	LISTENING Per	formance Leve	Descriptions –	Grade K	
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student may, with	Student can, with moderate	Student can, with limited	Student can identify most	Student can identify a
Students can identify key narrative elements and central ideas in gradelevel spoken discourse.	substantial support, identify a few illustrated words, short phrases, or predictable sentences that	support, identify some illustrated words, phrases, or a few simple sentences that signal important	support, identify most illustrated phrases, simple sentences, or a few expanded sentences that	illustrated simple or some expanded sentences that signal important individuals, events, a	variety of illustrated simple or expanded sentences that signal important individuals, events, a
Target of Measurement 1	signal important	individuals, events, a narrator, and/or the main	signal important individuals, events, a	narrator, and/or the main idea in grade-level spoken	narrator, and/or the main idea in grade-level spoken
Students can identify illustrated words, phrases, or sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.	individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.	idea in grade-level spoken discourse.	narrator, and/or the main idea in grade-level spoken discourse.	discourse.	discourse.
Anchor 2	Student may, with substantial support, identify	Student can, with moderate	Student can, with limited	Student can identify most	Student can identify a
Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.	a few illustrated words, short phrases, or predictable sentences that signal or describe key	support, identify some illustrated words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or	support, identify most illustrated phrases, simple sentences, or a few expanded sentences that signal or describe key	illustrated simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.	variety of illustrated simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
Target of Measurement 2	details, sequence, and/or	relationships in grade-level	details, sequence, and/or		
Students can identify illustrated words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.	relationships in grade-level spoken discourse.	spoken discourse.	relationships in grade-level spoken discourse.		
Anchor 3	Student may determine the meaning of a few Tier 1	Student can determine the meaning of some Tier 1	Student can determine the meaning of most Tier 1 and	Student can determine the meaning of most Tier 1 and	Student can determine the meaning of Tier 1 and
Students can determine the meaning of vocabulary in grade-level spoken discourse.	words in grade-level spoken discourse.	and a few Tier 2 words in grade-level spoken discourse.	a few Tier 2 words in grade- level spoken discourse.	some Tier 2 words in grade- level spoken discourse.	some Tier 2 words in grade- level spoken discourse.
Target of Measurement 3		uiscoulse.			
Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.					

	LISTENING Performance Level Descriptions – Grade K							
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	Not applicable for this performance level.	erformance level. performance level. sul illu sei	Student can, with limited support, identify most illustrated phrases, simple sentences, or a few expanded sentences that	Student can identify most illustrated simple or some expanded sentences that together develop a story, a description, or a sequence	Student can identify a variety of illustrated simple or expanded sentences that together develop a story, a description, or a sequence			
Target of Measurement 4 Students can identify illustrated language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, or a sequence of events.			together develop a story, a description, or a sequence of events in grade-level spoken discourse.	of events in grade-level spoken discourse.	of events in grade-level spoken discourse.			

	LISTENING Performance Level Descriptions – Grades 1–2							
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 1 Students can identify key narrative elements and central ideas in gradelevel spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal	Student can identify most simple or some expanded sentences that signal important individuals, ideas, events, a narrator,	Student can identify a variety of simple or expanded sentences that signal important individuals, ideas, events, a			
Target of Measurement 1 Students can identify words, phrases, or sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.	individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.	individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.	important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.	and/or the main idea in grade-level spoken discourse.	narrator, and/or the main idea in grade-level spoken discourse.			
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details,	Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level	Student can identify a variety of simple or expanded sentences that signal or describe key details, sequence, and/or relationships in grade-level			
Target of Measurement 2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.	details, sequence, and/or relationships in grade-level spoken discourse.	relationships in grade-level spoken discourse.	sequence, and/or relationships in grade-level spoken discourse.	spoken discourse.	spoken discourse.			
Anchor 3 Students can determine the meaning of vocabulary in grade-level spoken discourse. Target of Measurement 3 Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.	Student may determine the meaning of a few Tier 1 words in grade-level spoken discourse.	Student can determine the meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.	Student can determine the meaning of most Tier 1 and a few Tier 2 words in grade-level spoken discourse.	Student can determine the meaning of most Tier 1 and some Tier 2 words in grade-level spoken discourse.	Student can determine the meaning of Tier 1 and some Tier 2 words in grade-level spoken discourse.			

