

## LAS Links Proficiency Level Descriptors for Kindergarten

	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Overall</b>
<b>5 Above Proficient</b>	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words, and recall subtle details and identify sequence in a passage read aloud.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence to describe a picture or write a phrase or sentence to explain a preference; communication is clear and complete, though it may be simplistic and contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>4 Proficient</b>	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate vocabulary to label and describe the purpose of less-common objects, and use appropriate words and phrases when describing a process. They tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sound, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud and read simple sentences independently.	Proficient students typically use correct basic grammar; capitalize beginning of a sentence; use sentence-ending marks in declarative, interrogative, and imperative sentences; identify standard sentence structure' and describe or explain with a simple phrase or sentence that may contain grammatical/mechanical errors that do not impede understanding.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>3 Intermediate</b>	Intermediate students typically use appropriate words and phrases when conducting transactions and making requests in social and academic settings, produce accurate labels for common objects and describe common functions and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and /or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, match words to pictures, and recall stated details in a passage read aloud.	Intermediate students typically write one of more words that attempt to describe a picture.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2 Early Intermediate</b>	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations.	Early Intermediate students typically identify capital letters and lowercase letters in isolation and identify frequently used beginning sounds.	Early Intermediate students typically write one or more words that attempt to explain a preference.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
<b>1 Beginning</b>	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

## LAS Links Proficiency Level Descriptors for Grade 1

	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Overall</b>
<b>5 Above Proficient</b>	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom, describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to the age.	Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.	Above Proficient students typically identify less-frequent rhyming words, use context clues to determine meanings of words recall subtle details and determine sequence in a passage, and use interpretation and inference to comprehend a story.	Above Proficient students typically form regular plural nouns and possessive pronouns, use sentence-ending marks in an exclamatory sentence, differentiate between complete sentences and fragments, and write a complete sentence to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>4 Proficient</b>	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate labels for less-common objects and briefly describe their purpose, and describe school-related processes. They tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences.	Proficient students typically discriminate between beginning and ending sounds, identify frequently used rhyming words, match words to definitions or descriptions, recall events in the story in a passage read aloud and read simple sentences independently.	Proficient students typically use correct grammar such as singular nouns, subject pronouns, subject/verb agreement, auxiliary verbs and future tense; use writing conventions such as capitalization and sentence-ending marks in declarative, interrogative, and imperative sentences; and identify standard sentence structure.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>3 Intermediate</b>	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and /or numbers and determining described locations.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Intermediate students typically use verbs in the infinitive and describe a picture or explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2 Early Intermediate</b>	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, and identification of basic shapes, letters, numbers, and common locations.	Early Intermediate students typically identify capital letters and lowercase letters in isolation, identify frequently used beginning sounds, and recall important details in a text passage read aloud.	Early Intermediate students typically write one or more words that attempt to describe a picture or explain a preference.	A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
<b>1 Beginning</b>	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

## LAS Links Proficiency Level Descriptors for Grades 2-3

	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Overall</b>
<b>5 Above Proficient</b>	Above Proficient students typically produce simple sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, describing a multi-step process, or explaining reasoning.	Above Proficient students typically follow directions using academic vocabulary.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, determine story sequence and main idea of fiction and academic texts, draw conclusions and generalizations, and use self-monitoring technique to check for understanding.	Above Proficient students typically use verb tense agreement, appropriate indefinite articles, and punctuation in dates. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>4 Proficient</b>	Proficient students typically converse in complete sentences with grammar and/or vocabulary errors, produce accurate labels for less-common objects, produce grammatically correct sentences when describing social situations of a multi-step process or explaining reasoning, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow more complex directions, recall subtle details in an oral story, and determine main idea of an oral story.	Proficient students typically identify rhyming words written with diphthongs, identify short and long vowel sounds and less-frequent ending sounds, identify synonyms of social and academic vocabulary, use context clues to determine meaning, recall implicit details, describe a character, make inferences in context, and transfer concepts to new situations.	Proficient students typically use correct basic grammar; use writing conventions such as capitalization and basic punctuation; differentiate complete sentences from fragments and use standard word order; and write a story using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>3 Intermediate</b>	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations.	Intermediate students typically follow oral directions using vocabulary related to home/school environment, recall stated details in an oral story, and make simple interferences.	Intermediate students typically identify ending sounds, decode basic short-vowel words, and match words to pictures.	Intermediate students typically use auxiliary verb constructions, describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanics that impede communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2 Early Intermediate</b>	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary related to home/school environment.	Early Intermediate students typically identify one-syllable words and ending sounds, match words to definitions or description, recall stated details, and determine a character's feeling	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
<b>1 Beginning</b>	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

