



# LAS Links Español

## Proficiency Level Descriptors in English



## LAS Links Español Proficiency Levels and Descriptors

The following table provides the description of learners at each level of proficiency:

Proficiency Level 1	<b>BEGINNING</b> A level 1 student may demonstrate little or no receptive or productive skills in Spanish in the school context.
Proficiency Level 2	<b>EARLY INTERMEDIATE</b> A level 2 student demonstrates limited ability to communicate in Spanish within the school context. Errors make communication and comprehension difficult. Lexical, syntactic, phonological, and discourse features of Spanish are emerging.
Proficiency Level 3	<b>INTERMEDIATE</b> A level 3 student demonstrates the ability to communicate in Spanish to meet many of the grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 4	<b>PROFICIENT</b> A level 4 student communicates effectively in Spanish 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.
Proficiency Level 5	<b>ABOVE PROFICIENT</b> A level 5 student communicates effectively in Spanish, 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.

The LAS Links Español assessments measure language proficiency within five grade spans: K-1, 2-3, 4-5, 6-8 and 9-12.

Within each grade span, a student can be assigned to one of five proficiency levels: Beginning (1), Early Intermediate (2), Intermediate (3), Proficient (4), or Above Proficient (5).

## *LAS Links Español* Proficiency Level Descriptors for Grade 1

	Hablando	Escuchando	Lectura	Escritura	Overall
<b>5</b> Above Proficient	Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or when describing familiar social situations or a process. They tell a 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 use context clues to determine meanings of words and use interpretation and inference to comprehend a story.	Above Proficient students typically form regular plural nouns and possessive pronouns, identify and use correct gender agreement, use sentence-ending marks in exclamatory sentences, and write a complete sentence to describe a picture or write a phrase or sentence to explain a preference; communication is clear and complete, though vocabulary may be simplistic and the response may contain minor errors.	A level 5 student communicates effectively in Spanish, 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</b> Proficient	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 sounds; recall subtle details and determine sequence in a passage; identify less-frequent rhyming words; and read simple sentences independently.	Proficient students typically use correct 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 Spanish 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</b> Intermediate	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 frequently used rhyming words; decode basic short-vowel words; match words to pictures; recall events in the story in a passage read aloud; and understand familiar vocabulary.	Intermediate students typically use verbs in the infinitive and correctly conjugate familiar verbs; 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 demonstrates the ability to communicate in Spanish to meet many of the grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2</b> Early Intermediate	Early Intermediate students typically use vocabulary for common objects in social and academic situations and produce words and phrases when describing social situations.	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; identify frequently used beginning sounds, ending sounds, vowels, and consonant blends; recall important details in a text passage read aloud; classify common items; and match common words to pictures.	Early Intermediate students typically write one or more words that attempt to describe a picture or explain a preference.	A level 2 student demonstrates limited ability to communicate in Spanish within the school context. Errors make communication and comprehension difficult. Lexical, syntactic, phonological, and discourse features of Spanish are emerging.
<b>1</b> Beginning	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	A level 1 student may demonstrate little or no receptive or productive skills in Spanish in the school context.

