

New York State Identification Test for
English Language Learners

NYSITELL

Introduction to
Level I



2018 Edition

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GENERAL INFORMATION

Effective February 1, 2018, the newly designed New York State Identification Test for English Language Learners (NYSITELL), 2018 Edition, replaced the 2014 edition of the NYSITELL as the statewide identification assessment of English Language Learners (ELLs)/Multilingual Learners (MLLs).

The purpose of this introduction is to provide an overview of the NYSITELL Level I test for test coordinators, school administrators, and test examiners. This document is meant to be a general introduction to the test, not specific instructions for administration of the NYSITELL Level I test.

General information about the procedures for administering the NYSITELL is provided in the *Guide to the NYSITELL*. The *Guide to the NYSITELL* can be found on the New York State Education Department's web site at: <http://www.p12.nysed.gov/assessment/nysitell>. The specific procedures for administering the NYSITELL Level I test are contained in the NYSITELL Level I *Directions for Administration* (DFA).

Specific guidance for scoring the Speaking items of the Level I test is contained in the *NYSITELL Speaking Scoring Guide, Level I, 2018 Edition*. The NYSITELL test materials will be provided by the State Education Department's Office of State Assessment (OSA).

Questions about general administration procedures for the NYSITELL should be directed to OSA by phone at 518-474-5902 or by e-mail at emscassessinfo@nysed.gov.

TEST OVERVIEW

Test Specifications

The NYSITELL Level I is newly developed for use starting June 1, 2018 to assess entering Kindergarten students as part of the Commissioner's Regulations (CR) Part 154-2.3 (d) process for initially identifying ELLs/MLLs. The NYSITELL Level I test is individually administered and contains 6 story sets, each composed of a story and Listening and Speaking questions, as shown in Table 1 below. The test questions were developed based on the Level I Performance Level Descriptions (PLDs), which are provided for reference in Appendix C on Pages 29–30 of this document.

Table 1: Test Specifications

Modality	Response Type	Number of Questions	Number of Points
Listening	Multiple Choice	16	16
Speaking	Constructed Response	9	16
	TOTAL	25	32

Test Administration Schedule

Starting on June 1, the Level I test may be administered only to new students who will not begin Kindergarten until September. Schools that are registering students prior to June 1 for enrollment in Kindergarten for the upcoming school year are not allowed to administer the NYSITELL to those students until June 1 (see Table 2 below).

Table 2: Test Administration Schedule

Level	Grade in which student is enrolling	Dates on which test will be administered
I	Grade K	June 1–January 31

Estimated Administration Time

Table 3 shows the estimated test administration time for the Level I NYSITELL. The NYSITELL is an untimed test. This estimated testing time is provided for planning purposes, only. The time allotment indicated should be adequate for most students to complete testing. However, if necessary, additional time should be allowed for any student still actively participating.

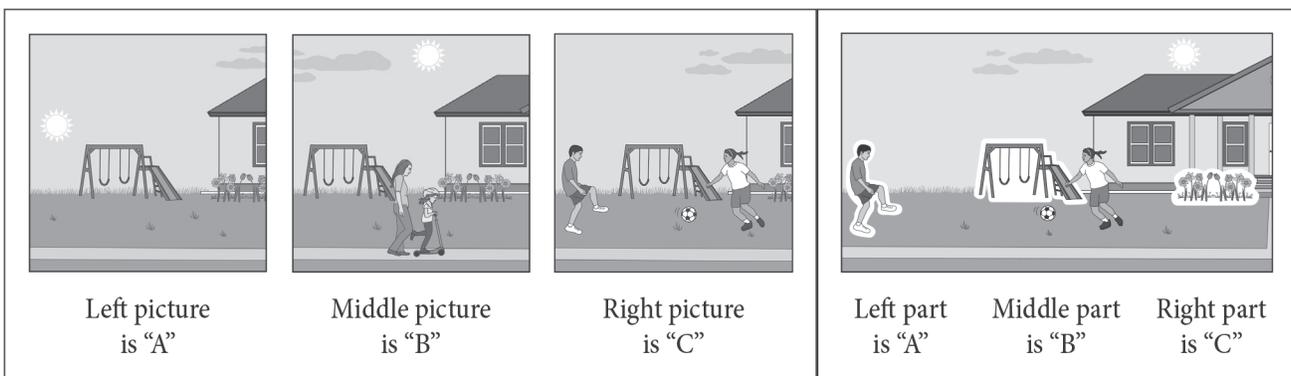
Table 3: Estimated Administration Time

Level	Listening	Speaking	Total Estimated Time
I	16 Questions	9 Questions	25 Minutes

ADMINISTERING THE LEVEL I TEST

Listening

Students taking the NYSITELL Level I test will respond to Listening questions by pointing to an answer in the test booklet. This may be one of three pictures in a series or one of three parts highlighted in a single picture. The person administering the test must mark the student's response for each Listening question by writing "A," "B," or "C" in the column labeled "Student Response" or by checking the column labeled "No Response" on the Level I Score Sheet (see Appendix B, Pages 25–28 of this document). For the purposes of this test, the answer choices for the Listening questions will be marked "A," "B," or "C" on the Level I Score Sheet, as shown below. This will apply to Listening items with either a series of three pictures or one of three parts highlighted in a single picture.



