

Section 4

4.1 Proficiency Level Definitions

While the scale scores can be used to measure student growth from test to test and across grade spans, proficiency levels provide a broader categorization for the purposes of reporting. The scale scores that make up the common scale fall into five (5) proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient. The Proficiency Level Definitions describe in broad terms what students are able to do at each corresponding Proficiency Level. Using the scale scores, the Proficiency Level Descriptors, and the Proficiency Level Definitions allows for a more coherent presentation and interpretation of the test results.

Proficiency Level Definitions

<p style="text-align: center;">5 Above Proficient</p>	<p>Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.</p>
<p style="text-align: center;">4 Proficient</p>	<p>Level 4 students communicate effectively in English, but with some errors, across a range of grade-level-appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.</p>
<p style="text-align: center;">3 Intermediate</p>	<p>Level 3 students communicate in English across a range of grade-level-appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.</p>
<p style="text-align: center;">2 Early Intermediate</p>	<p>Level 2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging.</p> <p>Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.</p>
<p style="text-align: center;">1 Beginning</p>	<p>Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.</p>

4.2 Proficiency Level Descriptors

In addition to the Proficiency Levels and their definitions, Proficiency Level Descriptors (PLD) are provided for more specific understanding of students' English ability at each proficiency level and grade span. The PLD are organized by the core language domains: Speaking, Listening, Reading, and Writing. The PLD are detailed explanations of what skills a student can be expected to demonstrate at each proficiency level, and are meant to give teachers a helpful profile of a student's performance with an eye toward the next steps along the language development continuum. The same information can also be given to parents, guardians, or other stakeholders so they have a clear understanding of what students have learned and what English skills are yet expected to be developed.

It is important to note that the proficiency level descriptors represent a progression of skills and abilities. Skills and abilities specified in lower-performance levels are likely demonstrated by students in the higher performance levels and may not be noted in the higher-level descriptors for a grade or grade range.

Proficiency Level Descriptors – Kindergarten

KINDER	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify capital and lowercase letters in isolation and identify beginning, middle, and ending sounds. They identify main ideas and details in simple text, match text to pictures, and apply letter-sound relationships. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	Early Intermediate students copy simple words and sentences that describe pictures or respond to other prompts. Errors frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make some inferences from simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode words with short vowel sounds, match text to pictures, and recall details and main ideas in short passages. Students make simple inferences and recognize words that relate to spatial relationships. Errors interfere with comprehension.	Intermediate students typically write one or more words to describe a picture or respond to other prompts. Students are beginning to recognize correct sentence format. Errors interfere with communication.
4 Proficient	Proficient students typically produce simple and accurate sentences when making requests and asking for clarifications. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and make inferences. They identify main ideas in more complex stories.	Proficient students typically identify rhyming words, match words to definitions or descriptions, make inferences, recall events from short passages, and read simple sentences independently. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce simple sentences and use correct grammar when making requests, asking for clarification, and describing situations. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically use context clues to determine meanings of words and recall subtle details. They identify sequence in short passages and recognize words that relate to spatial relationships.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. They form regular plural nouns and possessive pronouns, and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.

Proficiency Level Descriptors – Grade 1

Grade 1	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks and basic academic vocabulary. They identify common shapes, letters, numbers, and familiar locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify capital and lowercase letters in isolation, identify beginning, middle, and ending sounds, and recall main ideas and important details in simple text. They apply letter-sound relationships. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede comprehension.	Early Intermediate students typically copy simple sentences and write one or more words to describe or explain a picture. They select grammatically correct sentences from a set of choices. Their restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions and identify locations. They identify main ideas and make simple inferences from simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode basic words and match text to pictures. Students make simple inferences and recognize words related to spatial relationships. Errors interfere with comprehension.	Intermediate students typically write words, phrases, or sentences that attempt to describe or explain a picture. They are beginning to recognize sentences illustrating correct grammar, proper subject/verb agreement, and correct pluralization and capitalization. They have limited range of vocabulary knowledge. Errors interfere with communication.
4 Proficient	Proficient students typically produce simple and accurate sentences when making requests and asking for clarifications. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow oral directions to distinguish the location of an object in relation to another object, recall details in an oral story, and draw inferences. They identify main ideas in more complex stories.	Proficient students typically identify rhyming words, match basic text to pictures, make inferences, recall details and main ideas in short passages, and read simple sentences independently. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce simple sentences and use correct grammar when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and the sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students use context clues to determine meanings of words, recall subtle details, and determine sequence in short passages. They use interpretation and inference to comprehend a story. Students recognize words that relate to spatial relationships.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. They form regular plural nouns and possessive pronouns, and choose correct sentence-ending punctuation. Communication is clear and complete, although content may contain minor errors.

Proficiency Level Descriptors – Grades 2–3

Grades 2–3	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically use basic vocabulary and grammar, and simple phrases or sentences to make requests or comparisons, ask questions, express opinions or preferences, or describe a sequence of pictures about familiar events and situations. Errors frequently impede communication.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary. They identify a few details and make simple inferences from oral stories. Errors frequently impede communication and comprehension.	Early Intermediate students typically understand word meanings and synonyms, possess basic knowledge of morphemes and syllables, identify one-syllable words, recognize simple rhyming words, and make simple inferences. Errors frequently impede comprehension.	Early Intermediate students typically describe, explain, or express ideas in sentences. They make simple comparisons. Students demonstrate basic vocabulary knowledge and grammar skills such as use of auxiliary verbs, verb tenses, and conjunctions. Errors frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions. They produce mostly accurate sentences when narrating simple stories about familiar events and situations. Errors interfere with communication.	Intermediate students typically understand a limited range of vocabulary. They recall details, identify main ideas, and draw inferences in more complex oral stories. Errors interfere with communication and comprehension.	Intermediate students typically match words to definitions or descriptions, interpret words and basic phrases, and apply knowledge of morphemes and syllables. They recall stated details and main ideas, make inferences, and determine characters' feelings. Errors interfere with comprehension.	Intermediate students typically respond to various prompts or pictures using multiple sentences. Students make simple predictions and express some opinions in response to pictures. Meaning is somewhat clear although vocabulary may be limited. They identify appropriate verb forms and articles based on contextual clues. Errors interfere with communication.
4 Proficient	Proficient students typically produce complete sentences with few grammatical and vocabulary errors when describing situations, explaining their reasoning, or narrating a story. They use broad vocabulary to accurately express opinions or preferences and ask appropriate questions. Minor errors do not interfere with communication.	Proficient students typically understand academic vocabulary and follow some complex directions. They recall subtle details, determine main ideas, and identify speaker purpose.	Proficient students typically identify synonyms of social and academic vocabulary and interpret words and phrases. They use context clues to determine meaning, recall implicit details and main ideas, make complex inferences, identify literary features, and transfer concepts to new situations. Errors do not interfere with comprehension.	Proficient students typically make predictions and express opinions in response to pictures using complete sentences. They use correct auxiliary verb forms and verb tenses and correctly use writing conventions such as capitalization and punctuation. They organize and write responses in logical and sequential order. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.	Above Proficient students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, and recognize synonyms. They determine story sequence and details of fictional and academic texts, make generalizations, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently to a variety of pictures, prompts, or purposes with precise vocabulary and ease of expression. They use correct verb tenses and subject/verb agreement, appropriate articles and punctuation. Responses contain few digressions or repetitions. Communication is clear and complete, though it may contain minor errors.

Proficiency Level Descriptors – Grades 4-5

Grades 4-5	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically use basic vocabulary and grammar and simple sentences to identify common objects and describe their function, provide basic information, make requests, ask questions, and express opinions or preferences. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers using basic vocabulary. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically interpret basic words and phrases and identify some main ideas and details in simple text. Errors frequently impede comprehension.	Early Intermediate students typically write sentences using basic vocabulary and grammar to describe and discuss text, interpret graphic organizers, and compare and contrast information. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when making requests, expressing opinions or preferences, providing information, and describing locations. They construct a narrative from a sequence of pictures and compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary. Errors interfere with communication.	Intermediate students typically follow oral directions and interpret both basic vocabulary and idiomatic expressions. They identify some main ideas and make simple inferences from passages and understand details within graphic organizers. Errors interfere with communication and comprehension.	Intermediate students typically use knowledge of high-frequency affixes to determine word meanings. They recall main ideas and stated details in text, and interpret simple words and phrases. Errors interfere with comprehension.	Intermediate students typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. They demonstrate a grasp of pronouns, prepositions, auxiliary verbs and verb tenses. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 Proficient	Proficient students typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. They organize responses in logical and sequential order. They accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication.	Proficient students typically follow multistep directions using academic vocabulary, recall details, identify main ideas, and determine sequence of steps in classroom discussions and lessons. They make inferences from more complex oral stories and interpret tables and other graphic organizers.	Proficient students typically use knowledge of more advanced affixes to determine word meanings. They identify synonyms, use context clues to determine word meanings, and interpret slightly complex words and phrases. They read for specific information in graphic organizers, make inferences from information, and draw conclusions. Errors do not interfere with comprehension.	Proficient students typically write complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions. They summarize passages; interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and organize and write responses to open-ended questions in logical and sequential order. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, asking questions, expressing opinions and subtle nuances of meanings, and explaining processes and their reasoning. They create a detailed and structured narrative.	Above Proficient students typically follow directions that use verb phrases and determine key information to summarize a task. They recall subtle details, identify main ideas and speaker purpose, and make sophisticated inferences from classroom discussions and lessons.	Above Proficient students typically identify synonyms and antonyms of less familiar words and interpret complex words and phrases. They use prediction, determine story sequence, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently in response to a variety of prompts and purposes. They skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers. Communication is clear and complete, though it may contain minor errors.

