



Grades 4 and 5

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		
<i>Students scoring Basic at the 4–5 grade band have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at the 4–5 grade band 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 the 4–5 grade band 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"> 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 wh-questions 	<ul style="list-style-type: none"> Asks relevant questions to gain information or to clarify understanding on a variety of topics and texts 	<ul style="list-style-type: none"> Poses and responds to relevant questions about a variety of topics and texts
	<ul style="list-style-type: none"> Compares and contrasts ideas, information, and events, using appropriate general and academic language 	
<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 the 4–5 grade band have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at the 4–5 grade band 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 the 4–5 grade band 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 the main topic and some key details of presentations, lessons, and discussions 	<ul style="list-style-type: none"> Determines the central idea of presentations, lessons, and discussions and explains how they are supported by some key details 	<ul style="list-style-type: none"> Determines central ideas of presentations, lessons, and discussions and explains how they are supported by key details
<ul style="list-style-type: none"> Retells details and information from presentations, lessons, and discussions 	<ul style="list-style-type: none"> Recounts specific details and information from presentations, lessons, and discussions 	<ul style="list-style-type: none"> Summarizes presentations, lessons, and discussions, including specific details and information
<ul style="list-style-type: none"> Identifies similarities and differences from a variety of oral texts, including school-based conversations, academic discussions, and classroom presentations 	<ul style="list-style-type: none"> Compares a variety of oral texts, including school-based conversations, academic discussions, and classroom presentations and notes their similarities and differences 	<ul style="list-style-type: none"> Compares and contrasts specific details and information from a variety of oral texts, including school-based conversations, academic discussions, and classroom presentations
<ul style="list-style-type: none"> Makes connections between visual information and presentations, lessons, and discussions 	<ul style="list-style-type: none"> Uses visual information to gain a better understanding of presentations, lessons, and discussions 	<ul style="list-style-type: none"> Explains how visual information (e.g., charts, tables, diagrams) supports presentations, lessons, and discussions
<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 oral texts 	<ul style="list-style-type: none"> Determines the meaning of less-frequently occurring academic and content-specific words, phrases, idiomatic expressions, and figurative language in oral texts about a variety of topics, experiences, or events

Listening (Continued)		
<i>Students scoring Basic at the 4–5 grade band have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at the 4–5 grade band 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 the 4–5 grade band 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 yes/no and wh- questions about familiar topics in oral texts 	<ul style="list-style-type: none"> • Identifies questions to gain information or clarify understanding about oral texts 	<ul style="list-style-type: none"> • Asks and answers questions about a variety of grade-appropriate topics in oral texts
<ul style="list-style-type: none"> • Identifies a reason a speaker uses to support a specific point presented within an oral text 	<ul style="list-style-type: none"> • Identifies the reasons speakers use to support specific points in a variety of academic subjects in oral texts 	<ul style="list-style-type: none"> • Explains how speakers use reasons and evidence to support—or fail to support—specific points in a variety of academic subjects in oral texts
<ul style="list-style-type: none"> • Identifies vocabulary used to influence the audience’s opinion (e.g., <i>greatest, best, worst</i>) 	<ul style="list-style-type: none"> • Distinguishes between facts and opinion 	

