



Grades 2 and 3

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 Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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"> • Delivers short oral presentations that include a few details about a topic 	<ul style="list-style-type: none"> • Delivers short oral presentations that include some details to develop a topic and begins to create clear and coherent speech 	<ul style="list-style-type: none"> • Delivers short oral presentations that include relevant details and examples to develop a topic, and creates clear and coherent speech
<ul style="list-style-type: none"> • Expresses an opinion on a provided familiar topic or text 	<ul style="list-style-type: none"> • Expresses an opinion on a provided familiar topic or text and supplies a reason to support the opinion 	<ul style="list-style-type: none"> • Expresses an opinion on a provided topic or text and supplies a more detailed reason that supports the opinion
<ul style="list-style-type: none"> • Participates in short discussions and conversations about familiar topics 	<ul style="list-style-type: none"> • Participates in short discussions about familiar topics and texts 	<ul style="list-style-type: none"> • Participates in discussions and conversations about a variety of topics and texts
<ul style="list-style-type: none"> • Responds to simple yes/no and some wh- questions about familiar topics 	<ul style="list-style-type: none"> • Asks questions to gain information about familiar topics 	<ul style="list-style-type: none"> • Asks and answers relevant questions about a variety of grade-appropriate topics and oral texts
<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 and 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 and grade-appropriate linking and temporal words to demonstrate an understanding of how ideas, events, or reasons are linked

Listening		
<i>Students scoring Basic at Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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"> • Responds to simple literal questions 	<ul style="list-style-type: none"> • Asks and answers questions using evidence from oral texts 	<ul style="list-style-type: none"> • Asks and answers questions about key details that support the main idea by using evidence from oral texts
<ul style="list-style-type: none"> • Identifies the main topic of oral texts and presentations 	<ul style="list-style-type: none"> • Determines the central topic or message of oral texts and presentations 	<ul style="list-style-type: none"> • Comprehends the central idea, lesson, or moral of oral texts and presentations
<ul style="list-style-type: none"> • Identifies details in oral texts 	<ul style="list-style-type: none"> • Identifies the key details that support the main idea or message in oral texts 	<ul style="list-style-type: none"> • Comprehends how key details support the main ideas or message in oral texts
<ul style="list-style-type: none"> • Retells simple oral texts using key words and phrases 	<ul style="list-style-type: none"> • Retells a variety of oral texts using key details 	
<ul style="list-style-type: none"> • Identifies similarities and differences within an oral text 	<ul style="list-style-type: none"> • Identifies similarities and differences within increasingly complex oral texts 	
<ul style="list-style-type: none"> • Recognizes the meaning of frequently occurring words and phrases, and common idiomatic expressions in context 	<ul style="list-style-type: none"> • Determines the meaning of frequently occurring academic and content-specific words and phrases, and some idiomatic expressions and figurative language in familiar oral texts 	<ul style="list-style-type: none"> • Determines the meaning of less-frequently occurring words, phrases, idiomatic expressions, and figurative language in oral texts about a variety of topics, experiences, or events
<ul style="list-style-type: none"> • Responds to simple yes/no and some wh- questions about familiar topics 	<ul style="list-style-type: none"> • Asks questions to gain information about familiar topics 	<ul style="list-style-type: none"> • Asks and answers relevant questions about a variety of grade-appropriate topics and oral texts

Listening (Continued)		
<p><i>Students scoring Basic at Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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"> • Identifies a reason a speaker uses to support a main point on familiar topics 	<ul style="list-style-type: none"> • Identifies one or two reasons that support the specific points a speaker makes 	<ul style="list-style-type: none"> • Comprehends the reasons a speaker uses to support—or fails to support—specific points on a variety of topics

Reading		
<p><i>Students scoring Basic at Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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"> • Distinguishes between phonemes in the initial, medial, and final positions of words 		
	<ul style="list-style-type: none"> • Segments multi-syllable words into syllables 	
<ul style="list-style-type: none"> • Locates and identifies the title, author, illustrator, title page, and table of contents of a book 		
<ul style="list-style-type: none"> • Applies phonics and word analysis skills in decoding one-syllable words 	<ul style="list-style-type: none"> • Applies phonics and word analysis skills in decoding multiple syllable words 	
	<ul style="list-style-type: none"> • Determines the number of syllables in a printed word by applying the knowledge that every syllable must have a vowel sound 	
<ul style="list-style-type: none"> • Decodes and blends common inflectional endings in words (-s, -ing) 	<ul style="list-style-type: none"> • Decodes and blends common inflectional endings in words (-ed) 	