Speaking

Students will respond to Speaking questions in English, using their own words. The person administering the test must score each response by marking the appropriate score on a copy of the Level I Score Sheet, which contains the appropriate Speaking Rubric language used for scoring a particular question.

After testing, the student's Listening and Speaking responses must be transcribed onto the student's machine-scannable answer sheet exactly as they were marked on the Level I Score Sheet. The person who administers the test can be the same person who transcribes the student's responses.

Graphic Icons

Throughout the test, the students see and respond to only graphics. They are never asked to read or respond to text. Prior to administration, examiners will read a brief orientation that explains the icons that students will see on the test. Examiners will also read a Practice Story and two practice questions, in order to familiarize the students with the different question types. The icons used throughout the test include:

-  Please listen.
-  Please point to your answer.
-  Please answer in English.
-  Response text (for administrator only)
-  Rephrasing text (for administrator only)
-  No Response text (for administrator only)
-  Transition text to the next story or question (for administrator only)

Pointing Directions and Rephrasing Text

Pointing directions are provided for specific questions throughout the test. These pointing directions must be followed as scripted. This is for the benefit of students who may not fully understand the task.

The test includes rephrasing text for specific Listening or Speaking test questions. If the student does not clearly point to an answer choice (e.g., points between two pictures or points to multiple pictures) or does not respond, then the examiner is prompted to follow the Rephrasing text provided and the remaining instructions. Rephrasing provides another response opportunity for students who may initially be reluctant to respond to the original question.

Stopping Rule

During administration, if a student does not respond to Listening Questions 1 and 2 **and** provides no response, a response completely in a language other than English, or says only “yes/no/I don’t know” to Speaking Question 3, the examiner discontinues the test. The DFA includes boxed instructions noted as a Stopping Rule that instruct the examiner to discontinue the test by reading the directions that signal the end of the Level I activity. The Stopping Rule instructions must be followed precisely.

Stretch Breaks

Students of this age may need a break during the test administration. Optional short stretch breaks are included after Story 3 and Story 4. If necessary, other short breaks may be taken between stories.

Administration Tips

To ensure accurate and reliable results, the examiner should read—and become thoroughly familiar with—the procedures outlined in the DFA before attempting to administer the test. The specific administration instructions for all questions (Listening and Speaking) should be read thoroughly before administering the test to the students. Prior to administering and scoring, review the training materials and sample Speaking responses in the *NYSITELL Speaking Scoring Guide, Level I, 2018 Edition* and on the Speaking Exemplars CD.

The test begins with a Practice Story, which is accompanied by both a Listening question and a Speaking question. The Practice Story provides an opportunity for the student to become familiar with the test.

The directions provided in the DFA include the script that the examiner uses to administer the test. This script, including all pointing directions and rephrasing text, should be followed precisely.

To ensure that the student is on the correct page in the student test booklet, the test examiner is responsible for turning the pages of the test booklet.

SCORING PROCEDURES

The Level I test is scored using a Level I Score Sheet (see Appendix B, Pages 25–28 of this document). For the Listening multiple-choice questions, the student listens to the examiner ask a question and then indicates an answer by pointing. The examiner marks the student’s response for each Listening question by writing “A,” “B,” or “C” in the column labeled “Student Response” or by checking the column labeled “No Response” on the Level I Score Sheet.

The Speaking questions are scored at the time of administration. The student’s Speaking scores are marked on the Level I Score Sheet. Since scores must be entered as the student responds to the Speaking questions, the administrator must review the *NYSITELL Speaking Scoring Guide, Level I, 2018 Edition*, the sample speaking responses on the Speaking Exemplars CD, and become familiar with the application of the rubric, **prior to testing**.

After testing, the student’s Listening and Speaking responses must be transcribed onto the student’s machine-scannable answer sheet exactly as they were marked on the Level I Score Sheet. The person who administers the test can be the same person who transcribes the student’s responses.

TEST ORIENTATION

Icons: Listen, Point, Speak

All Listening and Speaking instructions printed in **boldface text** with a **SAY** icon beside them should be read out loud to the student exactly as written. The text examiner should use the script in the DFA to read the stories and questions out loud.

	SAY	Today we are going to do a Listening and Speaking activity. I am going to read some stories to you. After each story, you will answer some questions.	
[POINT to LISTENING ICON]	SAY	When you see this picture of a person listening, I will read a story to you. Listen very carefully. Look at the story pictures as you listen.	
[POINT to POINTING ICON]	SAY	When you see this picture of a person pointing, I will ask you a Listening question about the story. [POINT to BOOK WITH FINGER] I will use my finger to point to the three answer choices. Then, you will use your finger to point to your answer.	
[POINT to SPEAKING ICON]	SAY	When you see this picture of a person speaking, I will ask you a Speaking question. You will answer in English the best that you can. Please speak in a loud voice so I can hear you.	