Proficiency Level Descriptors – Grades 6-8

Grades 6-8	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when describing social situations, giving instructions, and identifying locations. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers. Errors frequently impede communication.	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify some details. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to describe, explain, or compare verbal or graphic prompts. They respond to simple open-ended questions and summarize simple passages. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when expressing opinions, providing information, conducting transactions, or describing common functions. They describe common social situations and narrate simple stories. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically follow multistep directions that use academic vocabulary. They recall details from class discussions or short oral stories and identify the main purpose of conversation. They interpret graphic organizers and extrapolate conclusions from discussions. Errors interfere with communication and comprehension.	Intermediate students identify synonyms of familiar social and academic vocabulary and interpret common idiomatic expressions using context clues. They distinguish main ideas from supporting details and make inferences from clues in text. Errors interfere with comprehension.	Intermediate students typically write complete sentences to describe, explain, or compare or contrast verbal or graphic prompts. They write responses to open-ended questions and summarize passages. They use sentence-ending punctuation, pronouns, prepositional phrases, auxiliary verbs and verb tenses. Responses have limited range of vocabulary. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 Proficient	Proficient students typically produce complete sentences to express opinions, provide information, conduct transactions, make a request, explain processes, give instructions, and describe social situations. They produce generally fluent narratives with some hesitations or self-corrections that do not obscure meaning. They organize responses in logical and sequential order and incorporate idiomatic expressions. Speech is coherent and clear but lacks elaboration or detail.	Proficient students typically follow complex multistep directions. They determine main ideas, make inferences from directions, draw simple conclusions and predict logical outcomes in oral stories. They understand metaphorical language and uncommon idiomatic expressions, and recognize technical academic vocabulary.	Proficient students interpret idioms and determine synonyms of grade-level words. They recall stated and implicit details in a variety of genres, identify specific information in graphic organizers, and determine main ideas in fiction and academic texts. They analyze the structure of texts and identify literary techniques. Errors do not interfere with comprehension.	Proficient students typically write logically-sequenced responses that incorporate idiomatic expressions and convey original thought in response to open-ended prompts. They accurately interpret pictures or graphical information. They use correct verb tense and agreement, subordinating conjunctions, capitalization, punctuation, and adjective and adverb placement. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar and subtle nuances of meaning, when expressing opinions, providing information, making requests, identifying and describing objects, and explaining processes and their reasoning. They produce detailed narratives of complex structure and skillfully organize information for presentations.	Above Proficient students typically follow complex instructions, recall subtle details, determine and evaluate key information to summarize a task, and make sophisticated inferences and predictions from classroom discussions or lengthy oral stories. They understand increasingly abstract idiomatic expressions, locate new information in a wider context, and distinguish relevant from extraneous information.	Above Proficient students typically identify synonyms and antonyms, interpret less familiar idiomatic expressions, apply word definitions, and restate meanings in variant language. They prioritize main and supporting details, and read closely to make logical inferences. They use prediction to read fluently and to identify author's purpose and literary techniques.	Above Proficient students typically craft original responses to prompts, fluently conveying sequenced logical exposition. Students respond to open-ended questions requiring them to extrapolate from information indicated in prompts, interpret and synthesize complex information from graphic organizers, draw sophisticated inferences, explain reasoning, and express and support opinions. Minor errors are possible, but generally negligible.

Proficiency Level Descriptors – Grades 9-12

Grades 9-12	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when interpreting language related to social, school, and academic contexts, explaining personal preferences or describing a sequence of pictures about familiar events and social situations. Minimal vocabulary and grammar knowledge and errors frequently impede communication.	Early Intermediate students typically follow multistep directions. They identify main ideas and make simple inferences and draw conclusions. Errors frequently impede communication and comprehension.	Early intermediate students recall simple information from text, identify main ideas and supporting details, and make simple inferences. They identify common idiomatic expressions and paraphrase passages. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to express ideas. They compare and summarize information found in texts or graphic organizers. They demonstrate a basic knowledge of auxiliary verbs, pronouns, and conjunctions. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when providing information, expressing preferences, conducting transactions, and describing personal experiences. They describe social situations, give instructions, and narrate a simple story. Intended meaning is mostly clear, but sometimes requires comprehension-check questions. They are capable of communicating some nuances of meaning. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically interpret simple academic vocabulary and idiomatic expressions. They extrapolate logical outcomes, place new information in a broader context, and recall details from classroom discussions or oral stories. Errors interfere with communication and comprehension.	Intermediate students typically use knowledge of high-frequency affixes and context clues to determine word meanings and identify synonyms of high-frequency social and academic vocabulary. From a simple narrative, they recall stated and implicit details, distinguish main ideas, compare and contrast information, draw conclusions, and make some inferences. Errors interfere with comprehension.	Intermediate students typically use correct basic grammar and begin to demonstrate use of conjunctions in compound sentences. They summarize texts and analyze information in graphic organizers. Meaning is somewhat clear, although vocabulary may be limited. Errors interfere with communication.
4 Proficient	Proficient students typically use complete sentences to express opinions, explain processes, conduct transactions, and describe personal experiences. They use accurate vocabulary and grammar to describe the purpose of less common objects and fluently narrate stories with creative detail. They organize responses in logical and sequential order and incorporate idiomatic expressions. They convey subtle distinctions through rich, specific, and varied vocabulary.	Proficient students typically interpret idiomatic expressions and complex academic vocabulary and concepts. They distinguish essential details and nuances of meaning, synthesize answers from fragmentary information, and determine key information to summarize a task from complex narratives and discussions.	Proficient students typically draw complex conclusions from lengthy passages and distinguish nuances of meanings. They interpret alternate expressions of ideas, analyze the organization of passages, and identify theme, tone, and author purpose. Errors do not interfere with comprehension.	Proficient students typically write fluently, using complete sentences with accurate vocabulary to interpret texts and graphical information, while distinguishing nuances of meaning. They incorporate idiomatic expressions and produce responses to open-ended questions and write summaries and comparisons that correctly use verb forms, capitalization, punctuation, and advanced grammar. Responses exhibit minor errors in grammar and content organization that do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce complex sentences with sophisticated and precise vocabulary and correct grammar. They convey detailed academic content and expressive nuances of meaning and skillfully organize information for presentations.	Above Proficient students typically interpret more complex grammar and academic vocabulary to follow complex instructions. They use context clues to interpret new vocabulary and draw conclusions about a character in an oral story. They distinguish subtleties of tone and point of view, recall extensive details, grasp abstract and uncommon idiomatic expressions, and analyze the structure of oral passages.	Above Proficient students recognize uncommon synonyms, subtle gradations of meanings using context clues, and unfamiliar idioms. They use prediction to read fluently, make inferences from challenging texts, synthesize text, recognize literary techniques, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write using precise, sophisticated, and varied vocabulary. They demonstrate fluent and varied expression; express subtle nuances of meaning; and expand responses to prompts using related background knowledge. Minor errors are possible, but generally negligible.

Section 4

4.1 Proficiency Level Definitions /*Definiciones Niveles de competencia*

While the scale scores can be used to measure student growth from test to test and across grade spans, proficiency levels provide a broader categorization for the purposes of reporting. The scale scores that make up the common scale fall into five (5) proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient (*Principiante, Intermedio básico, Intermedio, Competente, Dominio avanzado*). The *Definiciones Niveles de competencia* describe in broad terms what students are able to do at each corresponding Proficiency Level. Using the scale scores, the Proficiency Level Descriptors, and the *Definiciones Niveles de competencia* allows for a more coherent presentation and interpretation of the test results.