## *LAS Links Español* Proficiency Level Descriptors for Grades 2–3

	Hablando	Escuchando	Lectura	Escritura	Overall
<b>5</b> Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and without errors in grammar when making requests and conducting transactions in the classroom, describe social situations, describe a multi-step process, explain reasoning, and use accurate vocabulary to describe the purpose of less-common objects in social situations.	Above Proficient students typically follow directions using academic vocabulary and determine key information to satisfy a task.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, determine sequence in a story, determine 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 and appropriate indefinite articles; use punctuation in dates, to separate clauses, and to end sentences; and 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 Spanish, 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</b> Proficient	Proficient students typically converse in complete sentences with minimal grammatical errors, produce accurate labels for and describe the purpose of common objects in social and academic situations, produce grammatically correct sentences when describing social situations, use words and phrases when describing a multi-step process, and tell a simple story with minimal errors in vocabulary and grammar.	Proficient students typically follow multi-step directions using academic vocabulary; recall subtle details in an oral story; determine the main idea of an oral story; make inferences; and distinguish the location of an object in relation to another object.	Proficient students typically identify synonyms of social and academic vocabulary, use context clues to determine a word's meaning, recall stated details, analyze a character, make inferences with strong context support, identify middle and ending sounds, and identify two-syllable words.	Proficient students typically use correct grammar such as subject/verb agreement with regular and irregular verbs; pronouns, plural nouns, and articles, use writing conventions such as capitalization, end punctuation, and commas in a series; differentiate complete sentences from fragments and use standard word order; and write a story suggested by a series of pictures using complete sentences; errors do not interfere with communication.	A level 4 student communicates effectively in Spanish 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</b> Intermediate	Intermediate students typically converse in complete sentences with frequent grammar and/or vocabulary errors, use appropriate words and phrases when expressing a preference, asking questions and conducting transactions, providing information, and making requests in social and academic settings, use basic vocabulary and simple phrases to explain reasoning and process, and tell a simple story with frequent errors in grammar and vocabulary.	Intermediate students typically follow oral directions using vocabulary related to home/school environment; recall stated details in an oral story; and interpret simple graphs.	Intermediate students typically identify rhyming words, match words to pictures, recall stated details, and determine a character's feeling.	Intermediate students typically use auxiliary verb constructions; describe a picture or explain a preference by writing 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; and use appropriate verb conjugation to agree with number and person.	A level 3 student demonstrates the ability to communicate in Spanish to meet many of the grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2</b> Early Intermediate	Early Intermediate students typically identify 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 directions and identify high-frequency vocabulary related to home/school environment.	Early Intermediate students typically identify beginning and ending sounds, identify one-syllable words, classify related objects in a group, and match pictures to a description.	Early Intermediate students typically attempt to describe a picture or explain a preference by writing words, phrases, or simple sentences that may contain some errors that impede understanding; 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 demonstrates limited ability to communicate in Spanish within the school context. Errors make communication and comprehension difficult. Lexical, syntactic, phonological, and discourse features of Spanish are emerging.
<b>1</b> Beginning	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	A level 1 student may demonstrate little or no receptive or productive skills in Spanish in the school context.

# *LAS Links Español* Proficiency Level Descriptors for Grades 4–5

	Hablando	Escuchando	Lectura	Escritura	Overall
<b>5</b> Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without errors in grammar when explaining a reason and conducting transactions; produce sophisticated vocabulary to identify and describe academic objects; produce grammatically correct sentences using precise vocabulary; produce words to categorize academic objects by subject area; and tell a simple story with mostly correct vocabulary and simple grammar.	Above Proficient students typically follow implied steps in multi-step directions; follow multi-step directions using academic, above-grade-level vocabulary; 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 use knowledge of low-frequency affixes to determine word meaning, use context clues to determine less-common meanings of words, determine main idea in fiction texts, infer information and draw conclusions in fiction texts, locate specific information to support a conclusion, and determine the organizational structure of a passage.	Above Proficient students typically use articles and adjectives with gender agreement; differentiate complete sentences from run-ons; differentiate regular nouns from proper nouns; use commas in a series; use exclamation points; capitalize proper names of places; 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 Spanish, 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</b> Proficient	Proficient students typically produce accurate labels and descriptions for occupations and less-common objects in academic situations, produce grammatically correct sentences when describing social situations, and use appropriate words and phrases when conducting transactions in school settings.	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, determine main idea of a class lesson, and infer speaker in dialogue.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning, identify synonyms and definitions of high-frequency academic vocabulary, use context clues to complete a complex sentence, recall stated details, and read for specific information in a set of directions.	Proficient students typically use verb tense agreement; use periods and question marks; use correct grammar such as subject/verb agreement and auxiliary verb constructions, appropriate definite articles, and object pronouns in a simple sentence; differentiate complete sentences from fragments; correctly place adjectives and adverbs in sentences; and write to describe, explain, compare, or express, using complete sentences with accurate vocabulary.	A level 4 student communicates effectively in Spanish 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</b> Intermediate	Intermediate students typically use appropriate words and phrases when providing information; produce accurate labels for and describe the purpose of common objects; use specific words or phrases to match a person with an object; use words and phrases when giving directions; use basic vocabulary and simple phrases related to a sequence of pictures; and produce sentences with errors in vocabulary and grammar that do not interfere with communication.	Intermediate students typically follow multi-step directions using basic academic vocabulary.	Intermediate students typically identify rhyming words, identify synonyms of high-frequency social vocabulary, and use knowledge of high-frequency affixes to determine word meaning.	Intermediate students typically use coordinating conjunctions, use possessive adjectives with number agreement, and explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding.	A level 3 student demonstrates the ability to communicate in Spanish to meet many of the grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2</b> Early Intermediate	Early Intermediate students typically identify very common objects in social and academic situations, produce words and phrases when describing social situations and familiar settings, and use words and phrases when describing location.	Early Intermediate students typically recall important basic details from oral directions.	Early Intermediate students typically divide high-frequency words into syllables, use context clues to complete a sentence in a non-academic setting, and identify synonyms of high-frequency social vocabulary.	Early Intermediate students typically attempt to explain a preference by writing words, phrases, or simple sentences that may contain some errors that impede understanding; describe a picture by writing simple phrases or sentences that may contain some errors that do not impede understanding; and write simple sentences to describe, explain, compare, or express with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 2 student demonstrates limited ability to communicate in Spanish within the school context. Errors make communication and comprehension difficult. Lexical, syntactic, phonological, and discourse features of Spanish are emerging.
<b>1</b> Beginning	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	A level 1 student may demonstrate little or no receptive or productive skills in Spanish in the school context.