Reading		
<i>Students scoring Basic at the 4–5 grade band have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at the 4–5 grade band 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 the 4–5 grade band 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 base words that have been modified by inflectional endings 		
<ul style="list-style-type: none"> Reads grade-appropriate words with common prefixes, suffixes, and roots 		
<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 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"> Identifies the central topic and some key details of literary texts and informational texts 	<ul style="list-style-type: none"> Determines the central idea of informational texts or the theme in literary texts and explains how it is supported by text evidence 	<ul style="list-style-type: none"> Determines central ideas of informational texts or themes in literary texts and explains how they are supported by text evidence
<ul style="list-style-type: none"> Retells familiar texts using some specific details and information 	<ul style="list-style-type: none"> Recounts specific details in literary and informational texts 	<ul style="list-style-type: none"> Summarizes key points and details in literary and informational texts
<ul style="list-style-type: none"> Identifies similarities and differences within a text 	<ul style="list-style-type: none"> Describes similarities and differences within a text 	<ul style="list-style-type: none"> Compares and contrasts details from multiple texts
<ul style="list-style-type: none"> Establishes a connection between visual information (e.g., tables, diagrams, illustrations) and a text 	<ul style="list-style-type: none"> Uses visual information (e.g., tables, diagrams, illustrations) to gain a better understanding of a text 	<ul style="list-style-type: none"> Explains how visual information (e.g., tables, diagrams, illustrations) supports a text

Reading (Continued)

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<ul style="list-style-type: none"> Recognizes the meaning of frequently occurring words and phrases and common idiomatic expressions 	<ul style="list-style-type: none"> Determines the meaning of frequently occurring academic and content-specific words, phrases, idiomatic expressions, and figurative language in context 	<ul style="list-style-type: none"> Determines the meaning of less-frequently occurring academic and content-specific words, phrases, idiomatic expressions, and figurative language in context
<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 literary or informational text to answer questions 	<ul style="list-style-type: none"> Gathers information from multiple written sources to answer questions about texts 	
<ul style="list-style-type: none"> Identifies a reason an author uses to support a main point of informational texts 	<ul style="list-style-type: none"> Explains how reasons support specific points made in a variety of academic texts 	<ul style="list-style-type: none"> Explains how authors use reasons and evidence to support positions and claims on a variety of academic subjects
<ul style="list-style-type: none"> Identifies the author's purpose (e.g., to entertain, to inform, to persuade) for writing a literary or informational text 	<ul style="list-style-type: none"> Determines the author's purpose (e.g., to entertain, to inform, to persuade) for writing a literary or informational text 	<ul style="list-style-type: none"> Determines and explains the author's purpose (e.g., to entertain, to inform, to persuade) for writing literary and informational texts on a variety of academic subjects

Reading (Continued)

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<ul style="list-style-type: none"> • Identifies vocabulary (e.g., emotional words) an author uses to influence a reader’s perspective 	<ul style="list-style-type: none"> • Distinguishes between facts and opinion in informational texts on a variety of academic topics 	<ul style="list-style-type: none"> • Distinguishes between facts and opinion in persuasive texts (e.g., advertisements, product labels, written communications)
<ul style="list-style-type: none"> • Identifies how simple literary and informational texts are organized 	<ul style="list-style-type: none"> • Determines how increasingly complex texts are organized 	<ul style="list-style-type: none"> • Determines how complex texts are organized

Writing

<p><i>Students scoring Basic at the 4–5 grade band have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at the 4–5 grade band 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 the 4–5 grade band 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"> Writes one or more narrative sentences that use appropriate conventions and a few details, and include simple story elements, such as a setting, a plot, a character, and dialogue, as appropriate 	<ul style="list-style-type: none"> Composes a narrative with appropriate conventions and details, including story elements (e.g., a setting, a plot, and one or more characters) 	<ul style="list-style-type: none"> Composes a narrative that uses appropriate conventions and specific details, including complex story elements (e.g., a descriptive setting, a detailed plot, and one or more developed characters)
<ul style="list-style-type: none"> Writes one or more informational sentences on an academically-appropriate math, science, or social studies topic 	<ul style="list-style-type: none"> Writes a grade-appropriate informational paragraph on an academically-appropriate math, science, or social studies topic that includes some details and examples 	<ul style="list-style-type: none"> Writes a grade-appropriate informational paragraph on an academically-appropriate math, science, or social studies topic that includes specific details and relevant examples
	<ul style="list-style-type: none"> Constructs simple and complex sentences using content-specific academic words to connect, compare, and contrast ideas and information 	<ul style="list-style-type: none"> Constructs a variety of simple and complex sentences using content-specific academic words to connect, compare, and contrast ideas, information, and events
<ul style="list-style-type: none"> Writes one or more sentences stating an opinion and supporting it with a reason 	<ul style="list-style-type: none"> Writes a grade-appropriate paragraph that states an opinion and that is supported with reasons or evidence 	<ul style="list-style-type: none"> Writes a paragraph that states an opinion and is supported with detailed reasons and textual evidence