Proficiency Level Definitions

<p style="text-align: center;">5 Above Proficient</p>	<p>Level 5 students communicate effectively in Spanish, with few if any errors, across a wide range of grade-level-appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, draw sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.</p>
<p style="text-align: center;">4 Proficient</p>	<p>Level 4 students communicate effectively in Spanish, but with some errors, across a range of grade-level-appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.</p>
<p style="text-align: center;">3 Intermediate</p>	<p>Level 3 students communicate in Spanish across a range of grade-level-appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.</p> <p>Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify proper and improper use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.</p>
<p style="text-align: center;">2 Early Intermediate</p>	<p>Level 2 students are developing the ability to communicate in Spanish in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging.</p> <p>Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They draw simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.</p>
<p style="text-align: center;">1 Beginning</p>	<p>Level 1 students are starting to develop receptive and productive uses of Spanish in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in Spanish.</p>

LAS Links 2nd Ed. Definiciones Niveles de competencia

<p>5 Dominio Avanzado</p>	<p>Los estudiantes del nivel 5 pueden comunicarse con eficacia en español, con pocos o ningún error, a través de una amplia gama de demandas lingüísticas a nivel de grado en contextos sociales, escolares y académicos. Los estudiantes exhiben un alto grado de control productivo y receptivo de las características léxicas, sintácticas y fonológicas y del discurso al abordar temas nuevos o familiares.</p> <p>Los estudiantes del nivel 5 muestran un dominio avanzado de la lengua que les permite evaluar y sintetizar información escrita y oral al igual que formular hipótesis. Su facilidad con el lenguaje les permite analizar información, hacer inferencias sofisticadas y explicar su razonamiento. Hábilmente organizan información para presentaciones y pueden expresar sutilezas de significado. Disciernen técnicas literarias, pueden evaluar tono del autor, punto de vista y actitud en un texto; y pueden ajustar su lenguaje para servir propósitos y audiencias específicas.</p>
<p>4 Competente</p>	<p>Los estudiantes del nivel 4 pueden comunicarse de manera efectiva en español pero con algunos errores a través de una gama de demandas lingüísticas adecuadas a nivel de grado en contextos sociales, escolares y académicos. Los estudiantes exhiben control productivo y receptivo de las características léxicas, sintácticas, fonológicas y del discurso al abordar temas nuevos o familiares.</p> <p>Los estudiantes del nivel 4 interpretan, analizan y evalúan información escrita y oral basando sus respuestas en pistas contextuales implícitas y explícitas y en información obtenida a través de experiencias personales y académicas. Se expresan adecuadamente y organizan sus respuestas en orden lógico y secuencial. Distinguen sutilezas de significado e incorporan expresiones idiomáticas y vocabulario académico.</p>
<p>3 Intermedio</p>	<p>Los estudiantes del nivel 3 pueden comunicarse en español a través de una gama de demandas lingüísticas adecuadas a nivel de grado en contextos sociales, escolares y académicos. Sin embargo, los errores interfieren con su comprensión y comunicación. A menudo necesitan repetición y clarificación. Los estudiantes exhiben un agama limitada de control productivo y receptivo de las características léxicas, sintácticas, fonológicas y del discurso al abordar temas nuevos o familiares.</p> <p>Los estudiantes del nivel 3 utilizan vocabulario limitado al definir conceptos dentro y a través de todas las disciplinas académicas. Tienen la habilidad de comparar, contrastar, resumir y relacionar textos con organizadores gráficos. Tienen la capacidad de descifrar palabras, aplicar convenciones gramaticales y usar pistas contextuales para identificar significados de palabras. Distinguen entre el uso correcto e incorrecto de gramática básica. Aunque el lenguaje es en general coherente, le falta elaboración o detalles significativos.</p>
<p>2 Intermedio Básico</p>	<p>Los estudiantes del nivel 2 están desarrollando la capacidad de comunicarse en español en contextos sociales, escolares y académicos. Los errores frecuentemente impiden su comunicación básica y comprensión. Empieza a surgir un control receptivo y productivo de las características léxicas, sintácticas, fonológicas y del discurso.</p> <p>Los estudiantes del nivel 2 tienen un nivel mínimo de vocabulario y conocimientos gramaticales. Pueden identificar, describir y discutir temas basados en imágenes o textos simples. Los estudiantes interpretan el lenguaje en temas familiares sociales, escolares y académicos. Pueden hacer inferencias y comparaciones simples. Ellos repiten en lugar de crear expresiones originales. Su vocabulario restringido y gramática rudimentaria limitan la expresión y comprensión.</p>
<p>1 Principiante</p>	<p>Los estudiantes del nivel 1 están desarrollando el uso de español receptivo y productivo en contextos sociales y académicos. Demuestran comprensión de manera no verbal, con gestos o a través de su lengua materna.</p>

4.2 Proficiency Level Descriptors

In addition to the Proficiency Levels and their definitions, Proficiency Level Descriptors (PLD) are provided for more specific understanding of students' Spanish ability at each proficiency level and grade span. The PLD are organized by the core language domains: *Hablando*, *Escuchando*, *Lectura*, and *Escritura*. The PLD are detailed explanations of what skills a student can be expected to demonstrate at each proficiency level, and are meant to give teachers a helpful profile of a student's performance with an eye toward the next steps along the language development continuum. The same information can also be given to parents, guardians, or other stakeholders so they have a clear understanding of what students have learned and what Spanish skills are yet expected to be developed.

It is important to note that the proficiency level descriptors represent a progression of skills and abilities. Skills and abilities specified in lower-performance levels are likely demonstrated by students in the higher performance levels and may not be noted in the higher-level descriptors for a grade or grade range.

Proficiency Level Descriptors – Kindergarten

KINDER	<i>Hablado</i>	<i>Escuchando</i>	<i>Lectura</i>	<i>Escritura</i>
1 Beginning	Beginning students are starting to develop receptive and productive skills in Spanish. Early Intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Beginning students are starting to develop receptive and productive skills in Spanish. Early Intermediate students typically follow some simple oral directions using knowledge of everyday tasks, basic academic vocabulary, and familiar locations. Errors frequently impede communication and comprehension.	Beginning students are starting to develop receptive and productive skills in Spanish. Early Intermediate students typically identify capital and lowercase letters in isolation and identify beginning, middle, and ending sounds. They match text to pictures and recognize high-frequency words. Errors frequently impede comprehension.	Beginning students are starting to develop receptive and productive skills in Spanish. Early Intermediate students typically copy simple words and sentences that describe pictures or other prompts. Errors frequently impede communication.
2 Early Intermediate	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests, and asking for clarification. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions. They identify main ideas and details and make some inferences in simple oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode words, identify some main ideas, and recall details and events from a passage read independently. Errors interfere with comprehension.	Intermediate students typically write one or more words to describe a picture or respond to other prompts. Students are beginning to recognize correct sentence format. Errors interfere with communication.
3 Intermediate	Proficient students typically produce simple and accurate sentences when making requests and asking for clarifications. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow more complex oral directions and draw inferences from oral stories. They identify main ideas in more complex stories.	Proficient students typically read sentences or short passages independently. They identify rhyming words and identify main ideas and recall details in a passage. Errors do not interfere with comprehension.	Proficient students typically use correct basic grammar and capitalize the beginning of a sentence. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
4 Proficient	Above Proficient students typically produce simple sentences and use correct grammar when making requests, asking for clarification, and describing situations. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall sequence of events from oral stories that have advanced vocabulary.	Above Proficient students typically use context clues to determine word meanings. They recall subtle details, identify sequences, and make inferences in a passage read independently.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. They use correct punctuation in exclamatory, declarative, and interrogative sentences. Communication is clear and complete, although content may contain minor errors.
5 Above Proficient				