Question Characteristics: Listening and Speaking

Each Listening question may include up to three test examiner procedures following the student's answer:

- ☆ **RESPONSE**: If the student clearly points to a picture or a part of a picture, then the test examiner is instructed to mark the student's response ("A," "B," or "C") on the Level I Score Sheet, then follow the ➔ **TRANSITION** text at the bottom of the page. The ➔ **TRANSITION** text guides the progress of the examiner and the student through the stories and the questions.
- ∪ **REPHRASING**: The test includes rephrasing text for specific test questions. If the student does not clearly point to an answer choice (e.g., points between two pictures, or points to multiple pictures), or does not respond, then the examiner is prompted to follow the ∪ **REPHRASING** text provided and the remaining instructions. Rephrasing provides another response opportunity for students who may initially be reluctant to respond to the original question. In the specific questions in which it appears, the ∪ **REPHRASING** text must be read out loud as written in **boldface text** and may only be used once per question.
- ⊖ **NO RESPONSE (NR)**: If the student does not clearly point to an answer choice or continues to not respond after ∪ **REPHRASING** (if provided), then the examiner is instructed to put a check mark in the column labeled "No Response" on the Level I Score Sheet and to follow the ➔ **TRANSITION** text at the bottom of the page.

Each Speaking question may also include up to three test examiner procedures following each student's response:

- ☆ **RESPONSE**: If the student provides a clear verbal answer to the Speaking question, then the test examiner is instructed to mark the student's score on the Level I Score Sheet and follow the ➔ **TRANSITION** text at the bottom of the page. The ➔ **TRANSITION** text guides the progress of the examiner and the student through the stories and the questions.
- ∪ **REPHRASING**: The test includes rephrasing text for specific test questions. If the student provides an unintelligible answer, an answer completely in a language other than English, "yes/no/I don't know," or no response, then the examiner is prompted to follow the ∪ **REPHRASING** text provided and the remaining instructions. Rephrasing helps elicit language from students who may initially be reluctant to respond to the original question. In the specific questions in which it appears, the ∪ **REPHRASING** text must be read out loud as written in **boldface text** and may only be used once per question.
- ⊖ **NO RESPONSE**: If the student does not provide a clear verbal answer or continues to not respond after ∪ **REPHRASING** (if provided), then the examiner is prompted to read the ⊖ **NO RESPONSE** text and is instructed to mark the student's score on the Level I Score Sheet and follow the ➔ **TRANSITION** text at the bottom of the page.

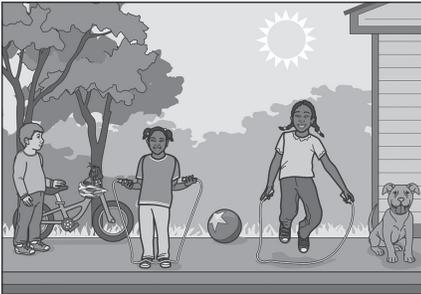
SAMPLE STORY 1: MARTA AND NADIA

[POINT to LISTENING ICON]

SAY Please listen.

[POINT to SERIES OF PICTURES]

SAY Look at these pictures while you listen to a story called “Marta and Nadia.” Listen carefully.



[POINT to FIRST PICTURE]

SAY Marta and Nadia are sisters. They jump rope outside on a sunny day.

[POINT to SECOND PICTURE]

SAY Later it starts to rain. Marta and Nadia go inside. They play with blocks to build a house and a truck.

[POINT to THIRD PICTURE]

SAY At night, it is dark outside. The moon is in the sky. Marta and Nadia sleep in their beds.



Question

SAY Which picture shows “Marta and Nadia sleep in their beds”?

Pointing

[POINT to FIRST PICTURE]

SAY This picture?

[POINT to SECOND PICTURE]

SAY This picture?

[POINT to THIRD PICTURE]

SAY Or, this picture?

If the student *does not* clearly point to one of the pictures, points to multiple pictures, or does not respond, use:

Rephrasing

SAY Point to the girls in their beds.

[POINT to FIRST PICTURE]

SAY Here?

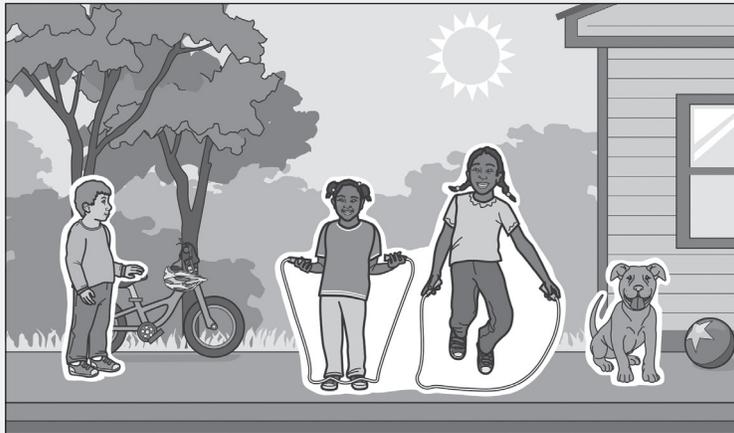
[POINT to SECOND PICTURE]

SAY Here?

