



The Achievement Level Descriptors (ALDs) outline the knowledge, skills, and processes that students demonstrate within each domain on ELPA21's language proficiency assessments. These score-appropriate descriptors appear on each student's Individual Student Report (ISR) for the ELPA21 assessments. Practical and easy to use, this resource can help guide English language and content teachers' instruction.

© 2020 Regents of the University of California
For permission to use this work, please contact English Language Proficiency Assessment for the 21st Century at UCLA/CRESST.
info@elpa21.org
English Language Proficiency Assessment for the 21st Century. (2018). <i>Achievement level descriptors by domain</i> . University of California, Los Angeles.

#### **Table of Contents**

Organization of ELP Standards 1–8	4
Kindergarten ALDs by Domain	5
Listening	5
Reading	5
Writing	6
Speaking	6
Grade 1 ALDs by Domain	8
Listening	8
Reading	8
Writing	9
Speaking	10
Grade Band 2–3 ALDs by Domain	11
Listening	11
Reading	11
Writing	12
Speaking	12
Grade Band 4–5 ALDs by Domain	14
Listening	14
Reading	14
Writing	15
Speaking	16
Grade Band 6–8 ALDs by Domain	17
Listening	17
Reading	17
Writing	18
Speaking	19
Grade Band 9–12 ALDs by Domain	20
Listening	20
Reading	20
Writing	21
Speaking	22
References	23

#### Organization of ELP Standards 1–8

Modalities	Domains	C	orresponding ELP Standards
Receptive¹ modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The	the whose author or deliverer is not present or accessible. It presumes that the interaction is with hentic written or oral documents where language input is meaningful and content laden. The rner brings background knowledge, experience, and appropriate interpretive strategies to the k to promote understanding of language and content in order to develop a personal reaction.		construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing
learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)			determine the meaning of words and phrases in oral presentations and literary and informational text
<b>Productive modalities:</b> The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified		3	speak and write about grade-appropriate complex literary and informational texts and topics
audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive	Listening, Speaking,	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Reading, and Writing	5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

Note. Adapted from "English language proficiency (ELP) standards" by Council of Chief State School Officers, 2020, p.5.

<sup>&</sup>lt;sup>1</sup>The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELs and ELs with IEPs or 504 plans, it is particularly useful to consider EL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus on the construct(s) being instructed or assessed.

# **Kindergarten ALDs by Domain**

Listening						
Level 1	Level 2	Level 3	Level 4	Level 5		
Score Range: 466 or below	Score Range: 467–506	Score Range: 507–612	Score Range: 613–644	Score Range: 645 or above		
When listening, the student	When listening, the student	When listening, the student	When listening, the student	When listening, the student		
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on		
responding to short	responding to short	responding to	responding to	responding to		
conversations; recognizing	conversations; recognizing	conversations and	conversations and	conversations and		
and identifying the	and identifying the meaning	identifying key words and	identifying key words,	identifying key words,		
meanings of a few	of some key words and	phrases from read-alouds	phrases, and details from	phrases, and details from		
frequently occurring words	phrases from read-alouds	and oral presentations;	long stories and	longer stories and		
in read-alouds and simple	and oral presentations;	answering questions about	presentations; answering	informational		
oral presentations;	responding to yes/no and	the means of words and	questions and evaluating	presentations; answering		
responding to simple	wh- questions; following	phrases; making inferences	key vocabulary using details	questions and evaluating		
yes/no and wh- questions;	simple and some multi-step	and comparisons;	from long stories and	key details from long		
following simple directions.	directions without picture	responding to yes/no and	conversations;	informational		
	support; discriminating	wh- questions;	demonstrating multiple-	presentations;		
	some details in longer	comprehending details and	step thinking.	demonstrating multiple		
	conversations.	following longer directions.		step thinking.		

		Reading		
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 472 or below	Score Range: 473–513	Score Range: 514–591	Score Range: 592–626	Score Range: 627 or above
When reading grade-	When reading grade-	When reading grade-	When reading grade-	When reading grade-
appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the
student at Level 1 is	student at Level 2 is	student at Level 3 is	student at Level 4 is	student at Level 5 is
working on determining the	working on identifying key	working on identifying	working on categorizing	working on analyzing details
meaning of words and	words and phrases from	frequently used words and	words and phrases in read-	from read-alouds and
phrases in texts and	read-alouds of texts and	phrases, responding to	alouds of texts and	dialogues on familiar and
dialogues, responding to	dialogues, responding to	questions about key details	dialogues, answering	unfamiliar topics, analyzing
simple yes/no and wh-	yes/no and wh- questions,	from read-alouds of texts	questions about key details	information to answer
questions, and recognizing	and recognizing the	and dialogues, responding	in a variety of text types,	questions about key details
the meanings of some	meaning of some frequently	to questions about familiar	and recognizing words and	in read-alouds, categorizing
frequently occurring words	occurring and key words in	topics, and answering	phrases in read-alouds that	words, demonstrating
in read-alouds.	read-alouds.	questions to help determine		comparing and contrasting

G	may have multiple meanings in context.	skills in read- alouds, inferring meaning from words using text and pictures, and listening to and following directions
		from a text.