Proficiency Level Descriptors – Grade 1

Grade 1	Hablando	Escuchando	Lectura	Escritura
1 Beginning	Beginning students are starting to develop receptive and productive skills in Spanish. Early intermediate students typically use basic vocabulary and simple phrases to name or describe common objects and express opinions or preferences in social and academic situations. They narrate a story related to a sequence of pictures about school-related activities using basic vocabulary. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Beginning students are starting to develop receptive and productive skills in Spanish. Early intermediate students typically follow some simple oral directions using knowledge of everyday tasks, academic vocabulary, and familiar locations. Errors frequently impede communication and comprehension.	Beginning students are starting to develop receptive and productive skills in Spanish. Early intermediate students typically match common words to pictures and recognize spatial relationships. They identify consonant blends. Errors frequently impede comprehension.	Beginning students are starting to develop receptive and productive skills in Spanish. Early intermediate students typically copy simple sentences and independently write a word to describe or explain a picture. They select sentences with correct subject/verb agreement from a set of choices. Errors frequently impede communication.
2 Early Intermediate	Intermediate students typically use appropriate words and phrases when conducting transactions, making requests and asking for clarification in social and academic settings. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Intermediate students typically follow simple oral directions and identify main ideas, and draw simple inferences in oral stories. Errors interfere with communication and comprehension.	Intermediate students typically decode words, read sentences independently, understand familiar vocabulary, and identify frequently used rhyming words. They draw simple inferences from a passage. Errors interfere with comprehension.	Intermediate students typically write words, phrases, or simple sentences to describe or explain pictures. They select sentences illustrating correct grammar, pluralization, and capitalization from a set of choices. Errors interfere with communication.
3 Intermediate	Proficient students typically produce simple and accurate sentences when making requests and asking for clarifications. They use appropriate words and phrases to label and describe the purpose of less common objects. They narrate a story related to a sequence of pictures about school-related activities using accurate vocabulary. Minor errors do not interfere with communication.	Proficient students typically follow more complex oral directions, recall details, and draw inferences from oral stories. They identify main ideas in more complex stories.	Proficient students typically read sentences and passages independently, recall subtle details, and determine sequence in a passage. Errors do not interfere with comprehension.	Proficient students typically use correct grammar, capitalize the beginning of a sentence, and use correct ending punctuation in declarative, interrogative, and imperative sentences. They identify standard sentence structure and generate descriptive and explanatory sentences. Errors do not interfere with communication.
4 Proficient	Above Proficient students typically produce simple sentences and use correct grammar when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They narrate a story with extensive and accurate vocabulary and grammar appropriate to their age.	Above Proficient students typically recall details and sequence of events and determine main ideas in oral stories that have advanced vocabulary.	Above Proficient students typically use context clues to determine word meaning, and use interpretation and inference to fully comprehend a story.	Above Proficient students typically write a complete sentence to describe a picture or respond to other prompts. Communication is clear and complete, although vocabulary may contain minor errors.
5 Above Proficient				

Proficiency Level Descriptors – Grades 2–3

Grades 2–3	<i>Hablado</i>	<i>Escuchando</i>	<i>Lectura</i>	<i>Escritura</i>
1 Beginning	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.
2 Early Intermediate	Early intermediate students typically use basic vocabulary and grammar, and simple phrases or sentences to make requests or comparisons, ask questions, express opinions or preferences, or describe a sequence of pictures about familiar events and situations. Errors frequently impede communication.	Early intermediate students typically follow simple oral directions and identify high-frequency vocabulary. They identify some details in oral stories. Errors frequently impede communication and comprehension.	Early intermediate students typically identify rhyming words, decode sentences, match words and sentences to pictures, and recognize spatial relationships. Errors impede comprehension.	Early intermediate students typically describe, explain, or express ideas in sentences. Students demonstrate basic vocabulary knowledge. Errors frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions. They produce mostly accurate sentences when narrating simple stories about familiar events and situations. Errors interfere with communication.	Intermediate students typically understand a limited range of vocabulary. They identify main ideas, recall details, and draw simple inferences from oral stories. Errors interfere with communication and communication.	Intermediate students typically interpret words and phrases in context, identify some main ideas and author purpose, and recall details. Errors interfere with comprehension.	Intermediate students typically respond to various prompts or pictures using multiple sentences. They recognize correct personal pronouns and subject/verb agreement. Errors interfere with communication.
4 Proficient	Proficient students typically produce complete sentences with few grammatical and vocabulary errors when describing situations, explaining their reasoning, or narrating a story. They use broad vocabulary to accurately express opinions or preferences and ask appropriate questions. Minor errors do not interfere with communication.	Proficient students typically understand academic vocabulary and follow multistep directions. They recall subtle details, determine main ideas, draw inferences, and identify speaker purpose.	Proficient students typically identify ending sounds and two- and three-syllable words. They interpret words and phrases and apply knowledge of morphemes. They use context clues to determine word meanings, identify main ideas, and make inferences. Errors do not interfere with comprehension.	Proficient students typically write complete sentences with precise and correct vocabulary. They use correct pronouns, articles, and subject/verb agreement with regular and irregular verbs. They correctly use writing conventions such as capitalization and punctuation. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, or explaining their reasoning.	Above Proficient students typically follow complex directions involving academic vocabulary. They determine key information from oral stories that have advanced vocabulary.	Above Proficient students typically recall implicit details and main ideas, draw conclusions, and make generalizations. They identify literary features of fictional and academic texts and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently with precise and correct vocabulary to describe, explain, draw inferences, or express opinion or preference. Communication is clear and complete, though it may contain minor errors.

Proficiency Level Descriptors – Grades 4–5

Grades 4–5	Hablado	Escuchando	Lectura	Escritura
1 Beginning	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.
2 Early Intermediate	Early intermediate students typically use basic vocabulary and grammar and simple sentences to identify common objects and describe their function, provide basic information, make requests, ask questions, and express opinions or preferences. They construct a narrative from a sequence of pictures about familiar events and compare and contrast information found in texts and graphic organizers using basic vocabulary. Errors frequently impede communication.	Early intermediate students typically follow some simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors impede communication and comprehension.	Early intermediate students typically divide words into syllables, interpret basic words and phrases, and identify some main ideas and details in simple text. Errors frequently impede comprehension.	Early intermediate students typically write simple sentences using basic vocabulary and grammar to describe and discuss text, interpret graphic organizers, and compare and contrast information. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when making requests, expressing opinions or preferences, providing information, and describing locations. They construct a narrative from a sequence of pictures and compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary. Errors interfere with communication.	Intermediate students typically follow oral directions and interpret basic vocabulary. They identify some main ideas and details and draw simple inferences from simple oral passages. Errors interfere with communication and comprehension.	Intermediate students typically interpret simple words and phrases in context, identify main ideas and author purpose, and recall stated details. Errors interfere with comprehension.	Intermediate students typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. They compare and contrast information in texts and graphic organizers. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 Proficient	Proficient students typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. They organize responses in logical and sequential order. They accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication.	Proficient students typically follow multistep directions using academic vocabulary, recall details, and identify main ideas in classroom discussions and lessons. They draw inferences from more complex oral passages, and interpret tables and other graphic organizers.	Proficient students typically use context clues to determine word meanings. They analyze texts. They interpret more complex words, phrases, and sentences. Errors do not interfere with comprehension.	Proficient students typically write complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, auxiliary verbs, and other conventions. They summarize passages; interpret, compare, and contrast information from graphic organizers and from context clues. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, asking questions, expressing opinions and subtle nuances of meanings, and explaining processes and their reasoning. They create a detailed and structured narrative.	Above Proficient students typically follow directions that use verb phrases and determine key information to summarize a task. They recall subtle details and understand most idiomatic expressions.	Above Proficient students typically determine main ideas, recall supporting details, infer information, and draw conclusions in fictional and non-fictional texts. They compare and summarize information in texts and graphic organizers. They use context clues to interpret less familiar words and complex phrases.	Above Proficient students typically write fluently in response to a variety of prompts and purposes. They skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers. Communication is clear and complete, though it may contain minor errors in mechanics.

