



Grades 6, 7, and 8

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 6–8 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 6–8 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 6–8 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 	<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 topic 	<ul style="list-style-type: none"> • Constructs a claim about a topic or text 	<ul style="list-style-type: none"> • Constructs a claim about a topic or text and supplies a reason that supports the claim
<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 extended 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"> • Recounts a simple sequence of events in order 	<ul style="list-style-type: none"> • Recounts a sequence of events in order using an increasing range of temporal and other linking words, such as <i>before</i>, <i>because</i>, and <i>also</i> 	<ul style="list-style-type: none"> • Recounts a detailed sequence of events, with a beginning, a middle, and an end

Listening		
<p><i>Students scoring Basic at the 6–8 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 6–8 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 6–8 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"> • 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 it is supported by using text evidence 	<ul style="list-style-type: none"> • Analyzes central ideas of presentations, lessons, and discussions and explains how they are supported by using text evidence
<ul style="list-style-type: none"> • Sequences events from information presented in read-alouds and short presentations 	<ul style="list-style-type: none"> • Sequences events from information presented in grade-appropriate read-alouds and short presentations 	
<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"> • Identifies and describes 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 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"> • 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 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
<ul style="list-style-type: none"> • Responds to simple yes/no and wh- questions 	<ul style="list-style-type: none"> • Identifies relevant questions to gain information or clarify understanding 	

Listening (Continued)		
<p><i>Students scoring Basic at the 6–8 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 6–8 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 6–8 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"> • Makes inferences and draws conclusions from grade-appropriate read-alouds, presentations, discussions, and conversations
<ul style="list-style-type: none"> • Identifies a reason speakers use to support a main point on a variety of academic subjects 	<ul style="list-style-type: none"> • Explains the reasons speakers use to support specific points on a variety of academic subjects 	<ul style="list-style-type: none"> • Explains how speakers use reasons and evidence to support—or fail to support—specific points on a variety of academic subjects

Reading		
<i>Students scoring Basic at the 6–8 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 6–8 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 6–8 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 literary texts and stories, and of informational texts on a variety of academic topics 	<ul style="list-style-type: none"> Determines the central idea of literary texts and stories, and of informational texts and explains how it is supported by text evidence 	<ul style="list-style-type: none"> Analyzes central ideas of literary texts and stories, and of informational texts and explains how they are supported by using text evidence
<ul style="list-style-type: none"> Identifies similarities and differences between details in literary and informational texts 	<ul style="list-style-type: none"> Recounts specific details and describes similarities and differences in literary and informational texts 	<ul style="list-style-type: none"> Summarizes key points and compares and contrasts details in literary and informational texts
<ul style="list-style-type: none"> Identifies text structures in literary and informational texts 	<ul style="list-style-type: none"> Determines the text structure of a variety of informational and literary texts 	<ul style="list-style-type: none"> Determines how a variety of informational and literary texts are structured, and explains how the structure impacts the central idea or theme of these texts
<ul style="list-style-type: none"> Recognizes the meaning of frequently occurring academic words and phrases, and some idiomatic expressions in context 	<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 visual aids, and knowledge of grade-appropriate English morphology to determine meaning of unknown words

Reading (Continued)		
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<ul style="list-style-type: none"> • Gathers information from a literary or informational text to answer a question 	<ul style="list-style-type: none"> • Gathers information from multiple written sources to answer questions about informational texts on a variety of academic topics 	<ul style="list-style-type: none"> • Uses textual evidence to draw inferences and conclusions about grade-appropriate literary and informational texts
		<ul style="list-style-type: none"> • Draws conclusions about grade-appropriate literary and informational 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 an author uses reasons to 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 in a variety of academic texts

Writing		
<p><i>Students scoring Basic at the 6–8 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 6–8 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 6–8 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, or a character 	<ul style="list-style-type: none"> • Writes one or more narrative paragraphs that use appropriate conventions and details, and include story elements, such as a setting, a plot, and one or more characters 	<ul style="list-style-type: none"> • Writes one or more narrative paragraphs that use appropriate conventions and relevant details, and include story elements, such as a setting, a plot, one or more characters, and dialogue
<ul style="list-style-type: none"> • Writes one or more informational sentences on an academically-appropriate topic 	<ul style="list-style-type: none"> • Writes one or more grade-appropriate informational paragraphs on an academically-appropriate topic that include details or examples 	<ul style="list-style-type: none"> • Writes one or more grade-appropriate informational paragraphs on an academically-appropriate topic that include specific details and relevant examples
	<ul style="list-style-type: none"> • Constructs sentences using appropriate transitions and content-specific academic words to clarify ideas 	<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 persuasive sentences that state a position and supports it with one or more reasons 	<ul style="list-style-type: none"> • Writes one or more grade-appropriate persuasive paragraphs that state a position, provides an argument, and supports it with some evidence 	<ul style="list-style-type: none"> • Writes one or more grade-appropriate persuasive paragraphs that state a clear position, provides a convincing argument, and supports it with relevant evidence
		<ul style="list-style-type: none"> • Uses appropriate register according to task, purpose, and audience

Writing (Continued)		
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<ul style="list-style-type: none"> • Uses standard English conventions appropriately; however, some significant errors interfere with the expression or communication of ideas 	<ul style="list-style-type: none"> • Uses standard English conventions appropriately; however, some minor errors may interfere with the expression or communication of ideas 	<ul style="list-style-type: none"> • Uses standard English conventions appropriately; minor errors, if present, do not interfere with the expression or communication of ideas
<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 general academic and content-specific words and phrases to precisely express ideas
	<ul style="list-style-type: none"> • Participates in written exchanges 	
<ul style="list-style-type: none"> • Demonstrates some command of English grammar and syntax 	<ul style="list-style-type: none"> • Demonstrates an increasing command of English grammar and syntax 	<ul style="list-style-type: none"> • Demonstrates command of standard English grammar and syntax
<ul style="list-style-type: none"> • Recognizes standard English correctly, including: <ul style="list-style-type: none"> ○ possessive nouns ○ frequently occurring descriptive, possessive, and demonstrative adjectives 		

Writing (Continued)

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<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 irregular 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"> ○ possessives with grade-appropriate nouns, and personal subject and object pronouns ○ verbs distinguishing present progressive and simple present ○ verbs in the simple present and simple past, including familiar irregular verbs ○ 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"> ○ possessive and indefinite pronouns ○ verbs in the past progressive ○ grade-appropriate verbs in the simple present and simple past, including irregular verbs ○ grade-appropriate verbs to describe the future using <i>going to</i> and <i>will</i>

Writing (Continued)		
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<ul style="list-style-type: none"> ○ some frequently occurring prepositional phrases to express time, place, manner, or cause, about a familiar activity or process ○ some simple modals, such as <i>can, could, may, and might</i> 	<ul style="list-style-type: none"> ○ 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, but,</i> and <i>because</i> ○ frequently occurring modals, such as <i>shall, should, will,</i> and <i>would</i> ○ appropriate word order in declarative, imperative, and interrogative sentences 	<ul style="list-style-type: none"> ○ prepositional phrases, such as <i>toward the playground</i>, to provide details about time, manner, place, or cause ○ less-frequently occurring modals, such as <i>ought</i> and <i>had better</i>