Reading (Continued)		
<i>Students scoring Basic at Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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"> • Reads grade-appropriate words and simple sentences with some accuracy and fluency 	<ul style="list-style-type: none"> • Reads grade-appropriate paragraphs with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> • Reads grade-appropriate texts with accuracy and fluency to support comprehension
<ul style="list-style-type: none"> • Responds to simple literal questions from a text 	<ul style="list-style-type: none"> • Asks and answers questions by using evidence from a text 	<ul style="list-style-type: none"> • Asks and answers questions about key details in a text that support the main idea by using evidence from a text
<ul style="list-style-type: none"> • Identifies the main idea and details in a variety of texts 	<ul style="list-style-type: none"> • Determines the central topic or message and identifies key details that support the main idea or message in a variety of texts 	<ul style="list-style-type: none"> • Comprehends the central idea, lesson, message, or moral and how key details support the central idea, lesson, message, or moral in a variety of texts
<ul style="list-style-type: none"> • Retells familiar texts using key words and phrases 	<ul style="list-style-type: none"> • Retells a variety of texts using key details 	
<ul style="list-style-type: none"> • Identifies similarities and differences within a text 	<ul style="list-style-type: none"> • Identifies and describes similarities and differences between two texts 	
<ul style="list-style-type: none"> • Recognizes the meaning of frequently occurring words, phrases, and common idiomatic expressions in context 	<ul style="list-style-type: none"> • Determines the meaning of frequently occurring academic and content-specific words and phrases, and some idiomatic expressions and figurative language in familiar texts 	<ul style="list-style-type: none"> • Determines the meaning of less-frequently occurring words, phrases, idiomatic expressions, and figurative language in texts about a variety of topics, experiences, or events

Reading (Continued)		
<i>Students scoring Basic at Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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"> • Applies information from non-textual visual aids to determine the meaning of unfamiliar words 	<ul style="list-style-type: none"> • Applies context clues and information from non-textual visual aids to determine the meaning of unfamiliar words 	<ul style="list-style-type: none"> • Applies context clues, information from non-textual visual aids, or grade-appropriate morphology to determine the meaning of unfamiliar words
<ul style="list-style-type: none"> • Gathers information from a provided resource to answer a question 	<ul style="list-style-type: none"> • Gathers information from multiple provided resources to answer a question 	
<ul style="list-style-type: none"> • Identifies a reason an author uses to support a main point on familiar topics 	<ul style="list-style-type: none"> • Comprehends the reasons an author uses to support specific points on a variety of topics 	<ul style="list-style-type: none"> • Comprehends the reasons an author uses to support—or fails to support—specific points on a variety of topics
<ul style="list-style-type: none"> • Identifies text structures in simple literary and informational texts 	<ul style="list-style-type: none"> • Identifies text structures in increasingly complex literary and informational texts 	<ul style="list-style-type: none"> • Identifies text structures in complex literary and informational texts

Writing		
<i>Students scoring Basic at Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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"> Composes written narrative and informational statements (e.g., one sentence) including details about familiar topics and experiences that may include inconsistent use of appropriate conventions 	<ul style="list-style-type: none"> Composes short narrative and informational texts (e.g., two or more related sentences) including details using appropriate conventions 	<ul style="list-style-type: none"> Composes written narratives and informational texts that include details and examples to develop a story or topic using appropriate conventions
<ul style="list-style-type: none"> Uses simple words that signal actions and emotions 	<ul style="list-style-type: none"> Uses grade-appropriate words and phrases, including frequently occurring adjectives and adverbs 	<ul style="list-style-type: none"> Uses grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and transition words
<ul style="list-style-type: none"> Demonstrates a developing awareness of the difference between appropriate language for the playground and language for the classroom, including the use of words and phrases that signal actions and emotions 	<ul style="list-style-type: none"> Demonstrates awareness of the difference between appropriate language for the playground and language for the classroom, including the use of grade-appropriate words and phrases (e.g., frequently occurring adjectives and adverbs) 	<ul style="list-style-type: none"> Demonstrates awareness of the difference between appropriate language for the playground and language for the classroom, including the use of grade-appropriate general academic and domain-specific words and phrases (e.g., adjectives, adverbs, and appropriate transition words)

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 simple 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 • 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 ○ some frequently occurring prepositional phrases (e.g., <i>on the table</i>) to provide detail (e.g., time, manner, place, cause) about a familiar or new activity or process 	<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 singular, plural, common, and proper nouns ○ verbs in the present progressive ○ some familiar verbs in the simple present, simple past, and future, including irregular past forms for frequently used verbs (e.g., <i>had, was, went</i>), and in the future tense of <i>going to</i> ○ subject-verb agreement using familiar nouns and verbs 	<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 grade-appropriate singular, plural, common, and proper nouns with appropriate determiners (e.g., articles and demonstratives) ○ verbs in present progressive distinguished from simple present ○ an increasing range of verbs in the simple present, simple past, and future, including familiar irregular forms (e.g., <i>ate, ran, sang</i>), and in the future tense of <i>going to</i> and <i>will</i> ○ subject-verb agreement using an increasing range of nouns and verbs 	<ul style="list-style-type: none"> • Uses standard English to communicate in grade-appropriate writing, including: <ul style="list-style-type: none"> ○ grade-appropriate singular, plural, common, and proper nouns with appropriate determiners (e.g., articles and demonstratives) ○ verbs in the past progressive ○ grade-appropriate verbs in the simple present, simple past, and future, including familiar irregular past forms (e.g., <i>ate, ran, sang</i>), and in the future tense of <i>going to</i> and <i>will</i> ○ subject-verb agreement using a variety of grade-appropriate nouns and verbs

Writing (Continued)		
<p><i>Students scoring Basic at Grades 2-3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Grades 2-3 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 Grades 2-3 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"> ○ some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ some simple, frequently occurring conjunctions, such as <i>and, but</i> 	<ul style="list-style-type: none"> ○ an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ a wider range of frequently occurring conjunctions such as <i>and, but, and because</i> 	<ul style="list-style-type: none"> ○ a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ frequently occurring conjunctions such as <i>and, but, or, so, and because</i>