient at Grade 1 are assumed to have acquired the skills described at the "Intermediate" and "Basic" proficiency levels and have independently demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>
<ul style="list-style-type: none"> • Composes written statements (e.g., one sentence) about familiar text and topics that may include inconsistent use of appropriate conventions 	<ul style="list-style-type: none"> • Composes short written texts (e.g., two or more related sentences) that include ideas, actions, or details using appropriate conventions (narrative and informational) 	<ul style="list-style-type: none"> • Composes written narratives and informational texts using appropriate conventions
<ul style="list-style-type: none"> • Uses graphic organizers and sentence frames to complete sentences (write words) about a variety of topics, experiences, or events 		
	<ul style="list-style-type: none"> • Asks simple yes/no and wh-questions about familiar topics 	<ul style="list-style-type: none"> • Asks questions about a variety of grade-appropriate topics

Writing (Continued)		
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<ul style="list-style-type: none"> • Begins to use standard English to communicate in grade-appropriate writing, including: <ul style="list-style-type: none"> ○ personal subject and object pronouns ○ appropriate word order (subject-verb-object) in basic declarative and imperative sentences ○ some frequently occurring prepositional phrases (e.g., <i>on the table</i>) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process 	<ul style="list-style-type: none"> • Begins to use standard English to communicate in grade-appropriate writing, including: <ul style="list-style-type: none"> ○ possessive and indefinite pronouns • Increasingly uses standard English to communicate in grade-appropriate writing, including: <ul style="list-style-type: none"> ○ appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences 	<ul style="list-style-type: none"> • Uses standard English to communicate in grade-appropriate writing, including: <ul style="list-style-type: none"> ○ personal (subject and object) possessive, and indefinite pronouns ○ appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences ○ a variety of prepositional phrases (e.g., <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause)

Writing (Continued)		
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<ul style="list-style-type: none"> • Uses standard English to communicate in grade-appropriate writing, including: <ul style="list-style-type: none"> ○ some familiar common and proper nouns with appropriate determiners (e.g., articles and demonstratives) ○ verbs in the present progressive ○ some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., <i>had, was, went</i>) ○ subject-verb agreement using familiar nouns and verbs ○ some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) 	<ul style="list-style-type: none"> • Uses standard English to communicate in grade-appropriate writing, including: <ul style="list-style-type: none"> ○ an increasing range of verbs in the simple present and simple past, including familiar irregular forms (e.g., <i>ate, ran, sang</i>) ○ subject-verb agreement using an increasing range of nouns and verbs ○ an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) 	<ul style="list-style-type: none"> ○ grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives) ○ verbs in the past progressive ○ grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., <i>drank, sat, wrote</i>) ○ subject-verb agreement using a variety of nouns and verbs ○ a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative)

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<ul style="list-style-type: none"> ○ some simple conjunctions (e.g., <i>and, but</i>) 	<ul style="list-style-type: none"> ○ some frequently occurring conjunctions (e.g., <i>and, but, because</i>) 	<ul style="list-style-type: none"> ○ frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>)