[POINT to THIRD PICTURE]

SAY Or, here?

KEY	Annotation	PLD
C	If the student points to the last picture of Marta and Nadia sleeping in their beds, the answer is correct. Answer choice “C” would be written on the student’s Level I Score Sheet.	Emerging



Question

SAY Who is the story about?

Pointing

[POINT to BOY]

SAY The boy?

[POINT to GIRLS]

SAY The girls?

[POINT to DOG]

SAY Or, the dog?

If the student *does not* clearly point to one of the pictures, points to multiple pictures, or does not respond, use:

Rephrasing

SAY Is the story about:

[POINT to BOY]

SAY The boy?

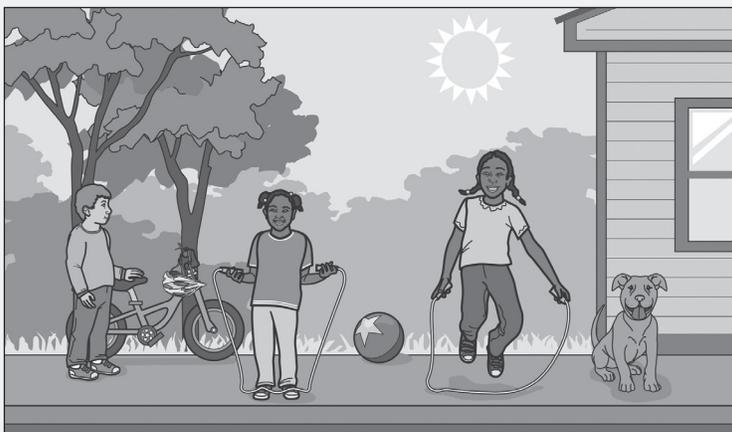
[POINT to GIRLS]

SAY The girls?

[POINT to DOG]

SAY Or, the dog?

KEY	Annotation	PLD
B	If the student points to the middle highlighted part of the picture of the two girls jumping rope, the answer is correct. Answer choice "B" would be written on the student's Level I Score Sheet.	Transitioning



Introduction

[POINT to PICTURE]

SAY

The story says, “Marta and Nadia are sisters. They jump rope outside on a sunny day.”

Question

SAY

What else can children do on a sunny day?

If the student *does not respond clearly or does not respond*, use:

Rephrasing

[POINT to PICTURE]

SAY

The girls jump rope on a sunny day. What else can they do?

Level I Speaking Rubric/Emerging:

Score 0 Does not meet expectations	Score 1 Meets expectations	
<ul style="list-style-type: none"> • No response • Responds with “yes,” “no,” or “I don’t know” • Responds completely in a language other than English • Unintelligible 	<ul style="list-style-type: none"> • Uses at least one word to respond • Partially expresses a thought and idea • Frequent errors may obscure meaning 	N/A

Sample Responses:

Score Point	Transcription	Justification
0	Umm . . .	Student does not respond with at least one word in English. This is scored a “0” at the Emerging level.
1	Umm . . . play soccer	Student uses at least one word to respond. This is scored a “1” at the Emerging level.



Introduction

[POINT to PICTURE]

SAY

In the story, the girls like to play with blocks on a rainy day.

Question

SAY

What do *you* like to do on a rainy day?

If the student *does not respond clearly or does not respond*, use:

Rephrasing

[POINT to PICTURE]

SAY

The girls like to play inside. What do *you* like to do when it rains?

Level I Speaking Rubric/Transitioning:

Score 0 Does not meet expectations	Score 1 Approaches expectations	Score 2 Meets expectations
<ul style="list-style-type: none"> • No response • Responds with “yes,” “no,” or “I don’t know” • Responds completely in a language other than English • Uses one word • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning

Sample Responses:

Score Point	Transcription	Justification
0	Jump	Student responds using a single word. This response is scored a “0” at the Transitioning level.
1	Blocks, trains, mm . . . Legos mm . . .	Student responds using a list of multiple words that do not form a phrase. This response is scored a “1” at the Transitioning level.
2	Play on the . . . on games. Play on the games.	Student responds with a repeated phrase. Although the response contains an error (“on the games”), the response expresses a complete thought. This is scored a “2” at the Transitioning level.