Writing					
Level 1	Level 2	Level 3	Level 4	Level 5	
Score Range: 496 or below	Score Range: 497–561	Score Range: 562–650	Score Range: 651–672	Score Range: 673 or above	
When writing, the student	When writing, the student	When writing, the student	When writing, the student	When writing, the student	
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on	
recognizing and using a	recognizing and using	recognizing and using	recognizing and using	recognizing and using	
small number of frequently	frequently occurring nouns	frequently occurring nouns,	frequently occurring regular	frequently occurring regular	
occurring nouns and verbs	and verbs in writing; writing	verbs, and short phrases in	plural nouns, verbs and	plural nouns, verbs,	
in writing, creating words	and completing words by	writing; writing and	prepositions in writing;	prepositions, and question	
by filling in a missing letter,	filling in a missing letter;	completing words with	writing common grade level	words in writing; writing	
using a small number of	expressing an opinion about	missing letters; using	words; writing sentences	common words and	
frequently occurring nouns	a topic in writing and giving	question words to create	with few errors; expressing	accurate grade-level	
and verbs in written text,	a reason for that opinion;	simple questions;	an opinion with a reason;	sentences; expressing an	
and responding to simple	responding to simple	expressing an opinion or	creating complete	opinion or a preference,	
questions about familiar	questions about familiar	preference; creating	sentences by placing words	including a reason for that	
topics.	topics.	complete simple sentences	in the correct order.	opinion; creating complete	
		by placing words in the		sentences by placing words	
		correct order.		in the correct order.	

		Speaking		
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 486 or below	Score Range: 487–534	Score Range: 535-597	Score Range: 598–624	Score Range: 625 or above
When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
responding to short	responding to conversations	responding to	responding to	responding to
conversations and	and questions; following	conversations, questions	conversations, questions	conversations, questions
questions; describing	commands; describing	and commands by	and prompts by identifying	and prompts on a variety of
objects using frequently	actions and objects using	describing details and	multiple items and	topics by identifying items
occurring nouns and verbs;	frequently occurring nouns,	actions using nouns, verbs,	explaining choices;	and explaining choices;

communicating simple	verbs and short phrases;	and prepositions;	answering questions about	answering questions about
information about a topic.	communicating simple	communicating information	a variety of topics using	key details on a variety of
	information; retelling and	and expressing an opinion	supporting details;	topics; expressing an
	sequencing a story; using	about a familiar topic;	expressing an opinion about	opinion or a preference
	prepositional phrases to	making inferences to	a variety of topics;	about a variety of topics;
	describe location;	answer questions; retelling	demonstrating correct use	retelling stories and
	categorizing vocabulary;	and sequencing an oral	of prepositions; describing	multiple step directions in
	forming questions related	presentation.	an object's location;	an event using sequencing.
	to prompts.		retelling and sequencing an	
			oral presentation.	

#### **Grade 1 ALDs by Domain**

Listening						
Level 1	Level 2	Level 3	Level 4	Level 5		
Score Range: 434 or below	Score Range: 435–466	Score Range: 467–548	Score Range: 549-593	Score Range: 594 or above		
When listening, the student	When listening, the student	When listening, the student	When listening, the student	When listening, the student		
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on		
identifying the main topic in	identifying key words and	identifying the main topics	identifying the main topics,	identifying main topics and		
oral presentations,	phrases in oral	and answer questions about	answering questions about	key details in oral		
determining meaning of	presentations of texts,	some key details in oral	an increasing number of key	presentations of literary		
words and phrases, and	participating in short	presentations of texts,	details in oral presentations	and informational texts;		
participating in	conversations about	participating in short	of literary and informational	participating in extended		
conversations and	familiar topics and	conversations and	texts; participating in	conversations and		
discussions.	responding to simple	discussions on familiar	conversations and	discussions and answering		
	questions and wh-	topics and answering simple	discussions on a variety of	questions on a variety of		
	questions, gathering	questions, gathering and	topics; gathering,	topics and texts; gathering,		
	information and identifying	summarizing information	summarizing, and	summarizing, and		
	summaries of information	from oral sources, and	answering questions about	answering questions about		
	from oral sources,	identifying one or two	information from oral	information from oral		
	identifying a reason a	reasons a speaker gives to	sources; identifying reasons	sources; identifying reasons		
	speaker gives to support a	support a main point.	a speaker gives to support	a speaker gives to support		
	point, and determining the		the main point.	the main point.		
	meaning of frequently					
	occurring words and					
	phrases.					

		Reading		
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 478 or below	Score Range: 479-514	Score Range: 515-583	Score Range: 584-628	Score Range: 629 or above
When reading grade-	When reading grade-	When reading grade-	When reading grade-	When reading grade-
appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the
student at Level 1 is	student at Level 2 is	student at Level 3 is	student at Level 4 is	student at Level 5 is
working on determining the	working on identifying key	working on identifying key	working on identifying main	working on identifying main
meaning of words and	words and phrases in read-	words, phrases, and main	topics in texts and read-	topics in texts and read-
phrases in read- alouds of	alouds of texts and	topics in texts and	alouds; asking and	alouds; asking and
texts and dialogues;	dialogues; responding to	dialogues; responding to	answering questions about	answering questions about

responding to simple yes/no and wh- questions about familiar topics; identifying main topic in read-aloud sentence; recognizing the meaning of some frequently occurring words in read-alouds.

simple yes/no and whquestions about familiar topics; identify a reason an author gives to support the main point; determining the meaning of frequently occurring words and phrases in read-alouds. simple questions about key details; retelling some information, details, or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.

key details in written texts and read-alouds; retelling stories and information; identifying reasons an author gives to support a main point; answering questions about a variety of topics to determine the meaning of words, phrases, and simple idiomatic expressions.

key details in texts and read-alouds; retelling key points of stories and information; identifying reasons an author gives to support a main point; summarizing information from provided sources; answering questions on a variety of topics to determine or clarify the meaning of words, phrases, and idiomatic expressions.

