



Grades 9, 10, 11, and 12

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 9–12 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 9–12 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 9–12 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 uses reasons or facts that effectively support 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 questions to clarify or understand information 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"> Presents a sequence of events in order using a 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"> Presents a detailed sequence of events, with a beginning, a middle, and an end using a variety of transition and linking words and phrases

Listening		
<i>Students scoring Basic at the 9–12 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 9–12 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 9–12 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 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"> Identifies some of the key ideas expressed in presentations, lessons, and discussions 	<ul style="list-style-type: none"> Summarizes the key points expressed in presentations, lessons, and discussions 	<ul style="list-style-type: none"> Summarizes presentations, lessons, and discussions, including key points, specific details, and the evidence discussed
<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 words and phrases and some idiomatic expressions and figurative language in familiar spoken texts 	<ul style="list-style-type: none"> Determines the meaning of less-frequently occurring academic words, phrases, idiomatic expressions, and figurative language in spoken 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 9–12 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 9–12 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 9–12 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"> • Determines the reasons speakers use to support specific points on a variety of academic subjects 	<ul style="list-style-type: none"> • Analyzes the reasons speakers use to support specific points and claims on a variety of academic subjects

Reading		
<i>Students scoring Basic at the 9–12 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 9–12 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 9–12 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 and informational texts on a variety of academic topics 	<ul style="list-style-type: none"> Determines the central idea of literary and informational texts, and explains how it is supported by text evidence 	<ul style="list-style-type: none"> Analyzes themes or central ideas of literary and informational texts, and explains how they are supported by using text evidence
	<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 key details and evidence from a variety of written texts 	<ul style="list-style-type: none"> Cites specific details and evidence to support understanding of a variety of written texts 	<ul style="list-style-type: none"> Cites specific details and evidence to support an analysis of a variety of written texts
<ul style="list-style-type: none"> Identifies different text structures and text types in a variety of texts 	<ul style="list-style-type: none"> Determines which text structures and text types impact the central idea or the theme of a variety of texts 	<ul style="list-style-type: none"> Explains how text structure, text type, and other text elements impact the central idea or the theme of a variety of texts
<ul style="list-style-type: none"> Establishes a connection between visual information (e.g., tables, diagrams, illustrations) and a variety of written texts 	<ul style="list-style-type: none"> Uses visual information (e.g., tables, diagrams, illustrations) to gain a better understanding of a variety of written texts 	<ul style="list-style-type: none"> Explains how visual information (e.g., tables, diagrams, illustrations) supports a variety of written 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 words, phrases, idiomatic expressions, and figurative language in context 	<ul style="list-style-type: none"> Determines the meaning of less-frequently occurring words, phrases, idiomatic expressions, and figurative language in context

Reading (Continued)		
<i>Students scoring Basic at the 9–12 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 9–12 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 9–12 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"> • 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 and a developing knowledge of grade-appropriate English morphology to determine the meaning of unknown words 	<ul style="list-style-type: none"> • Applies context clues and information from non-textual visual aids and knowledge of grade-appropriate English morphology to determine the meaning of unknown words
<ul style="list-style-type: none"> • Gathers information from a written source 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 make inferences and draw conclusions about grade-appropriate 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 the reasons an author gives to support claims made in a variety of academic texts 	<ul style="list-style-type: none"> • Explains how an author uses reasons and evidence to support positions and claims on a variety of academic subjects

Writing		
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<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 math, science, or social studies topic 	<ul style="list-style-type: none"> Writes one or more grade-appropriate informational paragraphs on an academically-appropriate math, science, or social studies topic that include details or examples 	<ul style="list-style-type: none"> Writes one or more grade-appropriate informational paragraphs on an academically-appropriate math, science, or social studies topic that include specific details and relevant examples
<ul style="list-style-type: none"> Uses simple sentences with a limited range of appropriate transitions 	<ul style="list-style-type: none"> Constructs sentences using appropriate transitions to clarify ideas 	<ul style="list-style-type: none"> Constructs a variety of sentences using appropriate transitions to connect, compare, or contrast ideas and information, and to create cohesion
<ul style="list-style-type: none"> Writes one or more persuasive sentences that state a position and support it with one or more reasons 	<ul style="list-style-type: none"> Writes one or more grade-appropriate persuasive paragraphs that state a position, provide an argument, and support the position with some evidence 	<ul style="list-style-type: none"> Writes one or more grade-appropriate persuasive paragraphs that state a clear position, provide a convincing argument, and support the position with relevant evidence
	<ul style="list-style-type: none"> Provides a concluding statement to a persuasive argument 	<ul style="list-style-type: none"> Provides an appropriate conclusion to a persuasive argument

Writing (Continued)

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		<ul style="list-style-type: none"> • Uses appropriate register, tone, and style 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 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"> • Uses standard English conventions appropriately, allowing for some significant errors that interfere with the expression or communication of ideas 	<ul style="list-style-type: none"> • Uses standard English conventions appropriately, allowing for some minor errors 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, allowing for some significant errors that interfere with the expression or communication of ideas 	<ul style="list-style-type: none"> • Demonstrates general command of English grammar and syntax, allowing for some minor errors that do not interfere with the expression or communication of ideas 	<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 ○ frequently occurring descriptive, possessive, and demonstrative adjectives 	<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 	<ul style="list-style-type: none"> • Uses standard English correctly, including: <ul style="list-style-type: none"> ○ possessive and indefinite pronouns
<ul style="list-style-type: none"> • Uses standard English correctly, including: <ul style="list-style-type: none"> ○ familiar common and proper nouns ○ familiar verbs in the present progressive ○ familiar verbs in the simple present and simple past, including some irregular verbs 	<ul style="list-style-type: none"> • Uses standard English correctly, including: <ul style="list-style-type: none"> ○ familiar common and proper nouns with appropriate determiners ○ verbs distinguishing present progressive and simple present ○ verbs in the simple present and simple past, including familiar irregular verbs 	<ul style="list-style-type: none"> • Uses standard English correctly, including: <ul style="list-style-type: none"> ○ grade-appropriate familiar common and proper nouns with appropriate determiners ○ verbs in the past progressive ○ grade-appropriate verbs in the simple present and simple past, including irregular verbs

Writing (Continued)		
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<ul style="list-style-type: none"> ○ familiar verbs to describe the future, using <i>going to</i> ○ subject-verb agreement using familiar nouns and verbs ○ 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</i>, <i>could</i>, <i>may</i>, and <i>might</i> ○ appropriate word order (subject-verb-object) in basic declarative and interrogative sentences 	<ul style="list-style-type: none"> ○ verbs to describe the future using <i>going to</i> and <i>will</i> ○ subject-verb agreement using a wider range of nouns and verbs ○ a wider 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> ○ frequently occurring modals, such as <i>shall</i>, <i>should</i>, <i>will</i>, and <i>would</i> ○ appropriate word order (subject-verb-object) in increasingly complex declarative, imperative, and interrogative sentences 	<ul style="list-style-type: none"> ○ grade-appropriate verbs to describe the future using <i>going to</i> and <i>will</i> ○ subject-verb agreement using grade-appropriate nouns and verbs ○ A variety of 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> ○ appropriate word order (subject-verb-object) in complex declarative, imperative, and interrogative sentences