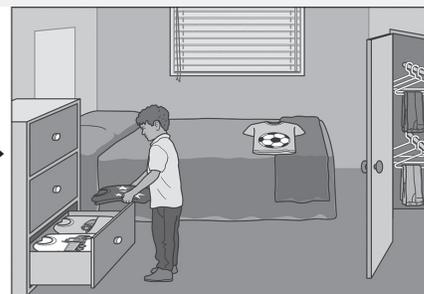
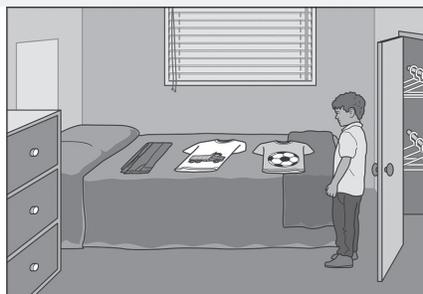
SAMPLE STORY 2: NEW CLOTHES FOR SCHOOL

[POINT to LISTENING ICON]

SAY Please listen.

[POINT to SERIES OF PICTURES]

SAY Look at these pictures while you listen to a story called “New Clothes for School.” Listen carefully.



[POINT to FIRST PICTURE]

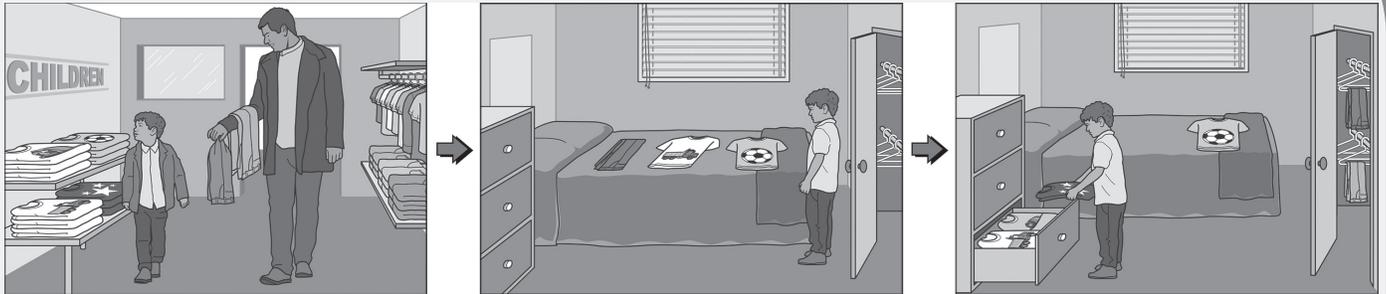
SAY Jacob and his father go to the store to shop for school clothes. Jacob picks out some shirts and pants.

[POINT to SECOND PICTURE]

SAY When they get home, Jacob puts his new clothes on the bed.

[POINT to THIRD PICTURE]

SAY Jacob puts his clothes away. He hangs his pants in the closet. Then, he puts his shirts in the bottom drawer. Now, Jacob is ready to wear his new clothes to school.



Question

SAY The story says, “Jacob and his father go to the store to shop for school clothes.” Which picture shows them shopping?

Pointing

[POINT to FIRST PICTURE]

SAY This picture?

[POINT to SECOND PICTURE]

SAY This picture?

[POINT to THIRD PICTURE]

SAY Or, this picture?

If the student does not clearly point to one of the pictures, points to multiple pictures, or does not respond, use:

Rephrasing

[POINT to FIRST PICTURE]

SAY Point to the boy shopping with his father.

[POINT to SECOND PICTURE]

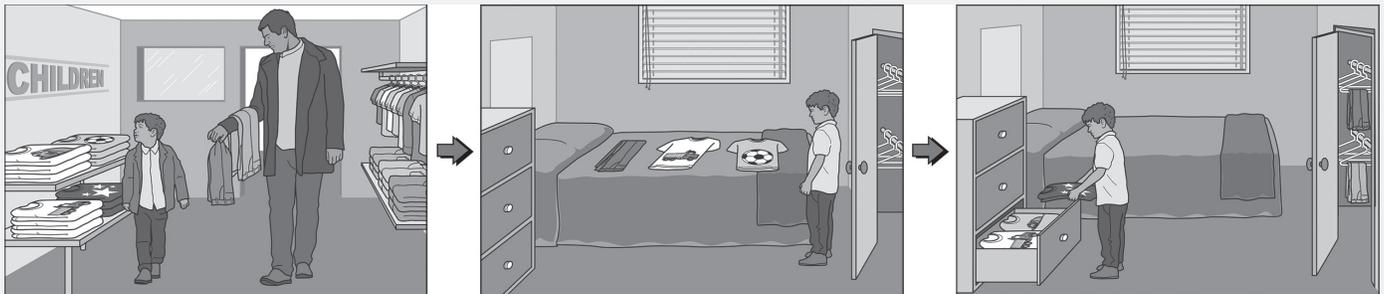
SAY Here?

[POINT to THIRD PICTURE]

SAY Here?

SAY Or, here?