		Writing		
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 497 or below	Score Range: 498-547	Score Range: 548-612	Score Range: 613-640	Score Range: 641 or above
When writing, the student	When writing, the student	When writing, the student	When writing, the student	When writing, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
responding to simple	responding to simple	participating in short	participating in written	participating in extended
yes/no and wh- questions	yes/no and wh- questions	written exchanges; asking	exchanges about a variety	written exchanges of
about familiar topics,	about familiar topics;	and answering simple	of texts and topics;	information; composing
creating words by filling in a	communicating simple	questions and composing	composing written texts	written texts about a variety
missing letter with or	messages about familiar	short written text about	about a variety of topics;	of topics; expressing
without a provided	topics or objects; expressing	familiar topics; expressing	answering questions	opinions about a variety of
example, and using a small	an opinion about a familiar	an opinion about a familiar	expressing opinions about a	topics; recounting a more
number of frequently	topic; retelling an event and	topic and giving a reason;	variety of topics; recounting	complex sequence of
occurring nouns and verbs	presenting simple	retelling a simple sequence	multiple events in sequence	events; producing and
when writing.	information using some	of events and presenting	and presenting simple	expanding simple and some
	frequently occurring linking	simple information;	information about a topic;	compound sentences.
	words; producing simple	producing and expanding	producing and expanding	
	sentences using frequently	simple sentences.	simple and some compound	
	occurring nouns, verbs,		sentences.	
	prepositions, and			
	conjunctions.			

	Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5	
Score Range: 527 or below	Score Range: 528-576	Score Range: 577-592	Score Range: 593-618	Score Range: 619 or above	
When speaking, the	When speaking, the	When speaking, the student	When speaking, the student	When speaking, the student at	
student at Level 1 is	student at Level 2 is	at Level 3 is working on	at Level 4 is working on	Level 5 is working on	
working on responding to	working on participating	participating in short	participating in discussions	participating in extended	
short conversations and	in short conversations;	discussions and	and conversations; delivering	discussions and conversations;	
questions; describing	responding to simple	conversations; asking and	short simple oral	delivering oral presentations	
objects using frequently	yes/no and wh- questions	answering simple questions	presentations about a variety	with a few descriptive details	
occurring nouns and	about familiar topics;	about familiar topics;	of topics; expressing opinions	about a variety of topics;	
verbs; communicating	communicating simple	delivering short simple oral	about a variety of topics;	expressing opinions about a	
simple information about	messages about familiar	presentations about familiar	summarizing information and	variety of topics; summarizing	
a topic; expressing an	topics; expressing an	topics; expressing an opinion	answering questions from	information and answering	
opinion.	opinion about a familiar	about a familiar topic and	provided sources; recounting	questions from sources;	
	topic; summarizing some	giving a reason; summarizing	multiple events in sequence	recounting a more complex	
	key information from	information from sources;	and presenting simple	sequence of events and	
	sources; retelling an	retelling a simple sequence	information about a topic;	providing some facts;	
	event and present simple	of events and presenting	producing and expanding	producing and expanding	
	information using some	simple information.	simple and some compound	simple and compound	
	frequently occurring		sentences.	sentences.	
	linking words; producing				
	simple sentences.				

# **Grade Band 2–3 ALDs by Domain**

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
2 <sup>nd</sup> Score Range: 407 or below	2 <sup>nd</sup> Score Range: 408–437	2 <sup>nd</sup> Score Range: 438–511	2 <sup>nd</sup> Score Range: 512-563	2 <sup>nd</sup> Score Range: 564 or above
3 <sup>rd</sup> Score Range: 408 or below	3 <sup>rd</sup> Score Range: 409–447	3 <sup>rd</sup> Score Range: 448–535	3 <sup>rd</sup> Score Range: 536-597	3 <sup>rd</sup> Score Range: 598 or above
When listening, the student	When listening, the student	When listening, the student	When listening, the student	When listening, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
identifying and gathering	identifying and gathering	identifying, gathering and	identifying, gathering and	identifying, gathering and
information from an oral	information from an oral	sequencing information	sequencing information	sequencing information
presentation; determining	presentation, determining	from an oral presentation;	from an oral presentation;	from a long oral
the meaning of a few key	the meaning of basic	identifying main points and	identifying main points and	presentation; identifying
words and phrases;	vocabulary and common	retelling key details; asking	retelling key details in	main points and retelling key
participating in a short	content vocabulary,	and answering questions;	complex stories and longer	details in complex stories
conversation and	participating in longer	determining the meaning of	presentations; determining	and longer presentations;
responding to basic	conversations and	higher-level vocabulary and	the meaning of advanced	determining the meaning of
questions; following basic	responding to basic	content vocabulary;	vocabulary; drawing	advanced vocabulary;
directions.	questions, identifying main	following multi-step	conclusions based on	drawing conclusions and
	topic and some key details,	directions.	conversations.	making comparisons based
	and following directions.			on a long conversation.

