

<b>Reading</b> Level 1 Beginning	<b>Reading</b> Level 2 Early Intermediate	<b>Reading</b> Level 3 Intermediate	<b>Reading</b> Level 4 Early Advanced	<b>Reading</b> Level 5 Advanced
4 <sup>th</sup> Score Range: 452 or below 5 <sup>th</sup> Score Range: 467 or below	4 <sup>th</sup> Score Range: 453-487 5 <sup>th</sup> Score Range: 468-510	4 <sup>th</sup> Score Range: 488-549 5 <sup>th</sup> Score Range: 511-587	4 <sup>th</sup> Score Range 550-593 5 <sup>th</sup> Score Range 588-626	4 <sup>th</sup> Score Range: 594 or above 5 <sup>th</sup> Score Range: 627 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
identifying a few key words and phrases in simple written text; gathering information from a few provided sources and labelling some key information.	determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources.	determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.	determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.	determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.

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

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

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