KEY	Annotation	PLD
A	If the student points to the first picture of Jacob and his father shopping for school clothes, the answer is correct. Answer choice “A” would be written on the student’s Level I Score Sheet.	Transitioning

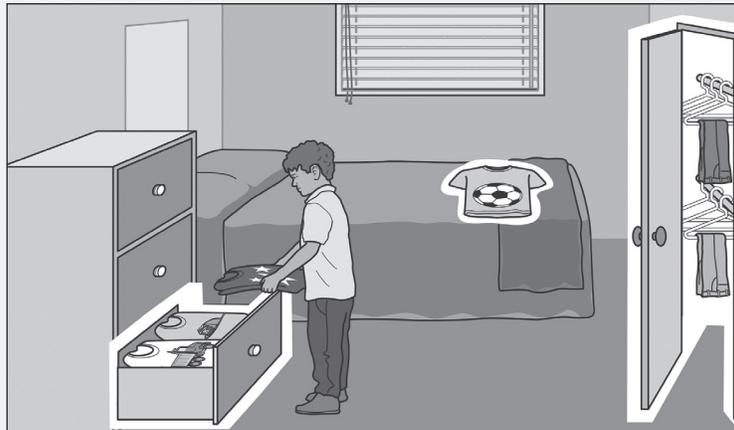


Question

SAY

Which picture shows “When they get home, Jacob puts his new clothes on the bed”?

KEY	Annotation	PLD
B	If the student points to the second picture of Jacob with his new clothes on the bed, then the answer is correct. Answer choice “B” would be written on the student’s Level I Score Sheet.	Expanding

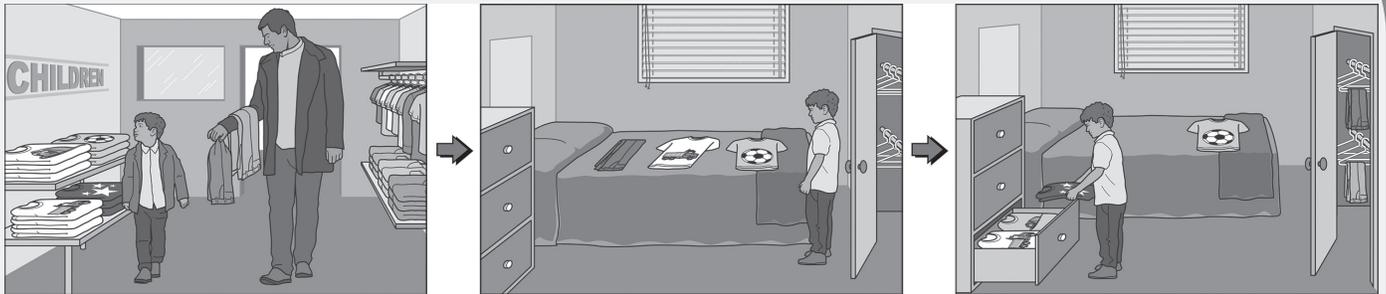


Question

SAY

Which part of the picture shows “Then, he puts his shirts in the bottom drawer”?

KEY	Annotation	PLD
A	If the student points to the left highlighted part of the picture of the boy putting a shirt in the drawer, then the answer is correct. Answer choice “A” would be written on the student’s Level I Score Sheet.	Commanding



Introduction

[POINT to SERIES OF PICTURES]

SAY

I just read you a story about new clothes for school. Now it's your turn.

Question

SAY

Tell me what happens in this story.

If the student *does not respond clearly or does not respond*, use:

Rephrasing

[POINT to SERIES OF PICTURES]

SAY

Look at these pictures. Tell me what the boy does in the pictures.

Level I Speaking Rubric/Expanding:

Score 0 Does not meet expectations	Score 1 Approaches expectations	Score 2 Meets expectations
<ul style="list-style-type: none"> • Responds with “yes,” “no,” or “I don’t know” • Uses at most multiple words to respond • Partially expresses complete thoughts and ideas • Unintelligible • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning

Sample Responses:

Score Point	Transcription	Justification
0	Bed . . . ball	Student uses multiple words but does not express a complete thought. This is scored a “0” at the Expanding level.
1	The jacket and the pants	Student responds with a phrase that does not express a complete thought. This is scored a “1” at the Expanding level.
2	Um . . . pick up. We . . . we pick the clothes. We buy the clothes. Done. Done.	Student responds with multiple sentences. Note that the student tells the story in the first person. The student should not be penalized for doing so, or for any inaccuracies in retelling the story. This is scored a “2” at the Expanding level.