Writing (Continued)

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		<ul style="list-style-type: none"> • Uses appropriate register according to task, purpose, and audience
<ul style="list-style-type: none"> • Uses frequently occurring general academic and content-specific words and phrases to express ideas 	<ul style="list-style-type: none"> • Uses an increasing number of general academic and content-specific words and phrases to express ideas 	<ul style="list-style-type: none"> • Uses a wide variety of grade-level academic and content-specific words and phrases to precisely express ideas
	<ul style="list-style-type: none"> • Participates in written exchanges about familiar topics and texts 	<ul style="list-style-type: none"> • Participates in written exchanges about a variety of topics and texts
<ul style="list-style-type: none"> • Uses standard English conventions appropriately, although some significant errors that interfere with the expression or communication of ideas are present 	<ul style="list-style-type: none"> • Uses standard English conventions appropriately, although some minor errors are present that may interfere with the expression or communication of ideas 	<ul style="list-style-type: none"> • Uses standard English conventions appropriately with few, if any, errors that interfere with the expression or communication of ideas
<ul style="list-style-type: none"> • Demonstrates some command of English grammar and syntax, although some significant errors that interfere with the expression or communication of ideas are present 	<ul style="list-style-type: none"> • Demonstrates general command of English grammar and syntax, although some minor errors that may interfere with the expression or communication of ideas are present 	<ul style="list-style-type: none"> • Demonstrates command of English grammar and syntax, with few, if any, significant errors that interfere with the expression or communication of ideas

Writing (Continued)

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<ul style="list-style-type: none"> • Recognizes standard English correctly, including: <ul style="list-style-type: none"> ○ possessive nouns 		
<ul style="list-style-type: none"> • Uses standard English correctly, including: <ul style="list-style-type: none"> ○ familiar verbs in the present progressive ○ familiar verbs in the simple present and simple past, including some frequently used irregular past verbs ○ familiar verbs to describe the future, using <i>going to</i> 	<ul style="list-style-type: none"> • Uses standard English correctly, including: <ul style="list-style-type: none"> ○ personal, possessive, and object pronouns ○ verbs distinguishing present progressive and simple present ○ verbs in the simple present and simple past, including familiar irregular past verbs ○ an increasing range of verbs to describe the future using <i>going to</i> and <i>will</i> 	<ul style="list-style-type: none"> • Uses standard English correctly, including: <ul style="list-style-type: none"> ○ personal, possessive, and indefinite pronouns ○ verbs in the past progressive ○ grade-appropriate verbs in the simple present and simple past, including irregular past verbs ○ grade-appropriate verbs to describe the future using <i>going to</i> and <i>will</i>

Writing (Continued)

<p><i>Students scoring Basic at the 4–5 grade band have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at the 4–5 grade band 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 the 4–5 grade band 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 prepositional phrases to express time, place, manner, or cause, about a familiar activity or process ○ simple, frequently occurring conjunctions, such as <i>and</i>, <i>but</i> 	<ul style="list-style-type: none"> ○ an increasing range of prepositional phrases, such as <i>after lunch</i>, to express time, place, manner, or cause about a familiar activity or process ○ frequently occurring conjunctions, such as <i>and</i>, <i>but</i>, and <i>because</i> 	<ul style="list-style-type: none"> ○ a variety of prepositional phrases, such as <i>toward the playground</i>, to provide details about time, manner, place, or cause ○ frequently occurring conjunctions such as <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, and <i>because</i>