Proficiency Level Descriptors – Grades 6–8

	Hablado	Escuchando	Lectura	Escritura
1 Beginning	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.
2 Early Intermediate	Early intermediate students typically produce simple sentences using basic vocabulary and grammar when describing social situations, giving instructions, and identifying locations. They construct a narrative from a sequence of pictures about school-related activities and compare and contrast information found in texts and graphic organizers. Errors frequently impede communication.	Early intermediate students typically follow simple oral directions and understand common vocabulary and idioms. They identify basic details from conversations. Errors frequently impede communication and comprehension.	Early intermediate students typically identify some main ideas and supporting details in simple texts. Errors frequently impede comprehension.	Early intermediate students typically write complete sentences using basic vocabulary and grammar to describe, explain or respond to verbal or graphic prompts. They summarize paragraphs in their own words. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when expressing opinions, providing information, conducting transactions, or describing common functions. They describe common social situations and narrate simple stories. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically follow multistep directions that use academic vocabulary. They recall details from classroom discussions, conversations, or short oral stories. Errors interfere with communication and comprehension.	Intermediate students typically identify common idioms, distinguish main ideas from supporting details, and draw simple inferences from clues in fictional and academic texts. Errors interfere with comprehension.	Intermediate students typically write complete sentences to describe, explain, or compare and contrast verbal or graphic prompts. They summarize paragraphs in their own words and use ending punctuation and prepositions. They can distinguish between correct and incorrect verb-tense usage. Responses have a limited range of vocabulary. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 Proficient	Proficient students typically produce complete sentences to express opinions, provide information, conduct transactions, make a request, explain processes, give instructions, and describe social situations. They produce generally fluent narratives with some hesitations or self-corrections that do not obscure meaning. They organize responses in logical and sequential order and incorporate idiomatic expressions. Speech is coherent and clear but lacks elaboration or detail.	Proficient students typically predict outcomes of conversations or complex oral passages. They draw conclusions, summarize conversations, and relate oral information to graphic organizers. They understand technical academic vocabulary and idiomatic expressions.	Proficient students typically interpret academic vocabulary and idiomatic expressions, compare and summarize information in texts and graphic organizers, determine main ideas, and identify details in fictional and academic texts. They make inferences and analyze the structure of texts. Errors do not interfere with comprehension.	Proficient students typically write multiple sentences with accurate academic vocabulary to describe and explain ideas or compare text in graphic organizers. They are able to summarize passages in their own words. They use correct verb tense, subject/verb agreement, subordinating conjunctions, and adjective placement. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar and subtle nuances of meaning, when expressing opinions, providing information, making requests, identifying and describing objects, and explaining processes and their reasoning. They produce detailed narratives of complex structure and skillfully organize information for presentations.	Above Proficient students typically recall subtle details and determine and evaluate key information to summarize a task, and make sophisticated inferences and predictions from classroom discussions or lengthy oral stories. They understand increasingly abstract idiomatic expressions, locate new information in a wider context, and distinguish relevant from extraneous information.	Above Proficient students typically interpret less familiar idioms. They identify author tone and point of view and other literary techniques. They compare and summarize information in texts and graphic organizers and draw inferences from lengthy texts.	Above Proficient students typically write compound and complex sentences with precise and correct vocabulary to describe or explain a preference, summarize a passage, or compare text in graphic organizers. They correctly adhere to writing conventions for prepositions and auxiliary verbs and differentiate complete sentences from fragments. Minor errors are possible, but generally negligible.

Proficiency Level Descriptors – Grades 9–12

Grades 9–12	Hablado	Escuchando	Lectura	Escritura
1 Beginning	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.	Beginning students are starting to develop receptive and productive skills in Spanish.
2 Early Intermediate	Early Intermediate students typically produce simple sentences using basic vocabulary and grammar when interpreting language related to social, school, and academic contexts, explaining personal preferences or describing a sequence of pictures about familiar events and social situations. Minimal vocabulary and grammar knowledge and errors frequently impede communication.	Early Intermediate students typically follow multistep directions. They identify main ideas and draw simple inferences and conclusions. Errors frequently impede communication and comprehension.	Early Intermediate students typically identify some main ideas and supporting details in simple texts. Errors frequently impede comprehension.	Early Intermediate students typically write complete sentences using basic vocabulary and grammar to express ideas. They summarize paragraphs and explain information in graphic organizers. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words, phrases and complete sentences when providing information, expressing preferences, conducting transactions, and describing personal experiences. They describe social situations, give instructions, and narrate a simple story. Intended meaning is mostly clear, but sometimes requires comprehension-check questions. They are capable of communicating some nuances of meaning. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Intermediate students typically interpret simple academic vocabulary and recall details. They make some predictions and identify the purpose of simple conversations. Errors interfere with communication and comprehension.	Intermediate students typically identify main ideas and recall stated and implicit details in a narrative. They interpret words and phrases in context and compare and summarize information in texts and graphic organizers. Errors interfere with comprehension.	Intermediate students typically use correct basic grammar and begin to demonstrate use of articles, adjective placement, prepositions, and punctuation. Meaning is somewhat clear, although vocabulary may be limited. Errors interfere with communication.
4 Proficient	Proficient students typically use complete sentences to express opinions, explain processes, conduct transactions, and describe personal experiences. They use accurate vocabulary and grammar to describe the purpose of less common objects and fluently narrate stories with creative detail. They organize responses in logical and sequential order and incorporate idiomatic expressions. They convey subtle distinctions through rich, specific, and varied vocabulary.	Proficient students typically interpret idiomatic expressions and complex academic vocabulary and concepts. They distinguish essential details and nuances of meaning, synthesize answers from fragmentary information, and determine key information to summarize a task from complex narratives and discussions.	Proficient students typically draw inferences from academic texts. They identify point of view, tone, and attitude in fictional and academic texts, analyze the structure of texts, and use context clues to interpret idioms. Errors do not interfere with comprehension.	Proficient students typically write fluently with accurate vocabulary describe, explain, and summarize ideas, and to compare text with graphic organizers. They demonstrate high proficiency in grammar conventions such as verb tense, auxiliary verbs, adverbs, and conjunctions. Responses exhibit minor errors in grammar and content organization that do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce complex sentences with sophisticated and precise vocabulary and correct grammar. They convey detailed academic content and expressive nuances of meaning and skillfully organize information for presentations.	Above Proficient students typically interpret more complex grammar and academic vocabulary to follow complex instructions. They use context clues to interpret new vocabulary and draw conclusions about characters in oral stories. They distinguish subtleties of tone and point of view, grasp abstract and uncommon idiomatic expressions, and analyze the structure of oral passages.	Above Proficient students typically interpret social and academic vocabulary and unfamiliar idioms. They use prediction to read fluently, make inferences from challenging texts, recognize literary techniques, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write using precise, sophisticated, and varied vocabulary. They demonstrate fluent and varied expression, and expand responses to prompts using related background knowledge. Minor errors are possible, but generally negligible.

Proficiency Level Descriptors – Kindergarten

KINDER	Hablando	Escuchando	Lectura	Escritura
1 Principiante	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente usan vocabulario básico y frases sencillas al nombrar o describir objetos comunes y al expresar opiniones o preferencias en entornos sociales y académicas. Usan vocabulario básico para narrar historias basadas en imágenes relacionadas a las actividades escolares. El vocabulario restringido y la gramática en desarrollo limitan la expresión. Los errores frecuentemente impiden la comunicación.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente siguen algunas instrucciones orales sencillas usando el conocimiento de actividades cotidianas, vocabulario académico básico y de lugares familiares. Los errores frecuentemente impiden la comunicación y comprensión.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente identifican las letras mayúsculas y minúsculas cuando están aisladas e identifican el principio, el medio y el final de sonidos. Emparejan textos a imágenes y reconocen palabras de alta frecuencia. Los errores frecuentemente impiden la comprensión.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente copian palabras y oraciones sencillas al describir imágenes u otros apoyos gráficos. Los errores frecuentemente impiden la comunicación.
2 Intermedio Básico	Los estudiantes intermedios típicamente utilizan palabras y frases apropiadas al realizar transacciones, hacer peticiones y pedir aclaraciones. Usan vocabulario generalmente preciso, aunque limitado, para narrar historias basadas en imágenes relacionadas a las actividades escolares. Proveen información clara, aunque los errores interfieren con la comunicación.	Los estudiantes intermedios típicamente siguen instrucciones orales sencillas. Identifican ideas principales y detalles y hacen algunas inferencias de historias orales sencillas. Los errores interfieren con la comunicación y comprensión.	Los estudiantes intermedios típicamente descifran palabras, identifican ideas principales y recuentan detalles y eventos de un pasaje leído de manera independiente. Los errores interfieren con la comprensión.	Los estudiantes intermedios típicamente escriben una o varias palabras al describir imágenes o al responder a otros indicadores de escritura. Los estudiantes empiezan a reconocer el formato correcto de oración. Los errores interfieren con la comunicación.
3 Intermedio Competente	Los estudiantes competentes típicamente producen oraciones sencillas y precisas al hacer peticiones y al pedir aclaraciones. Utilizan palabras y frases apropiadas al etiquetar y describir el objetivo de objetos no comunes. Usan vocabulario preciso al narrar historias basadas en imágenes relacionadas a las actividades escolares. Los errores no interfieren con la comunicación.	Los estudiantes competentes típicamente siguen instrucciones orales complejas y hacen inferencias de historias orales. Identifican ideas principales en historias complejas.	Los estudiantes competentes típicamente leen oraciones o pasajes cortos de manera independiente. Identifican palabras que riman e ideas principales y recuerdan detalles en un pasaje. Los errores no interfieren con la comunicación.	Los estudiantes competentes típicamente utilizan gramática básica correcta y capitalización adecuada al inicio de oraciones. Identifican la estructura estándar de la oración y generan oraciones descriptivas y explicativas. Los errores no interfieren con la comunicación.
5 Dominio Avanzado	Los estudiantes con dominio avanzado típicamente producen oraciones sencillas y precisas cuando hacen peticiones, piden aclaraciones y describen situaciones. Narran historias con vocabulario y gramática exacta y apropiada para su edad.	Los estudiantes con dominio avanzado típicamente recuerdan la secuencia de eventos en historias orales que utilizan vocabulario avanzado.	Los estudiantes con dominio avanzado típicamente utilizan pistas contextuales al determinar los significados de palabras. Recuerdan detalles sutiles, identifican secuencias y hacen inferencias de un pasaje leído de manera independiente.	Los estudiantes con dominio avanzado típicamente escriben oraciones completas al describir imágenes o responder a otros indicadores de escritura. Utilizan la puntuación correcta en oraciones exclamatorias, declarativas e interrogativas. La comunicación es clara y completa, aunque puede contener errores menores.