Reading					
Level 1	Level 2	Level 3	Level 4	Level 5	
2 <sup>nd</sup> Score Range: 456 or below	2 <sup>nd</sup> Score Range: 457–488	2 <sup>nd</sup> Score Range: 489–554	2 <sup>nd</sup> Score Range: 555-594	2 <sup>nd</sup> Score Range: 595 or above	
3 <sup>rd</sup> Score Range: 494 or below	3 <sup>rd</sup> Score Range: 495–540	3 <sup>rd</sup> Score Range: 541–609	3 <sup>rd</sup> Score Range: 610–643	3 <sup>rd</sup> Score Range: 644 or above	
When reading grade-	When reading grade-	When reading grade-	When reading grade-	When reading grade-	
appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the	
student at Level 1 is	student at Level 2 is	student at Level 3 is	student at Level 4 is	student at Level 5 is	
working on recognizing and	working on identifying and	working on identifying main	working on determining the	working on determining the	
understanding the meaning	understanding common	idea and some key details,	main idea and a number of	main idea and explain how	
of basic words, phrases, and	words, phrases, and	responding to questions,	key details that support the	key details support the	
expressions to make	expressions to make	understanding the meaning	main idea, answering more	main idea, answering more	
meaning of text; responding	meaning of text; identifying	of content vocabulary and	complex questions,	complex questions,	
to basic questions; gaining	main idea; responding to	less common words and	understanding the meaning	understanding the meaning	
basic information.	basic questions.	expressions to make	of some academic and	of some academic and	
		meaning of text, and	content vocabulary and less	content vocabulary and less	

	beginning to understand how word structures affect meaning.	common words and expressions to make meaning of text, and understanding how word	common words and expressions to make meaning of text, and understanding how word
		structures affect meaning.	structures affect meaning.

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
2 <sup>nd</sup> Score Range: 451 or below	2 <sup>nd</sup> Score Range: 452–492	2 <sup>nd</sup> Score Range: 493–554	2 <sup>nd</sup> Score Range: 555–590	2 <sup>nd</sup> Score Range: 591 or above
3 <sup>rd</sup> Score Range: 497 or below	3 <sup>rd</sup> Score Range: 498–541	3 <sup>rd</sup> Score Range: 542–602	3 <sup>rd</sup> Score Range: 603–635	3 <sup>rd</sup> Score Range: 636 or above
When writing, the student	When writing, the student	When writing, the student	When writing, the student	When writing, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
creating words by filling in a	creating words by filling in a	creating words by filling in a	composing simple,	composing compound and
missing letter, using a small	missing letter; composing	missing letter, composing	compound, and some	complex sentences with a
number of frequently	words, phrases, and simple	simple and compound	complex sentences with a	clear meaning that relate to
occurring nouns and verbs,	sentences related to	sentences with clear	clear meaning that relate to	a prompt, recognizing and
and answering basic	prompt; recognizing and	meaning that relate to a	a prompt; recognizing and	using parts of speech,
questions and producing	using frequently occurring	prompt, recognizing and	using parts of speech;	accurately using complex
basic information using	parts of speech; choosing	using parts of speech,	increasing use of complex	grammar structures, and
isolated words or phrases.	basic words to	developing control of verb	grammar structures;	expanding word choice to
	communicate meaning.	tenses, and expanding word	expanding word choice to	communicate meaning.
		choice to communicate	communicate meaning.	
		meaning.		

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
2 <sup>nd</sup> Score Range: 489 or below	2 <sup>nd</sup> Score Range: 490-528	2 <sup>nd</sup> Score Range: 529-554	2 <sup>nd</sup> Score Range: 555–587	2 <sup>nd</sup> Score Range: 588 or above
3 <sup>rd</sup> Score Range: 499 or below	3 <sup>rd</sup> Score Range: 500-537	3 <sup>rd</sup> Score Range: 538–571	3 <sup>rd</sup> Score Range: 572–611	3 <sup>rd</sup> Score Range: 612 or above
When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
responding to basic	responding to basic	participating in short	participating in discussions	participating in extended
questions about familiar	questions about familiar	discussions including asking	by asking and answering	discussions by asking and
topics and participating in	texts and topics and	questions and adding	questions; delivering short	answering questions;
short conversations,	participating in short	comments; delivering short	oral presentations on a	delivering oral
communicating basic	conversations, delivering	oral presentations about	variety of topics;	presentations on a variety
information using	basic oral presentations	familiar topics; presenting	introducing topics and	of topics; introducing topics,
frequently occurring words	about familiar texts and	information, recounting	presenting facts using	presenting facts using

and simple sentences about	topics, communicating basic	short sequences of events,	temporal and linking words	temporal and linking words,
familiar texts and topics,	information, recounting two	and using linking words to	to connect ideas; expanding	and articulating a
and expressing opinions on	sequential events and using	connect ideas; expanding	use of compound	conclusion; expanding use
familiar topics.	linking words to connect	simple sentences, word	sentences, word choices,	of complex sentences, word
	ideas, producing simple	choice, and verbs;	and verbs; expressing	choices and verbs;
	sentences and using	expressing opinions on	opinions and reasons on a	expressing opinions by
	common word choices, and	familiar topics with at least	variety of topics.	giving several reasons for
	expressing opinions on	one reason for the opinion.		the opinions; articulating
	familiar topics.			conclusions about the
				opinions.