APPENDIX A: LEVEL I SPEAKING RUBRIC

2018 Edition NYSITELL Speaking Rubric—Level I

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	<ul style="list-style-type: none"> • No response • Responds with “yes,” “no,” or “I don’t know” • Responds completely in a language other than English • Unintelligible 	<ul style="list-style-type: none"> • Uses at least one word to respond • Partially expresses a thought and idea • Frequent errors may obscure meaning 	N/A

Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> • No response • Responds with “yes,” “no,” or “I don’t know” • Responds completely in a language other than English • Uses one word • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning
Expanding	<ul style="list-style-type: none"> • Responds with “yes,” “no,” or “I don’t know” • Uses at most multiple words to respond • Partially expresses complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning
Commanding	<ul style="list-style-type: none"> • Responds with “yes,” “no,” or “I don’t know” • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning

APPENDIX B: LEVEL I SCORE SHEET



NYSITELL Score Sheet (2018 Edition) Level I

Student Name: _____

Testing Date: _____

After each student completes the Practice Story, begin marking the student's response for each Listening question in the column labeled "Student Response." If the student gives no response, put a checkmark in the column labeled "No Response." Mark the student's score for each Speaking question in the column labeled "Student Score." For the Speaking questions, use the corresponding rubric to assist with scoring. **If the Stopping Rule is used** following the administration of Questions 1, 2, and 3, place a checkmark in the column next to "Stopping Rule." On the student's machine-scannable answer sheet, leave the answer choices blank for Questions 1, 2, and 3, **and** fill in the "Tested but unable to answer any questions" circle. Filling in the "Tested but unable to answer any questions" circle indicates that the student was tested and will receive a valid score.

Question Number		Student Response (A / B / C)	No Response
Listening	1		
	2		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Speaking	3		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Unintelligible 	<ul style="list-style-type: none"> Uses at least one word to respond Partially expresses a thought and idea Frequent errors may obscure meaning 	N/A
Stopping Rule			<ul style="list-style-type: none"> Student has given "No Response" for Questions 1, 2, and 3. Gradually bring the session to a close, and leave the rest of the Level I Score Sheet blank. 		

Question Number		Student Response (A / B / C)	No Response
Listening	4		
	5		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Speaking	6		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Unintelligible 	<ul style="list-style-type: none"> Uses at least one word to respond Partially expresses a thought and idea Frequent errors may obscure meaning 	N/A

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	7		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word Does not express a complete thought or idea Unintelligible Errors may totally obscure meaning 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses at least one simple phrase to respond Expresses complete thoughts and ideas Occasional errors in words and structures may obscure some meaning

Question Number		Student Response (A / B / C)	No Response
Listening	8		
	9		
	10		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	11		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word Does not express a complete thought or idea Unintelligible Errors may totally obscure meaning 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses at least one simple phrase to respond Expresses complete thoughts and ideas Occasional errors in words and structures may obscure some meaning

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	12		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Partially expresses complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning

Question Number		Student Response (A / B / C)	No Response
Listening	13		
	14		
	15		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	16		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Partially expresses complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning

Question Number		Student Response (A / B / C)	No Response
Listening	17		
	18		
	19		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	20		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning

Question Number		Student Response (A / B / C)	No Response
Listening	21		
	22		
	23		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	24		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning
Speaking	25		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning

APPENDIX C: LEVEL I PERFORMANCE LEVEL DESCRIPTIONS

2018 LISTENING Performance Level Descriptions – Kindergarten Entry					
	Entering	Emerging	Transitioning	Expanding	Commanding
GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Student may depend on <i>substantial</i> guidance and support.	Student may depend on <i>moderate</i> guidance and support.	Student may depend on <i>some</i> guidance and support.	Student may depend on <i>minimal</i> guidance and support.	Student may depend on only <i>targeted</i> guidance and support.
	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated word</u> that indicates an important: <ul style="list-style-type: none"> • person, • place, • object, or • action. 	Presented with developmentally-appropriate spoken discourse, student may identify <u>illustrated connected words</u> that indicate an important: <ul style="list-style-type: none"> • person, • place, • object, or • action. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated phrase</u> that indicates an important: <ul style="list-style-type: none"> • person, • place, • object, or • action. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated simple sentence</u> that indicates an important: <ul style="list-style-type: none"> • person, • place, • object, or • action. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated expanded sentence</u> that indicates an important: <ul style="list-style-type: none"> • person, • place, • object, or • action.
Anchor 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse.	Student may depend on <i>substantial</i> guidance and support.	Student may depend on <i>moderate</i> guidance and support.	Student may depend on <i>some</i> guidance and support.	Student may depend on <i>minimal</i> guidance and support.	Student may depend on only <i>targeted</i> guidance or support.
	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated word</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify <u>illustrated connected words</u> that describe an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated phrase</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated simple sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated expanded sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence.
Target of Measurement 1 Students can, with guidance and support, identify illustrated words, phrases, or sentences that indicate important people, places, objects, or actions in developmentally-appropriate spoken discourse.	Student may depend on <i>substantial</i> guidance and support.	Student may depend on <i>moderate</i> guidance and support.	Student may depend on <i>some</i> guidance and support.	Student may depend on <i>minimal</i> guidance and support.	Student may depend on only <i>targeted</i> guidance or support.
	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated word</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify <u>illustrated connected words</u> that describe an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated phrase</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated simple sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated expanded sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence.
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.	Student may depend on <i>substantial</i> guidance and support.	Student may depend on <i>moderate</i> guidance and support.	Student may depend on <i>some</i> guidance and support.	Student may depend on <i>minimal</i> guidance and support.	Student may depend on only <i>targeted</i> guidance or support.
	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated word</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify <u>illustrated connected words</u> that describe an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated phrase</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated simple sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated expanded sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence.
Target of Measurement 2 Students can, with guidance and support, identify illustrated words, phrases, or sentences that describe important details, relationships, or sequence in developmentally-appropriate spoken discourse.	Student may depend on <i>substantial</i> guidance and support.	Student may depend on <i>moderate</i> guidance and support.	Student may depend on <i>some</i> guidance and support.	Student may depend on <i>minimal</i> guidance and support.	Student may depend on only <i>targeted</i> guidance or support.
	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated word</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify <u>illustrated connected words</u> that describe an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated phrase</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated simple sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence. 	Presented with developmentally-appropriate spoken discourse, student may identify an <u>illustrated expanded sentence</u> that describes an important: <ul style="list-style-type: none"> • detail, • relationship, or • sequence.