LISTENING Performance Level Descriptions – Grades 1–2								
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	Not applicable for this performance level.	rmance level. performance level. support, identify mos phrases, simple sente or a few expanded	sentences that together	Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of	Student can identify a variety of simple or expanded sentences that together develop a story, a description, a sequence of			
Target of Measurement 4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, a sequence of events, or a relationship.			develop a story, a description, a sequence of events, or a relationship in grade-level spoken discourse.	events, or a relationship in grade-level spoken discourse.	events, or a relationship in grade-level spoken discourse.			

	LISTENING Performance Level Descriptions – Grades 3–4							
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 1 Students can identify key narrative elements and central ideas in gradelevel spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences	Student can, with moderate support, identify some words, phrases, or a few simple sentences that	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or	Student can identify most simple or some expanded or complex sentences that signal important	Student can identify a variety of simple, expanded, or complex sentences that signal important			
Target of Measurement 1 Students can identify words, phrases, or sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.	that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.	signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.	complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.	individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.	individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.			
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. Target of Measurement 2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.			
Anchor 3 Students can determine the meaning of vocabulary in grade-level spoken discourse. Target of Measurement 3 Students can determine the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.	Student may determine the literal meaning of some Tier 1 words in grade-level spoken discourse.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.	Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in gradelevel spoken discourse.	Student can determine most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words in gradelevel spoken discourse.	Student can determine most of the literal and figurative meanings of Tier 1 and some Tier 2 words in grade-level spoken discourse.			

LISTENING Performance Level Descriptions – Grades 3–4								
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic,			
Target of Measurement 4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a sequence of events, or a relationship.			together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level spoken discourse.	sequence of events, or a relationship in grade-level spoken discourse.	a description, a sequence of events, or a relationship in grade-level spoken discourse.			

	LISTENING Performance Level Descriptions – Grades 5–6							
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 1 Students can identify key narrative elements and central ideas in gradelevel spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that	Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas,	Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas,			
Target of Measurement 1 Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.	supporting ideas, concepts, events, point of view, and/or the message or theme in grade-level spoken discourse.			
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. Target of Measurement 2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse	Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in grade-level spoken discourse.			
Anchor 3 Students can determine the meaning of vocabulary in grade-level spoken discourse. Target of Measurement 3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary in grade-level spoken discourse.	Student may determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in grade-level spoken discourse.	Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.	Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.	Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words in grade-level spoken discourse.			

	LISTENING Performance Level Descriptions – Grades 5–6							
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	Not applicable for this performance level.	performance level. si p o c	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description,	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description,			
Target of Measurement 4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, evidence, events, or a relationship.			together develop a story or a topic, a description, evidence, events, or a relationship in grade-level spoken discourse.	evidence, events, or a relationship in grade-level spoken discourse.	evidence, events, or a relationship in grade-level spoken discourse.			

	LISTENING Performance Level Descriptions – Grades 7–8							
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding			
Anchor 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse. Target of Measurement 1 Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in gradelevel spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in gradelevel spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in gradelevel spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in gradelevel spoken discourse.			
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. Target of Measurement 2 Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in grade-level spoken discourse.			
Anchor 3 Students can determine the meaning of vocabulary in grade-level spoken discourse. Target of Measurement 3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact in grade-level spoken discourse.	Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.	Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.	Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.	Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words and their impact in grade-level spoken discourse.			

L	LISTENING Performance Level Descriptions – Grades 7–8								
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding				
Anchor 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that together develop a story or	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic,				
Target of Measurement 4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.		a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.	together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.	claim and evidence, events, or a relationship in grade-level spoken discourse.	a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.				

LIS	LISTENING Performance Level Descriptions – Grades 9–12						
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding		
Anchor 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse. Target of Measurement 1 Students can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.		
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. Target of Measurement 2 Students can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine gradelevel spoken discourse.		
Anchor 3 Students can determine the meaning of vocabulary in grade-level spoken discourse. Target of Measurement 3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.	Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in grade-level spoken discourse.	Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.	Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.	Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.		

LI	LISTENING Performance Level Descriptions – Grades 9–12								
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding				
Anchor 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that together develop a story or	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic,				
Target of Measurement 4 Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.		a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.	together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.	claim and evidence, events, or a relationship in grade-level spoken discourse.	a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.				