## LAS Links Proficiency Level Descriptors for Grade 4-5

	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Overall</b>
<b>5 Above Proficient</b>	Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location ; they use precise vocabulary to identify and describe objects.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding..	Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics.	A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>4 Proficient</b>	Proficient students typically produce complete sentences with minor errors in grammar/vocabulary when providing information, asking questions, explaining a process, and expressing an opinion, produce accurate labels for less-common objects and describe the purpose common objects, and tell a simple story with mostly correct vocabulary and simple grammar.	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, identify sequence of steps, and determine main idea of a class lesson.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; identify synonyms; use context clues to determine meaning; read for specific information in a chart, table, or diagram; recall implicit details; infer information and draw conclusions; and determine the organizational structure of a passage.	Proficient students typically use verb tense agreement and object pronouns; use capitalization and basic punctuation; differentiate complete sentences from fragments; correctly place adjectives and adverbs in sentences; write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication.	A level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>3 Intermediate</b>	Intermediate students typically use appropriate words and phrases when providing information and conducting transactions, giving directions, and describing location; produce accurate labels for common objects and functions; produce sentences with some errors when describing social situations, and tell a simple story with frequent errors in grammar and vocabulary.	Intermediate students typically follow oral directions using basic academic vocabulary and interpret specific vocabulary within a school setting.	Intermediate students typically divide unfamiliar words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and recall stated details.	Intermediate students typically use correct basic grammar; use standard word order; describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 3 student is developing the ability to communicate effectively in English across a wide range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2 Early Intermediate</b>	Early Intermediate students typically identify very common objects in social situations and describe their function in simple phrases, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Early Intermediate students typically recall important basic details in an oral story.	Early Intermediate students typically divide high-frequency words into affix and root word.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	A level 2 student is developing the ability to communicate effectively in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features are emerging.
<b>1 Beginning</b>	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	Beginning students are beginning to develop receptive and productive skills in English.	A level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

CSDE ELL Framework Proficiency Levels	LAS Links Proficiency Level Descriptors (Descriptors excerpted from LAS Links, <i>Interpretation Guide</i> , CTB-McGraw-Hill, p. 27)	Stages of SLA Descriptors (Adapted with permission. From Jo Gusman, <i>Practical Strategies for Accelerating the Literacy Skills and Content Learning of Your English Language Learners</i> , New Horizons in Education, Inc., 2009, p. 16)
Beginning	<b>Level 1</b> The student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.	<b>Pre-production</b> – The student may not speak, but can understand by pointing to an object, person, or picture, act out what they want to say, gesture, nod, or respond with a simple “yes” or “no.” This stage often involves a “silent period,” home language use to respond to others who have spoken to him/her in English, repeating English words and phrases one has heard as one’s complete response, and “I don’t know.”
	<b>Level 2</b> The student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse feature of English are emerging.	<b>Early Production</b> – The student can speak in 1 or 2 word phrases and show his/her comprehension of new things by giving short answers to simple yes/no, either/or, or who/what/when/where questions.  <b>Speech Emergence</b> – The student can use short phrases and simple sentences to communicate. He/she can ask simple questions and answer simple questions. The student can generate longer sentences, but often with grammatical errors.
Intermediate	<b>Level 3</b> The student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are also often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	<b>Intermediate Fluency Proficiency</b> – The student begins to generate complex statements, state opinions, ask for clarification, and share his/her thoughts.
	<b>Level 4</b> The student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	
Advanced	<b>Level 5</b> The student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	<b>Advanced Fluency Proficiency</b> – The student can fully participate in grade-level classrooms assignments and activities if given extra support via small group instruction and ESL content area materials, i.e. some adaptations and sheltered instructional strategies. The student is approaching or demonstrates native-like fluency.

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