2018 SPEAKING Performance Level Descriptions – Kindergarten Entry					
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
<p>Anchor 1</p> <p>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p>Target of Measurement 1</p> <p>Students can, with prompting and support, use developmentally-appropriate language to contribute to a conversation by answering questions or by providing thoughts or feelings about a topic.</p>	<p>Student may depend on <u>substantial</u> guidance and support.</p> <p>Student uses a <u>word</u> to contribute to a conversation by:</p> <ul style="list-style-type: none"> • answering questions, or • providing thoughts or feelings about a topic. <p>Student does not respond, or response may contain errors that <i>totally</i> obscure meaning.</p>	<p>Student may depend on <u>moderate</u> guidance and support.</p> <p>Student uses <u>connected words</u> to contribute to a conversation by:</p> <ul style="list-style-type: none"> • answering questions, or • providing thoughts or feelings about a topic. <p>Response may contain errors in words and structure that <i>considerably</i> obscure meaning.</p>	<p>Student may depend on <u>some</u> guidance and support.</p> <p>Student uses <u>connected words and simple phrases</u> to contribute to a conversation by:</p> <ul style="list-style-type: none"> • answering questions, or • providing thoughts or feelings about a topic. <p>Response may contain errors in words and structure that <i>partially</i> obscure meaning.</p>	<p>Student may depend on <u>minimal</u> guidance and support.</p> <p>Student uses <u>words, phrases, and short sentences</u> to contribute to a conversation by:</p> <ul style="list-style-type: none"> • answering questions, or • providing thoughts or feelings about a topic. <p>Response may contain some errors in words and structure that <i>minimally</i> obscure meaning.</p>	<p>Student may depend on only <u>targeted</u> guidance and support.</p> <p>Student uses <u>words, phrases, and expanded sentences</u> to contribute to a conversation by:</p> <ul style="list-style-type: none"> • answering questions, or • providing thoughts or feelings about a topic. <p>Response may or may not contain a few errors in word choice and structure, but they <i>do not</i> obscure meaning.</p>
<p>Anchor 2</p> <p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p>Target of Measurement 2</p> <p>Students can, with prompting and support, use developmentally-appropriate language to describe important details or tell a story.</p>	<p>Student may depend on <u>substantial</u> guidance and support.</p> <p>Student uses a <u>word</u> to:</p> <ul style="list-style-type: none"> • describe important details, or • tell a story. <p>Student does not respond, or response may contain errors that <i>totally</i> obscure meaning.</p>	<p>Student may depend on <u>moderate</u> guidance and support.</p> <p>Student uses <u>connected words</u> to:</p> <ul style="list-style-type: none"> • describe important details, or • tell a story. <p>Response may contain errors in words and structure that <i>considerably</i> obscure meaning.</p>	<p>Student may depend on <u>some</u> guidance and support.</p> <p>Student uses <u>connected words and simple phrases</u> to:</p> <ul style="list-style-type: none"> • describe important details, or • tell a story. <p>Response may contain errors in words and structure that <i>partially</i> obscure meaning.</p>	<p>Student may depend on <u>minimal</u> guidance and support.</p> <p>Student uses <u>words, phrases, and short sentences</u> to:</p> <ul style="list-style-type: none"> • describe important details, or • tell a story. <p>Response may contain some errors in words and structure that <i>minimally</i> obscure meaning.</p>	<p>Student may depend on only <u>targeted</u> guidance and support.</p> <p>Student uses <u>words, phrases, and expanded sentences</u> to:</p> <ul style="list-style-type: none"> • describe important details, or • tell a story. <p>Response may or may not contain a few errors in word choice and structure, but they <i>do not</i> obscure meaning.</p>