#### **Grade Band 4–5 ALDs by Domain**

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
4 <sup>th</sup> Score Range: 397 or below	4 <sup>th</sup> Score Range: 398–430	4 <sup>th</sup> Score Range: 431–491	4 <sup>th</sup> Score Range: 492–562	4 <sup>th</sup> Score Range: 563 or above
5 <sup>th</sup> Score Range: 412 or below	5 <sup>th</sup> Score Range: 413-454	5 <sup>th</sup> Score Range: 455-497	5 <sup>th</sup> Score Range: 498-580	5 <sup>th</sup> Score Range: 581 or above
When listening, the student	When listening, the student	When listening, the student	When listening, the student	When listening, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
determining the meaning of	determining the meaning of	determining the meaning of	determining the meaning of	determining the meaning of
a few basic words and	a few basic words and	words, phrases, and some	general academic and	figurative language;
phrases and formulaic	phrases and expressions in	idiomatic expressions;	content-specific words and	participating in extended
expressions in oral	oral presentations;	participating in short	phrases, and idiomatic	conversations and
presentations; listening to	participating in short	conversations and	expressions; participating in	discussions about a variety
short conversations and	conversations and	discussions; asking and	conversations and	of topics and texts; asking
responding to simple	discussions and responding	answering questions;	discussions; answering	relevant questions and
questions and some wh-	to simple questions;	identifying the main idea	relevant questions and	summarizing key ideas;
questions; identifying a	identifying the main idea	and key details about a	building on the ideas of	explaining how reasons and
point a speaker makes.	and a key detail from a	familiar topic; identifying	others; determining the	evidence are sufficient to
	read-aloud or oral	how one or two reasons	main idea or theme and	support the main ideas in a
	presentation; identifying a	support the specific points a	explaining how it is	presentation.
	speaker's main point, and	speaker makes.	supported by key details.	
	agree or disagree with the			
	speaker.			

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
4 <sup>th</sup> Score Range: 452 or below	4 <sup>th</sup> Score Range: 453-487	4th Score Range: 488-549	4 <sup>th</sup> Score Range: 550-593	4 <sup>th</sup> Score Range: 594 or above
5 <sup>th</sup> Score Range: 467 or below	5 <sup>th</sup> Score Range: 468-510	5 <sup>th</sup> Score Range: 511-587	5 <sup>th</sup> Score Range: 588-626	5 <sup>th</sup> Score Range: 627 or above
When reading grade-	When reading grade-	When reading grade-	When reading grade-	When reading grade-
appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the
student at Level 1 is	student at Level 2 is	student at Level 3 is	student at Level 4 is	student at Level 5 is
working on identifying a	working on determining the			
few key words and phrases	meaning of key words,	meaning of key words,	meaning of general	meaning of figurative
in simple written text and	phrases, and some	phrases and some idiomatic	academic and content-	language; recognizing text
gathering information from	expressions in simple	expressions; reading short	specific words, phrases and	types, such as compare and
a few provided sources and	written text; identifying the	literary or informational	idiomatic expressions;	contrast or cause and

labelling some key	main topic and retelling a	texts and identifying the	identifying the main idea or	effect, to identify key
information.	few key details; gathering	main idea or theme and one	theme and explaining how	information and to make a
	and recording some	or two supporting details;	it is supported by details;	summary or prediction;
	information from provided	gathering information from	summarizing excerpts from	identifying author's
	sources.	written sources and	a variety of texts; reading	purpose, and explaining
		identifying key information.	and interpreting	how reasons and evidence
			information from a graph to	support or fail to support
			draw conclusions.	particular points; gathering
				information from written
				sources and summarizing
				key ideas and information
				using graphics.

	Writing				
Level 1	Level 2	Level 3	Level 4	Level 5	
4th Score Range: 436 or below	4 <sup>th</sup> Score Range: 437–480	4th Score Range: 481–567	4 <sup>th</sup> Score Range: 568–599	4 <sup>th</sup> Score Range: 600 or above	
5 <sup>th</sup> Score Range: 437 or below	5 <sup>th</sup> Score Range: 438-485	5 <sup>th</sup> Score Range: 486-597	5 <sup>th</sup> Score Range: 598-627	5 <sup>th</sup> Score Range: 628 or above	
When writing, the student	When writing, the student	When writing, the student	When writing, the student	When writing, the student	
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on	
communicating basic	producing simple sentences	producing and expanding	producing and expanding	participating in extended	
information about an event	using basic language	simple and compound	simple, compound and	written exchanges about a	
or a topic using a narrow	structures; expressing an	sentences; composing brief	complex sentences;	variety of topics and texts,	
range of vocabulary and	opinion or constructing a	narratives or informational	composing narratives or	building on the ideas of	
simple sentences;	simple claim with a	texts, including a few	informational texts about a	others, and adding relevant	
participating in short	supporting reason;	details; constructing a claim	variety of topics with details	and detailed information	
written exchanges and	recounting a simple	about a familiar topic,	and conclusions; recounting	using evidence; composing	
responding to simple and	sequence of events, using	introducing the topic and	a detailed sequence of	narratives or informational	
some wh- questions about	basic linking words; asking a	providing a few supporting	events using transitional	texts; developing the topic	
familiar topics.	question about a topic or	reasons or evidence; asking	words and phrases to	with details, examples, and	
	text.	and answering questions,	connect events, ideas, and	a concluding section;	
		responding to others'	opinions; asking and	composing a claim,	
		comments, and adding own	answering relevant	providing logically ordered	
		comments.	questions, adding	reasons or fact to support	
			information and evidence.	the claim, and a concluding	
				statement; summarizing	
				key ideas.	

