

# SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, GRADES K–1

## Listening

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

- demonstrate comprehension of most academic language with complex syntax and vocabulary.
- understand and follow all simple oral directions.

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

- demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax.
- understand and follow most simple oral directions.

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

- demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language.
- understand and attempt to follow simple oral directions.

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

- understand some basic social language, with limited comprehension of basic vocabulary.
- understand and attempt to follow a few simple oral directions.

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

- demonstrate extremely limited comprehension of a few basic words.
- attempt to follow simple oral directions with limited success.

## 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, GRADE 2

### Listening

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

- demonstrate comprehension of most academic language with complex syntax and vocabulary.
- understand and follow all simple oral directions.

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

- demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax.
- understand and follow most simple oral directions.

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

- demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of academic language.
- understand and follow simple oral directions.

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

- understand some basic social language, with limited comprehension of basic vocabulary.
- understand and attempt to follow a few simple oral directions.

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

- may demonstrate **no** receptive skills, or **may**
- demonstrate limited comprehension of a few basic words and phrases.
  - understand and follow 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, GRADE 2

### Reading

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

- identify more complex synonyms and antonyms.
- read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.

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

- match more difficult vocabulary words to pictures.
- use irregular plurals and identify antonyms.
- use context clues to complete sentences in a short passage with words appropriate to the topic.
- identify different genres.
- recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences after reading a story.
- recognize common abbreviations.
- recognize more complex grammar and spelling patterns.

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

- match similar sound patterns and identify compound words.
- recognize multiple-meaning words.
- apply abstract concepts to categorize words.
- use the context of a sentence to fill in the blanks with the correct words.
- recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.

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

- match simple vocabulary words to pictures.
- hear a word and select its printed form from a choice of similar words.
- recognize basic semantic categories, such as regular plurals and simple synonyms.
- use phonemic awareness and phonics skills at a higher level, such as rhyming.

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

- identify the letter that corresponds to the initial sound of a simple spoken word.

- begin to recognize some basic groups of related words.

### Writing

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

- identify a complex verb tense.
- write a complete sentence appropriate to a picture prompt. The sentence contains few or no mechanical errors.
- write a short story in response to a picture sequence. The story contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors.

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

- demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles.
- use vocabulary that is specific.
- write a complete sentence appropriate to a picture prompt. The sentence may contain minor grammatical, syntactical, mechanical, or spelling errors.
- write a short story in response to sequenced pictures. The story contains clear ideas and accurate transitions with few errors.

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

- begin to use standard writing conventions, such as word order, subject/verb agreement, verb tenses, pronouns, and contractions.
- use vocabulary that is common but may lack complexity.
- write a simple sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax.
- write a short story by listing events or ideas in response to sequenced pictures. The story may contain repetitive transitional words and errors that do not affect meaning.

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

- begin to use some standard writing conventions, such as spacing, punctuation, and capitalization.
- use vocabulary that is basic and may be limited.
- write phrases or simple sentences based on a prompt. The response may contain numerous errors that obscure meaning.

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

- use a few standard writing conventions.
- attempt to write a short story in response to a picture sequence. The writing is minimal and contains some

isolated English words.