



Grade Kindergarten

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 Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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"> Communicates simple information or feelings about familiar topics, experiences, or events 	<ul style="list-style-type: none"> Communicates messages using simple sentences and/or sentence fragments that include details about a variety of topics, experiences, or events 	<ul style="list-style-type: none"> Communicates information and/or messages using appropriate sentence structure (e.g., complete sentences) and includes details about a variety of topics, experiences, or events
<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 or preference and provides a justification about a 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"> Describes and/or expresses simple thoughts about an event or a familiar story using a limited number of words 	<ul style="list-style-type: none"> Begins to create grade-appropriate speech by describing some events from a familiar story with developing control of some frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	<ul style="list-style-type: none"> Creates grade-appropriate speech by describing a short sequence of events from a story, with a beginning, middle, and end, including the use of frequently occurring linking words

Listening		
<p><i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i></p>	<p><i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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"> • Answers questions about one or more details from read-alouds, picture books, and oral presentations 		<ul style="list-style-type: none"> • Answers questions about key details from read-alouds, picture books, and oral presentations
	<ul style="list-style-type: none"> • Identifies key details from read-alouds, picture books, and/or oral presentations 	<ul style="list-style-type: none"> • Identifies the main topic and details from read-alouds, picture books, and/or oral presentations
	<ul style="list-style-type: none"> • Retells familiar oral texts, including read-alouds and school-based conversations 	<ul style="list-style-type: none"> • Retells familiar oral texts, including read-alouds and school-based conversations, with details
<ul style="list-style-type: none"> • Identifies differences within familiar oral texts, including read-alouds and school-based conversations 	<ul style="list-style-type: none"> • Identifies similarities within familiar oral texts, including read-alouds and school-based conversations 	<ul style="list-style-type: none"> • Identifies basic similarities and differences within familiar oral texts, including read-alouds and school-based conversations
	<ul style="list-style-type: none"> • Answers questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events 	<ul style="list-style-type: none"> • Answers questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events

<i>Listening (Continued)</i>		
<i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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 questions about familiar topics 		<ul style="list-style-type: none"> • Answers questions about a variety of grade-appropriate topics
<ul style="list-style-type: none"> • Recalls or uses information from a simple read-aloud to answer a question about familiar topics 	<ul style="list-style-type: none"> • Recalls information from experience or uses information from simple read-alouds to answer a question 	<ul style="list-style-type: none"> • Recalls information from experience or uses information from grade-appropriate read-alouds to answer a question

Reading		
<i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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 initial sounds (not letters) of a spoken word 	<ul style="list-style-type: none"> Identifies the final sounds (not letters) of a spoken word 	
	<ul style="list-style-type: none"> Identifies rhyming words in response to an oral prompt 	
<ul style="list-style-type: none"> Demonstrates the one-to-one correlation between a spoken word and a printed word 		
<ul style="list-style-type: none"> Decodes common CVC words 		
	<ul style="list-style-type: none"> Reads high-frequency words in context 	<ul style="list-style-type: none"> Reads sentences containing high-frequency words with automaticity
<ul style="list-style-type: none"> Answers questions about one or more details from read-alouds, picture books, and oral presentations 		<ul style="list-style-type: none"> Answers questions about key details from read-alouds, picture books, and oral presentations
	<ul style="list-style-type: none"> Identifies key details from read-alouds, picture books, and/or oral presentations 	<ul style="list-style-type: none"> Identifies the main topics and details from read-alouds, picture books, and/or oral presentations
<ul style="list-style-type: none"> Identifies differences within a familiar text 	<ul style="list-style-type: none"> Identifies similarities within a familiar text 	<ul style="list-style-type: none"> Identifies basic similarities and differences within a familiar text

Reading (Continued)		
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<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"> • Answers questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events 	<ul style="list-style-type: none"> • Answers and asks questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events
	<ul style="list-style-type: none"> • Responds to simple yes/no and wh- questions about familiar topics 	<ul style="list-style-type: none"> • Answers questions about a variety of grade-appropriate topics
<ul style="list-style-type: none"> • Recalls or uses information from a provided source to answer questions about familiar topics 	<ul style="list-style-type: none"> • Recalls information from experience or uses information from provided sources to answer a question with developing control 	<ul style="list-style-type: none"> • Recalls information from experience or uses information from provided sources to answer a question with increasing control using appropriate structure (e.g., complete sentences)
<ul style="list-style-type: none"> • Identifies one reason an author gives in a familiar text 	<ul style="list-style-type: none"> • Identifies one reason an author gives to support a point 	<ul style="list-style-type: none"> • Identifies one or two reasons an author gives to support points in a text
<ul style="list-style-type: none"> • Responds to yes/no, either/or, and wh- questions about what an author says 	<ul style="list-style-type: none"> • Answers yes/no, either/or, and wh- questions in order to gather more information about what an author says 	

Writing		
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	<ul style="list-style-type: none"> • Adds appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events 	
	<ul style="list-style-type: none"> • Adds labels to familiar topics, experiences, or events 	
<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"> • Writes one grade-appropriate sentence that may include vague or minimal actions or details, inconsistent spacing, and some errors in capitalization, end punctuation, subject-verb agreement, and/or word order 	<ul style="list-style-type: none"> • Writes one or more grade-appropriate sentences that include actions or details with proper spacing, correct initial capitalization and end punctuation, and minor errors in subject-verb agreement or word order
<ul style="list-style-type: none"> • Produces simple sentences by identifying and/or producing proper capitalization and/or punctuation 		