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
4th Score Range: 461 or below	4 <sup>th</sup> Score Range: 462–505	4 <sup>th</sup> Score Range: 506–543	4 <sup>th</sup> Score Range: 544–583	4 <sup>th</sup> Score Range: 584 or above
5 <sup>th</sup> Score Range: 482 or below	5 <sup>th</sup> Score Range: 483–525	5 <sup>th</sup> Score Range: 526–572	5 <sup>th</sup> Score Range: 573–606	5 <sup>th</sup> Score Range: 607 or above
When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
participating in short	participating in short	participating in short	participating in	participating in extended
conversations using a few	conversations, responding	conversations and	conversations and	conversations and
words or phrases;	to simple wh- questions;	discussions, asking and	discussions about a variety	discussions, adding relevant
communicating simple	delivering short oral	answering questions,	of topics, building on the	and detailed information
information about an event	presentations or describing	responding to the	ideas of others, expressing	using evidence, and
or topic using a narrow	pictures and graphs using	comments of others, and	own ideas, and adding	summarizing key ideas;
range of vocabulary and	simple language structures;	adding own comments;	relevant information and	delivering a presentation
simple sentences;	recounting a simple	delivering short oral	evidence; recounting a	with details and examples;
expressing an opinion	sequence of events in	presentations including a	detailed sequence of events	constructing a claim and
about a familiar topic.	order; constructing a claim	few details and a	with a beginning, middle	providing logically ordered
	with one supporting reason.	conclusion; constructing a	and end; developing a topic	reasons or facts to support
		claim and providing a few	with facts and details; using	the claim.
		supporting reasons or facts.	transitional words and	
			phrases to connect events,	
			ideas, and opinions.	

#### **Grade Band 6–8 ALDs by Domain**

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
6 <sup>th</sup> Score Range: 409 or below	6 <sup>th</sup> Score Range: 410-439	6 <sup>th</sup> Score Range: 440–497	6 <sup>th</sup> Score Range: 498-564	6 <sup>th</sup> Score Range: 565 or above
7 <sup>th</sup> Score Range: 429 or below	7 <sup>th</sup> Score Range: 430–472	7 <sup>th</sup> Score Range: 473–552	7 <sup>th</sup> Score Range: 553-596	7 <sup>th</sup> Score Range: 597 or above
8 <sup>th</sup> Score Range: 431 or below	8 <sup>th</sup> Score Range: 432–477	8 <sup>th</sup> Score Range: 478-564	8 <sup>th</sup> Score Range: 565-612	8 <sup>th</sup> Score Range: 613 or above
When listening, the student	When listening, the student	When listening, the student	When listening, the student	When listening, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
recognizing a few key words	recognizing the main topic	determining the main idea	determining the main idea	determining main idea or
or phrases, responding to	and retelling a few key	and a few supporting	and supporting evidence;	ideas and how each idea is
simple questions and some	points; responding to	details; paraphrasing the	paraphrasing and analyzing	supported with evidence;
wh- questions, and	simple questions and wh-	main idea; participating in	information to determine if	gathering information from
identifying a point made by	questions; determining the	discussions, building on the	the evidence supports the	multiple oral sources and
a speaker.	meaning of frequently	ideas of others and	argument; posing and	evaluating the credibility of
	occurring words, phrases	answering questions;	answering relevant	the information; quoting or
	and expressions.	determining the meaning of	questions; adding	citing examples while
		general education and	additional relevant	paraphrasing data and
		content specific words.	information and evidence	conclusions; determining
			to key ideas.	the meaning of general
				academic, context specific,
				figurative and idiomatic
				phrases.

		Reading		
Level 1	Level 2	Level 3	Level 4	Level 5
6 <sup>th</sup> Score Range: 460 or below	6 <sup>th</sup> Score Range: 461–495	6 <sup>th</sup> Score Range: 496-564	6 <sup>th</sup> Score Range: 565-603	6 <sup>th</sup> Score Range: 604 or above
7 <sup>th</sup> Score Range: 485 or below	7 <sup>th</sup> Score Range: 486–533	7 <sup>th</sup> Score Range: 534–608	7 <sup>th</sup> Score Range: 609–641	7 <sup>th</sup> Score Range: 642 or above
8 <sup>th</sup> Score Range: 493 or below	8 <sup>th</sup> Score Range: 494-546	8 <sup>th</sup> Score Range: 547–639	8 <sup>th</sup> Score Range 640–668	8 <sup>th</sup> Score Range: 669 or above
When reading grade-	When reading grade-	When reading grade-	When reading grade-	When reading grade-
appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the	appropriate text, the
student at Level 1 is	student at Level 2 is	student at Level 3 is	student at Level 4 is	student at Level 5 is
working on identifying a	working on identifying the	working on determining the	working on determining	working on determining
few key words and phrases	main topic and a few key	central idea or theme and	two or more central ideas	central ideas or themes and
in simple written texts;	details in simple written	supporting details;	and how they are supported	how they are supported by
identifying basic	texts; identifying key words	responding to others'	by specific details; building	specific details;

information within text; and phrases; responding to responding to simple simple comments and questions and some whquestions on a variety of questions on familiar topics. topics as well as some whquestions; gathering and

recording information.

comments and answering questions on familiar topics; gathering information from a few sources; using context clues to determine the meanings of general academic and contentspecific words and phrases; explaining an author's argument; analyzing the arguments and claims made in text, distinguishing between those that are supported by reasons or evidence and those that are not.

on ideas of others, adding relevant and specific evidence; summarizing text; gathering information from multiple sources to summarize ideas, information and observations; analyzing the arguments and claims made in text, determining the sufficiency of supporting evidence; determining the meaning of content-specific words and phrases and some idiomatic expressions.

summarizing key ideas in text; responding to others' comments and answering questions on a variety of topics, adding relevant and specific evidence; gathering information from sources, evaluating its credibility, and paraphrasing the data; determining whether reasoning is sound and evidence is sufficient to support claims; determining the meaning of figurative and connotative language.