# *LAS Links Español Proficiency Level Descriptors for Grades 6–8*

	Hablando	Escuchando	Lectura	Escritura	Overall
<b>5</b> Above Proficient	Above Proficient students typically tell a simple story without errors in grammar and vocabulary, produce sentences with more sophisticated vocabulary and without errors in grammar, use complex sentence structure and accurate vocabulary when explaining a process, and produce accurate labels for and describe the purpose of non-common objects.	Above Proficient students typically identify specific, detailed information from a story or classroom directions, recall subtle details from a classroom situation or a lengthy oral story, and draw conclusions about a classroom situation or an oral story.	Above Proficient students typically divide complex words into syllables; identify synonyms and antonyms of low-frequency vocabulary; interpret low-frequency idioms; recall subtle details in a variety of genres; identify author's purpose and explain author techniques; identify the appropriate use of various parts of speech (adjectives, adverbs, verb tense, etc.); read for specific information in a chart, table, or diagram; and identify character traits.	Above Proficient students typically form irregular plurals; use subject/verb agreement with indefinite pronouns; use appropriate prepositions; differentiate complete sentences from run-ons; write to describe a picture or explain a preference with minor errors that do not limit understanding; and use writing conventions such as capitalization, appropriate end punctuation, and commas in a series in compound and complex sentences.	A level 5 student communicates effectively in Spanish, 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</b> Proficient	Proficient students typically tell a simple story with mostly correct vocabulary and simple grammar, produce sentences without errors in vocabulary and grammar when describing school-related and typical daily activities, produce complete sentences with errors in grammar and/or vocabulary that do not interfere with communication, produce accurate labels for specialized objects, describe special functions of objects with detail, and use words and phrases when describing an academic process.	Proficient students typically determine main idea of a classroom situation, infer directions from statements, and infer simple conclusions from an oral story.	Proficient students typically interpret high-frequency vocabulary, interpret lower-frequency idioms, recall stated and implicit details in fiction and academic texts, and infer analogies to determine word meaning.	Proficient students typically use correct grammar such as verb tense agreement, appropriate prepositions in common expressions, and subordinating conjunctions; identify correct word order in sentences; correctly place adjectives and adverbs in sentences; differentiate complete sentences from fragments; use subject/verb agreement and auxiliary verb constructions and coordinating conjunctions; and use appropriate end punctuation.	A level 4 student communicates effectively in Spanish 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</b> Intermediate	Intermediate students typically tell a story with frequent errors in grammar and vocabulary that interfere with communication; produce sentences with errors in vocabulary and grammar that do not interfere with communication; use appropriate words and phrases when expressing an opinion, providing information, or describing common functions; describe function of common objects; and produce accurate labels for common objects.	Intermediate students typically follow multi-step directions using academic vocabulary and recall stated details from a classroom situation or a short oral story.	Intermediate students typically infer simple analogies to determine word meaning; divide simple words into syllables; interpret high-frequency idioms; determine main idea in fiction and academic texts; use knowledge of prefixes to determine word meaning; divide words into affix and root word; and use knowledge of high-frequency affixes to determine word meaning.	Intermediate students typically write simple phrases or sentences with errors that do not limit understanding to describe a picture or explain a preference and write a simple sentence suggested by a written prompt with errors that limit understanding.	A level 3 student demonstrates the ability to communicate in Spanish to meet many of the grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2</b> Early Intermediate	Early Intermediate students typically produce words and phrases when describing typical daily activities and use simple sentences with errors in grammar and vocabulary that interfere with communication when describing typical daily activities.	Early Intermediate students typically recall important basic details from a classroom situation.	Early Intermediate students typically identify high-frequency synonyms.	Early Intermediate students typically write words or phrases to describe a picture or explain a preference.	A level 2 student demonstrates limited ability to communicate in Spanish within the school context. Errors make communication and comprehension difficult. Lexical, syntactic, phonological, and discourse features of Spanish are emerging.
<b>1</b> Beginning	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	A level 1 student may demonstrate little or no receptive or productive skills in Spanish in the school context.

