

SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, GRADES 6–8

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 simple multistep oral directions.

Beginning: Students who perform at this level on the CELDT

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

- understand 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.

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Reading

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

- understand complex structures, such as root words, word parts, and grammatical features.
- infer meaning by synthesizing information.
- identify various categories of informational materials.

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

- recognize character traits and features of a variety of texts.
- make inferences and draw conclusions from more challenging reading passages.
- recognize more complex synonyms and antonyms.
- demonstrate understanding of idiomatic expressions.
- demonstrate decoding and word-attack skills, such as sound pairs and prefixes.

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

- demonstrate knowledge of simple synonyms, antonyms, and simple root words.
- identify the correct meaning of a word in a given context.
- recognize the sequence of events in a reading passage.
- determine the main idea of a simple text.
- recognize the parts of a book.
- begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes.
- make inferences and draw conclusions from reading passages.

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

- identify sound/symbol correspondences in words.
- begin to use words in context appropriately.
- answer literal comprehension questions from a simple story.
- demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.

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

- recognize some sound/symbol correspondences.
- match commonly used nouns to pictures.
- recall minimal details from a simple story.

Writing

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

- use difficult transitions, conjunctions, and prepositions correctly.
- write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors.
- write a composition that is well-organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.

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

- demonstrate familiarity with idioms and expressions.
- begin to use difficult transitions, conjunctions, and prepositions.
- write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics.
- write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.

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

- use verb tenses correctly.
- use idiomatic qualifiers.
- use mechanics and basic grammar correctly.
- write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax.
- write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.

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

- use articles and pronouns correctly.
- use capitalization and punctuation correctly.
- write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.

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

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