Proficiency Level Descriptors – Grade 1

Grade 1	Hablado	Escuchando	Lectura	Escritura
1 Principiante	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente usan vocabulario básico y frases sencillas al nombrar o describir objetos comunes y al expresar opiniones o preferencias en entornos sociales y académicas. Usan vocabulario básico para narrar historias basadas en imágenes relacionadas a las actividades escolares. El vocabulario restringido y la gramática en desarrollo limitan la expresión. Los errores frecuentemente impiden la comunicación.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente siguen algunas instrucciones orales sencillas usando el conocimiento de actividades cotidianas, vocabulario académico básico y de lugares familiares. Los errores frecuentemente impiden la comunicación y comprensión.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente asocian palabras comunes con imágenes y reconocen relaciones espaciales. Identifican una mezcla de consonantes. Los errores frecuentemente impiden la comprensión.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente copian oraciones sencillas y escriben una palabra para describir o explicar una imagen. Seleccionan oraciones con el uso correcto de sujeto y verbo de una serie de opciones. Los errores frecuentemente impiden la comunicación.
3 Intermedio	Los estudiantes intermedios típicamente utilizan palabras y frases apropiadas al realizar transacciones, hacer peticiones y pedir aclaraciones. Usan vocabulario generalmente preciso, aunque limitado, para narrar historias basadas en imágenes relacionadas a las actividades escolares. Provee información clara, aunque los errores interfieren con la comunicación.	Los estudiantes intermedios típicamente siguen instrucciones orales sencillas, identifican ideas principales y hacen inferencias sencillas en historias orales. Los errores interfieren con la comunicación y comprensión.	Los estudiantes intermedios típicamente decodifican palabras, leen oraciones de manera independiente, comprenden vocabulario familiar e identifican palabras que riman de uso frecuente. Hacen inferencias sencillas de un pasaje. Los errores interfieren con la comprensión.	Los estudiantes intermedios típicamente escriben palabras, frases u oraciones sencillas al describir o explicar imágenes. Seleccionan de una serie de opciones oraciones con gramática, pluralización y capitalización correcta. Los errores interfieren con la comunicación.
4 Competente	Los estudiantes competentes típicamente producen oraciones sencillas y precisas al hacer peticiones y pedir aclaraciones. Utilizan palabras y frases apropiadas al etiquetar y describir el propósito de objetos menos comunes. Usan vocabulario preciso al narrar historias basadas en imágenes relacionadas a las actividades escolares. Los errores menores no interfieren con la comunicación.	Los estudiantes competentes típicamente siguen instrucciones orales más complejas, recuerdan detalles y hacen inferencias de historias orales. Identifican ideas principales en historias complejas.	Los estudiantes competentes típicamente leen oraciones y pasajes de manera independiente, recuerdan sutilezas y determinan la secuencia en un pasaje. Los errores no interfieren con la comprensión.	Los estudiantes competentes típicamente usan gramática, capitalización, y puntuación adecuada en oraciones declarativas, interrogativas e imperativas. Identifican la estructura estándar de oración y generan oraciones descriptivas y explicativas. Los errores no interfieren con la comunicación.
5 Dominio Avanzado	Los estudiantes con dominio avanzado típicamente producen oraciones sencillas y usan la gramática precisa al hacer peticiones y al realizar transacciones en la clase o al describir situaciones sociales familiares o procesos. Narran historias con vocabulario y gramática exacta y apropiada para su edad.	Los estudiantes con dominio avanzado típicamente recuerdan los detalles y la secuencia de eventos y determinan ideas principales en historias orales que utilizan vocabulario avanzado.	Los estudiantes con dominio avanzado típicamente utilizan pistas contextuales al determinar significados de palabras y usan la interpretación y hacen inferencias para comprender las historias.	Los estudiantes con dominio avanzado típicamente escriben oraciones completas al describir imágenes o responder a otros indicadores de escritura. La comunicación es clara y completa, aunque el vocabulario puede contener errores menores.

Proficiency Level Descriptors – Grades 2–3

Grades 2–3	Hablando	Escuchando	Lectura	Escritura
1 Principiante	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.	Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.
2 Intermedio Básico	Los estudiantes intermedios básicos típicamente usan gramática y vocabulario básico y frases u oraciones sencillas para hacer peticiones o comparaciones, hacer preguntas, expresar opiniones o preferencias, o describir una secuencia de imágenes sobre situaciones y entornos familiares. Los errores frecuentemente impiden la comunicación.	Los estudiantes intermedios básicos típicamente siguen instrucciones orales sencillas e identifican vocabulario de uso frecuente. Identifican algunos detalles en historias orales. Los errores frecuentemente impiden la comunicación y comprensión.	Los estudiantes intermedios básicos típicamente identifican palabras que riman, descifran oraciones, asocian palabras y oraciones con imágenes y reconocen relaciones espaciales. Los errores impiden la comprensión.	Los estudiantes intermedios básicos típicamente escriben oraciones para describir, explicar o expresar ideas. Los estudiantes demuestran conocimiento de vocabulario básico. Los errores frecuentemente impiden la comunicación.
3 Intermedio	Los estudiantes intermedios típicamente utilizan palabras y frases apropiadas al expresar preferencias, hacer preguntas, dar información y explicaciones, nombrar objetos comunes y describir funciones comunes. Producen oraciones generalmente precisas cuando narran historias sencillas sobre situaciones y entornos familiares. Los errores interfieren con la comunicación.	Los estudiantes intermedios típicamente comprenden una gama limitada de vocabulario. Identifican ideas principales, recuerdan detalles y hacen inferencias sencillas de historias orales. Los errores interfieren con la comunicación y comprensión.	Los estudiantes intermedios típicamente interpretan palabras y frases en contexto, identifican algunas ideas principales y propósito del autor y recuerdan detalles. Los errores interfieren con la comprensión.	Los estudiantes intermedios típicamente responden a varios indicadores de escritura o imágenes usando múltiples oraciones. Reconocen pronombres personales correctos y acuerdo del sujeto/verbo. Los errores interfieren con la comunicación.
4 Competente	Los estudiantes competentes típicamente producen oraciones completas con pocos errores de vocabulario y gramática para describir situaciones, explicar su razonamiento o narrar historias. Usan un amplio vocabulario para expresarse opiniones o preferencias con precisión y hacer preguntas apropiadas. Los errores menores no interfieren con la comunicación.	Los estudiantes competentes típicamente comprenden vocabulario académico y siguen instrucciones de varios pasos. Recuerdan detalles sutiles, determinan ideas principales, hacen inferencias e identifican propósito del orador.	Los estudiantes competentes típicamente identifican sonidos finales y palabras de dos o tres sílabas. Interpretan palabras y frases y aplican el conocimiento de morfemas. Utilizan pistas contextuales para determinar significado de palabras, identifican ideas principales y hacen inferencias. Los errores no interfieren con la comprensión.	Los estudiantes competentes típicamente escriben oraciones completas con vocabulario preciso y correcto. Utilizan pronombres correctos, artículos y acuerdo del sujeto/verbo con verbos regulares e irregulares. Usan convenciones de escritura correctamente como capitalización y puntuación. Los errores no interfieren con la comunicación.
5 Dominio Avanzado	Los estudiantes con dominio avanzado típicamente producen oraciones con vocabulario sofisticado y gramática correcta al dar información, describir situaciones o explicar su razonamiento.	Los estudiantes con dominio avanzado típicamente siguen instrucciones complejas que utilizan vocabulario académico. Determinan información clave de historias orales que tienen vocabulario avanzado.	Los estudiantes con dominio avanzado típicamente recuerdan detalles implícitos e ideas principales, sacan conclusiones y hacen generalizaciones. Identifican características literarias de textos ficcionales y académicos y usan técnicas de auto monitoreo para comprobar su comprensión.	Los estudiantes con dominio avanzado típicamente escriben fluidamente con vocabulario preciso y correcto para describir, explicar, hacer inferencias o expresar opiniones o preferencias. La comunicación es clara y completa, aunque puede contener errores menores.