## *LAS Links Español* Proficiency Level Descriptors for Grades 9–12

	Hablando	Escuchando	Lectura	Escritura	Overall
<b>5</b> Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without errors in grammar when expressing a preference and conducting transactions and when identifying and describing objects in academic and social situations; use complex sentence structure and accurate vocabulary; and tell a simple story using accurate vocabulary and correct grammar.	Above Proficient students typically interpret more complex grammar and academic vocabulary to follow complex directions, comprehend long passages, use context clues to interpret new vocabulary, and use the sequence of a story to draw conclusions about a character in an oral story.	Above Proficient students typically use knowledge of low-frequency affixes to determine word meaning; identify synonyms and antonyms of low-frequency social and academic vocabulary; interpret low-frequency idioms; use prediction in context to read fluently; infer information from challenging fiction and academic texts; explain author techniques; and use graphic organizers to apply subject-matter information.	Above Proficient students typically form irregular plurals; differentiate complete declarative sentences from run-ons and complex fragments; write fluently to describe a picture, to explain a preference, or to defend a position; communication is clear and complete, though it may contain minor errors; and use writing conventions including spelling and punctuation.	A level 5 student communicates effectively in Spanish, 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</b> Proficient	Proficient students typically produce complete sentences with errors in grammar and/or vocabulary; produce accurate labels for less-common objects in social and academic situations; use accurate vocabulary when describing the purpose of common objects in social situations; use complex sentence structure and accurate vocabulary; and tell a simple story with mostly correct vocabulary and grammar.	Proficient students typically draw simple conclusions about a character in an oral story, recall explicit details from a classroom discussion, interpret complex academic vocabulary and concepts, determine key information to summarize academic tasks, and follow explicit, multi-step directions to satisfy tasks.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; use context clues to interpret high-frequency idioms; determine main idea in fiction and academic texts; infer information and draw conclusions; identify character traits; recall stated details from academic texts; and determine the organization of a passage.	Proficient students typically use tense agreement, appropriate modal auxiliary verbs and adverbs, object pronouns, and prepositions; use writing conventions such as capitalization, commas in series, and apostrophes in contractions and possessives; correctly place adjectives and adverbs in sentences; and write to describe, explain, compare, persuade, or express, using complete sentences with accurate vocabulary in academic settings.	A level 4 student communicates effectively in Spanish 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</b> Intermediate	Intermediate students typically use appropriate words and phrases when providing information, expressing a preference, conducting a transaction, describing location, and describing personal experiences; produce accurate labels for and describe the purpose of common objects in academic situations; produce sentences with errors in vocabulary and grammar; and tell a simple story with frequent errors in grammar and vocabulary.	Intermediate students typically interpret more complex academic vocabulary and follow more complex, two-step directions in diverse academic settings.	Intermediate students typically use knowledge of high-frequency affixes to determine word meaning, identify synonyms of high-frequency social and academic vocabulary, recall stated and implicit details in a simple narrative, and infer information from academic texts.	Intermediate students typically use correct grammar such as subject/verb agreement and auxiliary verb constructions, subordinating conjunctions, intensive pronouns, and negation; describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors; and write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	A level 3 student demonstrates the ability to communicate in Spanish to meet many of the grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
<b>2</b> Early Intermediate	Early Intermediate students typically produce words and phrases when describing social situations and the purpose of specific objects; use words and phrases when giving directions; use basic vocabulary and simple phrases when explaining personal preferences; and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Early Intermediate students typically follow common, two-step directions focused on academic tasks, interpret simple academic vocabulary, and understand basic sentence structure and syntax including prepositional phrases.	Early Intermediate students typically apply knowledge of affixes to derive new meaning such as antonyms and synonyms, divide words into affix and root word, divide words into syllables, and use accurate vocabulary and verb tense.	Early Intermediate students typically attempt to describe a picture or explain a preference by writing words, phrases, or simple sentences that may contain some errors that impede understanding; attempt to write a story to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics; use high-level command of sentence structure; and utilize a range of verb tenses.	A level 2 student demonstrates limited ability to communicate in Spanish within the school context. Errors make communication and comprehension difficult. Lexical, syntactic, phonological, and discourse features of Spanish are emerging.
<b>1</b> Beginning	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	Beginning students are beginning to develop receptive and productive skills in Spanish.	A level 1 student may demonstrate little or no receptive or productive skills in Spanish in the school context.