Writing				
Level 1	Level 2	Level 3	Level 4	Level 5
6 <sup>th</sup> Score Range: 424 or below	6 <sup>th</sup> Score Range: 425-471	6 <sup>th</sup> Score Range: 472-563	6 <sup>th</sup> Score Range: 564-593	6 <sup>th</sup> Score Range: 594 or above
7 <sup>th</sup> Score Range: 473 or below	7 <sup>th</sup> Score Range: 474–519	7 <sup>th</sup> Score Range: 520–596	7 <sup>th</sup> Score Range: 597–624	7 <sup>th</sup> Score Range: 625 or above
8 <sup>th</sup> Score Range: 483 or below	8 <sup>th</sup> Score Range: 484–532	8 <sup>th</sup> Score Range: 533–618	8 <sup>th</sup> Score Range: 619–646	8 <sup>th</sup> Score Range: 647 or above
When writing, the student	When writing, the student	When writing, the student	When writing, the student	When writing, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
participating in short	participating in short	participating in written	participating in written	participating in extended
written exchanges and	written exchanges;	exchanges with some	exchanges on a variety of	written exchanges on a
presenting simple	composing claims,	details; constructing a claim	topics and texts; asking and	variety of topics and texts;
information; expressing an	narratives, or informational	about a topic, introducing	answering relevant	adding evidence and
opinion about a familiar	texts about familiar topics;	the topic, and providing	questions; paraphrasing to	summarizing ideas;
topic; responding to wh-	providing a reason or fact to	reasons and facts in logical	restate information;	composing narrative and
questions about	support the claim;	order; providing a	composing narrative and	informational texts with
presentations using	responding to simple and	concluding statement;	informational texts with	relevant details about a
vocabulary from the	wh-questions; recounting a	asking and answering	specific details about a	variety of topics;
presentation topic.	brief sequence of events in	questions, adding relevant	variety of topics;	constructing a claim,
	order; using frequently	information; expressing	constructing a claim and	introducing the topic and
	occurring general academic	own ideas in writing;	providing sufficient reasons	providing compelling,
		recounting a short	to support it; analyzing an	ordered reasons to support

	and content-specific words and phrases.	sequence of events in order with a beginning, middle, and end; using common transitional words and phrases.	argument or claim; using simple, compound and complex sentences with transitional words and phrases to connect events and ideas.	the claim; recounting a complex sequence of events with a beginning, middle, and end; adapting language choices and style to the purpose and audience; precisely expressing ideas while maintaining a consistent style and tone.
--	---	---	--	--

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
6 <sup>th</sup> Score Range: 464 or below	6 <sup>th</sup> Score Range: 465-510	6 <sup>th</sup> Score Range: 511-561	6 <sup>th</sup> Score Range: 562-594	6 <sup>th</sup> Score Range: 595 or above
7 <sup>th</sup> Score Range: 474 or below	7 <sup>th</sup> Score Range: 475–526	7 <sup>th</sup> Score Range: 527–581	7 <sup>th</sup> Score Range: 582–610	7 <sup>th</sup> Score Range: 611 or above
8 <sup>th</sup> Score Range: 475 or below	8 <sup>th</sup> Score Range: 476-527	8 <sup>th</sup> Score Range: 528–589	8 <sup>th</sup> Score Range: 590–618	8 <sup>th</sup> Score Range: 619 or above
When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the	When speaking, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	student at Level 4 is	at Level 5 is working on
using basic and topical	offering an opinion or	describing a picture or graph	working on participating in	making predictions and
vocabulary; responding to	prediction using simple	using general academic and	conversations and	drawing conclusions from a
simple and wh- questions	grammatical structures and	content-specific vocabulary,	discussions with	variety of sources; asking
about a presentation;	vocabulary; responding to	and compound as well as	appropriate grammatical	and answering questions,
expressing an opinion	questions with words	complex sentences;	structures; recounting a	and stating opinions with
about a topic; recognizing	relevant to the topic;	constructing a claim and	detailed sequence of	appropriate grammatical
and using frequently	interpreting the	providing several supporting	events with a beginning,	structures and vocabulary;
occurring nouns, phrases,	information in a picture or	reasons or facts in a logical	middle, and end;	recounting a complex
and verbs.	graph about a familiar	order; adapting language	summarizing information	sequence of events; making
	topic; constructing a claim	choices to audience;	using simple, compound	a claim with simple,
	and providing a supporting	delivering a short oral	and complex sentences;	compound, and complex
	reason; producing simple	presentation, or recounting	supporting main ideas	sentences.
	and compound sentences.	a brief sequence of events in	clearly with relevant and	
		order using linking words.	specific evidence; deliver	
			oral presentations about a	
			variety of topics and	
			experiences.	

# **Grade Band 9–12 ALDs by Domain**

Listening				
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 450 or below	Score Range: 451–490	Score Range: 491–570	Score Range: 571–612	Score Range: 613 or above
When listening, the student	When listening, the student	When listening, the student	When listening, the student	When listening, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
determining the meaning of	determining the meaning of	determining the meaning of	determining meanings of	determining meanings of
frequently occurring words,	frequently occurring words,	general academic and	general academic and	idiomatic expressions and
simple phrases, and	phrases, and expressions in	content-specific words,	content-specific words and	figurative language in oral
formulaic expressions in	oral presentations;	phrases and frequently	phrases, figurative	presentations and
simple oral communications	analyzing and critiquing oral	occurring expressions;	language, and some	conversations; determining
and presentations; listening	arguments of others on	demonstrating	idiomatic expressions;	and summarizing central
to short conversations on	familiar topics; identifying	comprehension of oral	demonstrating	ideas or themes, analyzing
familiar topics and	the main topic and retelling	presentations and	comprehension by	their development and
responding to simple	a key detail or supporting	exchanges of information	participating in a range of	evidence discussed;
yes/no questions and some	reason from oral	about literary and	discussion topics; inferring	construct meaning from
wh- questions.	communications;	informational texts by	the intent and analyzing the	oral presentations on
	participating in short	determining the central	speaker's development of	academic topics and literary
	conversations.	idea or theme and	themes and ideas; analyzing	texts; inferring, analyzing
		supporting reasons,	the reasoning and use of	and critiquing the intent,
		restating key ideas and	rhetoric in persuasive	reasoning and use of
		information, and explaining	speech to determine	rhetoric of a speaker.
		how the theme is	whether the evidence is	
		developed by specific	sufficient to support the	
		details; adding information	claim.	
		and evidence to oral		
		exchanges.		