Proficiency Level Descriptors – Grades 4–5

Grades 4–5	Hablando	Escuchando	Lectura	Escritura
<p>1 Principiante</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente usan gramática y vocabulario básico y oraciones sencillas para identificar objetos comunes y describir su función, dar información básica, hacer peticiones, hacer preguntas y expresar opiniones o preferencias. Construyen narrativas a base de una secuencia de imágenes sobre eventos familiares y comparan y contrastan información encontrada en textos y organizadores gráficos usando vocabulario básico. Los errores frecuentemente impiden la comunicación.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente siguen algunas instrucciones orales sencillas y comprenden vocabulario común y expresiones idiomáticas. Pueden identificar detalles. Los errores impiden la comunicación y comprensión.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente dividen palabras en sílabas, interpretan palabras y frases básicas e identifican algunas ideas principales y detalles en textos simples. Los errores frecuentemente impiden la comprensión.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente escriben oraciones sencillas usando gramática y vocabulario básico para describir y discutir textos, interpretar organizadores gráficos y comparar y contrastar información. Los errores en la organización, gramática, elección de palabras y mecánica frecuentemente impiden la comunicación.</p>
<p>2 Intermedio Básico</p>	<p>Los estudiantes intermedios típicamente utilizan palabras y frases apropiadas y oraciones completas al hacer peticiones, expresar opiniones o preferencias, dar información y describir lugares. Construyen narrativas de una secuencia de imágenes y comparan y contrastan información encontrada en textos y organizadores gráficos usando vocabulario generalmente preciso, aunque limitado. Los errores interfieren con la comunicación.</p>	<p>Los estudiantes intermedios típicamente siguen instrucciones orales e interpretan vocabulario básico. Identifican algunas ideas principales y detalles y hacen inferencias sencillas de pasajes orales simples. Los errores interfieren con la comunicación y comprensión.</p>	<p>Los estudiantes intermedios típicamente interpretan palabras y frases en contexto, identifican ideas principales y propósito del autor y recuerdan detalles declarados. Los errores interfieren con la comprensión.</p>	<p>Los estudiantes intermedios típicamente responden apropiadamente a varias indicaciones verbales y organizadores gráficos usando oraciones completas que exhiben gramática básica correcta. El significado es generalmente claro, aunque el vocabulario sea limitado. Comparan y contrastan información en textos y organizadores gráficos. Los errores en la organización, gramática, elección de palabras y mecánica interfieren con la comunicación.</p>
<p>3 Intermedio</p>	<p>Los estudiantes competentes típicamente producen oraciones completas al dar información, explicar procesos, expresar opiniones y narrar historias. Organizan respuestas en orden secuencial y lógico. Identifican, comparan y contrastan características de objetos menos comunes con precisión. Los errores menores no interfieren con la comunicación.</p>	<p>Los estudiantes competentes típicamente siguen instrucciones de varios pasos usando vocabulario académico, recuerdan detalles e identifican ideas principales en discusiones de clase y durante instrucción. Hacen inferencias de pasajes orales complejos e interpretan tablas y otros organizadores gráficos.</p>	<p>Los estudiantes competentes típicamente utilizan pistas contextuales para determinar significado de palabras. Analizan textos e interpretan palabras, frases y oraciones complejas. Los errores no interfieren con la comprensión.</p>	<p>Los estudiantes competentes típicamente escriben oraciones completas con vocabulario generalmente preciso que demuestran el uso apropiado de puntuación, verbos auxiliares y otras convenciones. Resumen pasajes; interpretan, comparan y contrastan información de organizadores gráficos y pistas contextuales. Los errores no interfieren con la comunicación.</p>
<p>4 Competente</p>				

Proficiency Level Descriptors – Grades 4–5 (continued)

<p>5 Dominio Avanzado</p>	<p>Los estudiantes con dominio avanzado típicamente producen oraciones con vocabulario sofisticado y gramática correcta al dar información, describir situaciones, hacer preguntas, expresar opiniones y sutilezas de significado y explicar procesos y su razonamiento. Crean narrativas detalladas y estructuradas.</p>	<p>Los estudiantes con dominio avanzado típicamente siguen instrucciones que utilizan frases del verbo y determinan información clave para resumir tareas. Recuerdan detalles sutiles y generalmente comprenden expresiones idiomáticas.</p>	<p>Los estudiantes con dominio avanzado típicamente determinan ideas principales, recuerdan detalles de apoyo, hacen inferencias de información y sacan conclusiones de textos de ficción y no ficción. Comparan, contrastan y resumen información en textos y organizadores gráficos. Utilizan pistas contextuales para interpretar palabras menos familiares y frases complejas.</p>	<p>Los estudiantes con dominio avanzado típicamente escriben fluidamente al responder a una variedad de indicadores de escritura y propósitos. Con habilidad organizan, interpretan, resumen y evalúan información de textos y organizadores gráficos. La comunicación es clara y completa, aunque puede contener algunos errores mecánicos.</p>
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Proficiency Level Descriptors – Grades 6–8

Grades 6–8	Hablando	Escuchando	Lectura	Escritura
<p>1 Principiante</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente usan gramática y vocabulario básico y oraciones sencillas para describir situaciones sociales, dar instrucciones e identificar lugares. Construyen narrativas de una secuencia de imágenes de actividades relacionadas con la escuela y comparan y contrastan información encontrada en textos y organizadores gráficos. Los errores frecuentemente impiden la comunicación.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente siguen instrucciones orales sencillas y comprenden vocabulario común y expresiones idiomáticas. Identifican detalles básicos de conversaciones. Los errores frecuentemente impiden la comunicación y comprensión.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente identifican algunas ideas principales y detalles de apoyo en textos simples. Los errores frecuentemente impiden la comprensión.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español. Los estudiantes intermedios básicos típicamente escriben oraciones completas usando gramática y vocabulario básico para describir, explicar o responder a indicaciones verbales o indicadores gráficos. Resumen párrafos en sus propias palabras. Los errores de organización, gramática, elección de palabras y mecánica frecuentemente impiden la comunicación.</p>
<p>2 Intermedio Básico</p>	<p>Los estudiantes intermedios típicamente utilizan palabras y frases apropiadas y oraciones completas al expresar opiniones, dar información, realizar transacciones o describir funciones comunes. Describen situaciones sociales comunes y narran historias simples. Los errores gramaticales o de vocabulario interfieren con la comunicación, pero el significado intencionado es generalmente claro.</p>	<p>Los estudiantes intermedios típicamente siguen instrucciones de varios pasos que usan vocabulario académico. Ellos recuerdan detalles de discusiones de clase, conversaciones o historias cortas orales. Los errores interfieren con la comunicación y comprensión.</p>	<p>Los estudiantes intermedios típicamente identifican expresiones idiomáticas, distinguen entre ideas principales e ideas de apoyo y hacen inferencias simples de pistas de textos fictionales y académicos. Los errores interfieren con la comprensión.</p>	<p>Los estudiantes intermedios típicamente escriben oraciones completas para describir, explicar, comparar y contrastar indicaciones verbales o indicadores gráficos. Resumen párrafos en sus propias palabras y utilizan puntuación final y preposiciones correctas. Pueden distinguir entre el uso de modo y tiempo correcto e incorrecto. Las respuestas muestran una gama limitada de vocabulario. Los errores en la organización, gramática, elección de palabras y mecánica interfieren con la comunicación.</p>
<p>3 Intermedio</p>	<p>Los estudiantes competentes típicamente producen oraciones completas para expresar opiniones, dar información, realizar transacciones, hacer peticiones, explicar procesos, dar instrucciones y describir situaciones sociales. Producen narrativas generalmente fluidas con algunas dudas o autocorrecciones que no oscurecen el significado. Organizan respuestas en orden lógico y secuencial e incorporan expresiones idiomáticas. El discurso es coherente y claro, pero le falta elaboración o detalle.</p>	<p>Los estudiantes competentes típicamente predicen resultados de conversaciones o pasajes orales complejos. Sacan conclusiones, resumen conversaciones y relacionan información oral con organizadores gráficos. Comprenden vocabulario técnico, académico y expresiones idiomáticas.</p>	<p>Los estudiantes competentes típicamente interpretan vocabulario académico y expresiones idiomáticas, comparan y resumen información en textos y organizadores gráficos, determinan ideas principales e identifican detalles en textos fictionales y académicos. Hacen inferencias y analizan la estructura de textos. Los errores no interfieren con la comprensión.</p>	<p>Los estudiantes competentes típicamente escriben oraciones múltiples con vocabulario académico para describir y explicar ideas o comparar texto en organizadores gráficos. Pueden resumir pasajes en sus propias palabras. Utilizan el modo y tiempo correcto, concordancia entre sujeto y verbo, conjunciones subordinadas y colocación adecuada de adjetivo. Los errores no interfieren con la comunicación.</p>
<p>4 Competente</p>				

