

## SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, Grades 3–5

### Listening

**Advanced:** Students who perform at this level on the CELDT

typically

- understand extensive vocabulary and complex syntax, without significant problems in comprehension.
- understand and follow all oral directions.

**Early Advanced:** Students who perform at this level on the

CELDT typically

- understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension.
- understand and follow most complex, multistep oral directions.

**Intermediate:** Students who perform at this level on the CELDT typically

- understand some complex vocabulary and syntax, with occasional gaps in comprehension.
- understand and follow some complex, multistep oral directions.

**Early Intermediate:** Students who perform at this level on the CELDT typically

- understand basic vocabulary and syntax, with frequent errors and limited comprehension.
- understand and follow some simple multistep oral directions.

**Beginning:** Students who perform at this level on the CELDT

may demonstrate **no** receptive skills, or **may**

- understand some basic vocabulary, with limited comprehension.
- understand and follow a few simple oral directions.

### Speaking

**Advanced:** Students who perform at this level on the CELDT

typically

- use extensive vocabulary and complex syntax appropriate to setting and purpose.
- tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.

**Early Advanced:** Students who perform at this level on the

CELDT typically

- use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors.
- tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.

**Intermediate:** Students who perform at this level on the CELDT typically

- use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication.
- tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.

**Early Intermediate:** Students who perform at this level on the CELDT typically

- use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication.
- tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

**Beginning:** Students who perform at this level on the CELDT

may demonstrate **no** productive skills, or **may**

- begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose.
- attempt to tell part of a story, using simple words and phrases.

## SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, Grades 3–5

### Reading

**Advanced:** Students who perform at this level on the CELDT

typically

- interpret more complex figures of speech.
- decode words with more difficult beginning, medial, or ending sounds.
- use context clues to determine/negotiate meaning of complex vocabulary.
- sequence events, make inferences, and make predictions and generalizations based on a given text.

**Early Advanced:** Students who perform at this level on the CELDT typically

- interpret figures of speech.
- recognize more complex synonyms and antonyms.
- identify root words.
- identify the number of syllables in a word.
- use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings.
- distinguish between fact and opinion and make more subtle inferences from a text.

**Intermediate:** Students who perform at this level on the CELDT typically

- begin to identify the number of syllables in some words of simple structure.
- recognize synonyms and antonyms.
- use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings.
- match more difficult vocabulary words to pictures.
- answer factual comprehension questions, identify events, draw conclusions, or make inferences based on a given text.

**Early Intermediate:** Students who perform at this level on the CELDT typically

- match vocabulary words to pictures.
- recognize sound/symbol relationships.
- use context clues to choose the correct word to complete a sentence.
- answer some factual comprehension questions after reading a simple text.
- recognize some basic groups of related words.
- recall minimal details from a simple text.

**Beginning:** Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- recognize some sound/symbol relationships.
- match commonly used nouns to pictures.

### Writing

**Advanced:** Students who perform at this level on the CELDT typically

- write a complete sentence in response to a picture prompt. The sentence has few or no mechanical errors.
- write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt. The composition contains minimal errors in grammar and mechanics.

**Early Advanced:** Students who perform at this level on the

CELDT typically

- use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence.
- write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics.
- write a composition that clearly communicates a series of events or ideas based on a prompt. The composition has relevant details connected by accurate transitional words and may contain few errors in grammar and mechanics.

**Intermediate:** Students who perform at this level on the CELDT typically

- use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence.
- write a complete sentence in response to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax.
- write a composition based on a prompt. The composition may have a disorganized sequence of events, containing some details and repetitive transitional words.

**Early Intermediate:** Students who perform at this level on

the CELDT typically

- choose the appropriate word to complete a sentence.
- use some capitalization and punctuation correctly.
- write at least one complete sentence in response to a prompt. The sentence includes a simple subject and predicate, but errors obscure meaning.

**Beginning:** Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may**

- attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