Reading					
Level 1	Level 2	Level 3	Level 4	Level 5	
Score Range: 487 or below	Score Range: 488-538	Score Range: 539-630	Score Range: 631–661	Score Range: 662 or above	
When reading grade-					
appropriate text, the					
student at Level 1 is	student at Level 2 is	student at Level 3 is	student at Level 4 is	student at Level 5 is	
working on recognizing the	working on identifying the	working on determining the	working on determining the	working on determining the	

meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some whquestions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.

meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.

meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources.

meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.

meaning of figurative language, and idiomatic expressions; accurately identifying, summarizing, analyzing, and critiquing key points, main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source.

Writing					
Level 1	Level 2	Level 3	Level 4	Level 5	
Score Range: 484 or below	Score Range: 485–532	Score Range: 533-614	Score Range: 615–640	Score Range: 641 or above	
When writing, the student	When writing, the student	When writing, the student	When writing, the student	When writing, the student	
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on	
communicating basic	writing clear and coherent	using multiple complete	producing a coherent	producing a coherent	
information about a topic	simple and compound	sentences with organization	narrative with details using	narrative with details using	
using a narrow range of	sentences using common	and some details to develop	compound and complex	compound and complex	
vocabulary and simple	linking words; constructing	an informational topic;	sentences; using a variety of	sentences, with complex	
sentences, using basic	written claims with some	constructing written claims	language structures	and varied transitions to	
language structures to	organization, supported by	to communicate clear,	accurately in context-	link the sections of a text	
communicate context-	a reason or evidence and a	coherent, context-specific	specific messages;	and to clarify relationships	
specific messages, and	concluding statement;	messages using a variety of	constructing written claims	among events and ideas;	
participating in short	recounting a short	language structures;	with reasons in basic	composing informational	
written exchanges on	sequence of events in	participating in written	paragraph form;	texts about a variety of	
familiar topics and texts.	order; providing one or two	exchanges, building on the	participating in written	topics with relevant details,	
	facts about a topic; writing	ideas of others, restating	exchanges on a range of	concepts, examples, and	
	one relevant question	some of the key ideas	topics, texts, and issues;	information; expressing	
	about a prompt.	expressed, and expressing	introducing and developing	ideas clearly and	
		own ideas; writing relevant	an informational topic with	persuasively; introducing	
			facts, details, and evidence.	and distinguishing a claim	

questions that demonstrate understanding.	from a counter-claim, providing logically ordered, relevant reasons and
	supporting evidence to refute the counter-claim.

Speaking				
Level 1	Level 2	Level 3	Level 4	Level 5
Score Range: 480 or below	Score Range: 481–535	Score Range: 536-592	Score Range: 593-618	Score Range: 619 or above
When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student	When speaking, the student
at Level 1 is working on	at Level 2 is working on	at Level 3 is working on	at Level 4 is working on	at Level 5 is working on
communicating basic	producing simple and	speaking about	using standard language	participating in extended
information about an event	compound sentences to	informational and complex	forms and complex	conversations and
or topic using a narrow	present information and	literary text or delivering	transitions to clarify	discussions and delivering
range of vocabulary and	ideas; participating in short	short oral presentations	relationships among events	oral presentations on a
simple sentences;	conversations about	using standard language	and ideas; analyzing and	range of topics, texts, and
participating in short	familiar topics and texts;	forms; recounting a	critiquing others'	issues; asking and
conversations; presenting	recounting a short	sequence of events with a	arguments; participating in	answering questions to
information, and	sequence of events;	beginning, middle, and end;	conversations and	probe reasoning and claims;
responding to simple	constructing a spoken claim	introducing and developing	discussions or giving oral	summarizing key ideas and
questions and some wh-	supported by opinions,	an informational topic with	presentations on a range of	evidence; fully developing a
questions; expressing an	reasoning or evidence;	facts and details and a	topics, texts, and issues;	claim or topic with relevant
opinion about a familiar	introducing a topic,	conclusion; participating in	developing presentations to	details, concepts, examples,
topic.	providing one or two facts	discussions, building on the	communicate research;	and information; analyzing
	about the topic, and a	ideas of others and	introducing and developing	and integrating information
	concluding statement.	expressing own ideas;	a claim or an informational	into a clearly organized oral
		asking and answering	topic with facts, details, and	text.
		relevant questions;	evidence.	
		restating some key ideas.		

#### References

Council of Chief State School Offers (CCSSO). English language proficiency (ELP)

standards. (2014). CCSSO. https://ccsso.org/sites/default/files/2017-11/Final%

204\_30%20ELPA21%20Standards%281%29.pdf

Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, *41*(1), 93–102.



English Language Proficiency Assessment for the 21st Century

English Language Proficiency Assessment for the 21st Century

Graduate School of Education & Information Studies
University of California, Los Angeles
300 Charles E. Young Drive North
GSE&IS Bldg., Box 951522
Los Angeles, CA 90095-1522

www.elpa21.org