Proficiency Level Descriptors – Grades 6–8 (continued)

<p>5 Dominio Avanzado</p>	<p>Los estudiantes con dominio avanzado típicamente producen oraciones con vocabulario sofisticado, gramática correcta y sutilezas de significado al dar información, expresar opiniones, identificar y describir objetos y explicar procesos y su razonamiento. Producen narrativas detalladas con estructura compleja y con habilidad organizan información para presentaciones.</p>	<p>Los estudiantes con dominio avanzado típicamente recuerdan detalles sutiles y determinan y evalúan información clave al resumir una tarea y hacer inferencias y predicciones sofisticadas de discusiones de clase o historias orales largas. Comprenden expresiones idiomáticas cada vez más abstractas, localizan nueva información en un contexto más amplio y distinguen entre lo relevante de la información superflua.</p>	<p>Los estudiantes con dominio avanzado típicamente interpretan expresiones idiomáticas menos familiares. Identifican tono del autor, punto de vista y otras técnicas literarias. Comparan y resumen información en textos y organizadores gráficos y hacen inferencias de textos largos.</p>	<p>Los estudiantes con dominio avanzado típicamente escriben oraciones compuestas y complejas con vocabulario preciso y correcto para describir o explicar preferencias, resumen pasajes o comparan textos en organizadores gráficos. Correctamente se adhieren a convenciones de escritura de preposiciones y verbos auxiliares y diferencian oraciones completas de fragmentos. Los errores menores son posibles, pero generalmente insignificantes.</p>
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Proficiency Level Descriptors – Grades 9–12

Grades 9–12	Hablando	Escuchando	Lectura	Escritura
1 Principiante	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente producen oraciones sencillas usando gramática y vocabulario básico para interpretar lenguaje relacionado con contextos sociales, escolares y académicos, explicar preferencias personales o describir una secuencia de imágenes de eventos familiares y situaciones sociales. Conocimiento mínimo de vocabulario y gramática y errores frecuentes impiden la comunicación.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente siguen instrucciones de varios pasos. Identifican ideas principales y hacen inferencias y sacan conclusiones simples. Los errores frecuentemente impiden la comunicación y comprensión.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente identifican algunas ideas principales y detalles de apoyo en textos simples. Los errores frecuentemente impiden la comprensión.</p>	<p>Los estudiantes principiantes empiezan a desarrollar las destrezas receptivas y productivas en español.</p> <p>Los estudiantes intermedios básicos típicamente escriben oraciones completas usando gramática y vocabulario básico para expresar ideas. Resumen párrafos y explican organizadores gráficos. Los errores en la organización, gramática, elección de palabras y mecánica frecuentemente impiden la comunicación.</p>
2 Intermedio Básico	<p>Los estudiantes intermedios típicamente utilizan palabras, frases y oraciones completas apropiadas al dar información, expresar preferencias, realizar transacciones o describir experiencias personales. Describen situaciones sociales y narran historias simples. El significado intencionado es generalmente claro, pero a menudo requiere preguntas de comprensión. Tienen la capacidad de comunicar algunas sutilezas de significado. Los errores con la gramática o vocabulario interfieren con la comunicación, pero el significado intencionado es generalmente claro.</p>	<p>Los estudiantes intermedios típicamente interpretan vocabulario académico simple y recuerdan detalles. Hacen predicciones e identifican propósitos de conversaciones simples. Los errores interfieren con la comunicación y comprensión.</p>	<p>Los estudiantes intermedios típicamente identifican ideas principales y detalles implícitos en narrativas. Interpretan palabras y frases en contexto y comparan y resumen información en textos y organizadores gráficos. Los errores interfieren con la comprensión.</p>	<p>Los estudiantes intermedios típicamente usan gramática básica correcta y empiezan a demostrar el uso correcto de artículos, colocación de adjetivos, preposiciones y puntuación. El significado es generalmente claro, aunque el vocabulario sea limitado.</p>
3 Intermedio	<p>Los estudiantes competentes típicamente usan oraciones completas para expresar opiniones, explicar procesos, realizar transacciones y describir experiencias personales. Usan gramática y vocabulario poco comunes y narran fluidamente historias con detalle creativo. Organizan respuestas en orden lógico y secuencial e incorporan expresiones idiomáticas. El discurso es coherente y claro, pero le falta elaboración o detalle. Comunican distinciones sutiles a través de un vocabulario rico, específico y variado.</p>	<p>Los estudiantes competentes típicamente interpretan expresiones idiomáticas, vocabulario académico y conceptos complejos. Distinguen detalles esenciales y sutilezas del significado, sintetizan respuestas de información fragmentaria y determinan información clave para resumir tareas de narrativas y discusiones complejas.</p>	<p>Los estudiantes competentes típicamente hacen inferencias de textos académicos. Identifican punto de vista, tono y actitud en textos ficcionales y académicos, analizan estructura de textos y utilizan pistas contextuales para interpretar expresiones idiomáticas. Los errores no interfieren con la comprensión.</p>	<p>Los estudiantes competentes típicamente escriben fluidamente con vocabulario preciso para describir, explicar y resumir ideas y comparar textos con los organizadores gráficos. Demuestran una alta habilidad con las convenciones gramaticales como modo y tiempo, verbos auxiliares, adverbios y conjunciones. Las respuestas muestran errores menores en la gramática y organización de escritura que no interfieren con la comunicación.</p>
4 Competente	<p>Los estudiantes competentes típicamente usan oraciones completas para expresar opiniones, explicar procesos, realizar transacciones y describir experiencias personales. Usan gramática y vocabulario poco comunes y narran fluidamente historias con detalle creativo. Organizan respuestas en orden lógico y secuencial e incorporan expresiones idiomáticas. El discurso es coherente y claro, pero le falta elaboración o detalle. Comunican distinciones sutiles a través de un vocabulario rico, específico y variado.</p>	<p>Los estudiantes competentes típicamente interpretan expresiones idiomáticas, vocabulario académico y conceptos complejos. Distinguen detalles esenciales y sutilezas del significado, sintetizan respuestas de información fragmentaria y determinan información clave para resumir tareas de narrativas y discusiones complejas.</p>	<p>Los estudiantes competentes típicamente hacen inferencias de textos académicos. Identifican punto de vista, tono y actitud en textos ficcionales y académicos, analizan estructura de textos y utilizan pistas contextuales para interpretar expresiones idiomáticas. Los errores no interfieren con la comprensión.</p>	<p>Los estudiantes competentes típicamente escriben fluidamente con vocabulario preciso para describir, explicar y resumir ideas y comparar textos con los organizadores gráficos. Demuestran una alta habilidad con las convenciones gramaticales como modo y tiempo, verbos auxiliares, adverbios y conjunciones. Las respuestas muestran errores menores en la gramática y organización de escritura que no interfieren con la comunicación.</p>

Proficiency Level Descriptors – Grades 9–12 (continued)

<p>5 Dominio Avanzado</p>	<p>Los estudiantes con dominio avanzado típicamente producen oraciones complejas con vocabulario sofisticado y preciso y gramática correcta. Son portadores de contenido académico detallado y matices expresivos de significado y hábilmente organizan información para presentaciones.</p>	<p>Los estudiantes con dominio avanzado típicamente interpretan gramática y vocabulario más complejo para seguir instrucciones complejas. Utilizan pistas contextuales para interpretar nuevo vocabulario y sacar conclusiones sobre personajes en historias orales. Distinguen sutilezas de tono y punto de vista, captan expresiones idiomáticas abstractas y poco comunes y analizan estructura de pasajes orales.</p>	<p>Los estudiantes con dominio avanzado típicamente interpretan vocabulario social y académico y expresiones idiomáticas no familiares. Usan predicción para leer fluidamente, hacen inferencias de textos difíciles, reconocen técnicas literarias y usan técnicas de auto monitoreo para comprobar su comprensión.</p>	<p>Los estudiantes con dominio avanzado típicamente escriben usando vocabulario preciso, sofisticado y variado. Demuestran expresión fluida y variada y amplían respuestas a los indicadores de escritura usando su conocimiento relacionado. Los errores menores son posibles, pero generalmente insignificantes.</p>
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