

WELPA

Washington English Language
Proficiency Assessment



WELPA, Form C 2015

Interpretation Guide

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Introduction

The *Washington English Language Proficiency Assessment* (WELPA) is an NCLB-compliant instrument that is used in Grades K–12 as a formal and standardized method of measuring language proficiency. The test results provide important information for classifying English Language Learners (ELLs) and subsequently for monitoring their progress in acquiring English. The assessment measures the federally required competencies necessary for successful academic and social language usage in mainstream classrooms: Speaking, Listening, Reading, Writing, Comprehension, and Overall. Additionally, composite scores are provided for Oral and Productive language as well as for Literacy. The WELPA was built from McGraw-Hill Education CTB's *LAS Links*® English Language Proficiency Assessment and aligned to the Washington State English Language Development (ELD) Standards. The new Proficiency Level Descriptors (PLD) and the new English Language Proficiency (ELP) Standards can be found at <http://www.k12.wa.us/MigrantBilingual/ELD.aspx>.

This *Interpretation Guide* is designed to:

- outline the content of the WELPA
- provide proficiency level cut points and Performance Level Descriptors
- help interpret test data

Features of the WELPA

Common Scale and Proficiency Levels

Title III of NCLB requires schools to track the annual progress in English language development by ELL students and to establish Annual Measurable Achievement Objectives (AMAO) for measuring growth. The WELPA makes use of a common scale within each skill area across five grade spans. The common scale allows teachers, administrators, and policymakers to evaluate student growth over time and across grades. To show students' gains annually and as they move to different grade spans of the tests, scores on each of the five grade spans appear on a common scale. That is, a student's scores in Kindergarten and Grade 1 on the K–1 test relate meaningfully to the same student's scores in Grade 2 on the Grades 2–3 test. The common scale is particularly suitable to a language proficiency assessment because the test results demonstrate the student's progress toward a goal: the development of language skills necessary for success in the classroom.

While scale scores can be used to measure student growth from test to test and across grade spans, proficiency levels provide a broader categorization that has its own use in placement and reporting. Using both the scale scores and the proficiency levels allows a richer presentation of the test results. It may be helpful to note that the scale for each of the skill areas is different. Each separate scale has its own range of numbers and its own cut scores defining the proficiency levels. While the Washington State ELD Standards describe five proficiency levels, the WELPA reports four levels, in which Beginning and Advanced Beginning are reported under Level 1.

Performance Level Descriptors

In addition to the proficiency levels, Performance Level Descriptors are provided for more specific understanding of students' abilities in English at each grade range in each of the main skill areas: Speaking, Listening, Reading, and Writing. (See the definitions and tables beginning on Page 19.) These detailed explanations of what skills a student can be expected to demonstrate at each proficiency level are meant to give teachers a helpful profile of a student's performance on the WELPA with an eye toward the next steps along the language learning continuum. The same information can also be given to families so they have a clear understanding of what their child has learned and what English skills are yet to be developed.

Test Scope and Sequence

The WELPA has been structured to comprehensively assess the four language skills of Listening, Speaking, Reading, and Writing. In addition, the WELPA reports five composite scores: Overall, Comprehension, Productive, Oral, and Literacy. Detailed descriptions of the composite scores are on Pages 6 and 7.

A combination of dichotomous constructed-response (correct or incorrect), constructed-response, and multiple-choice items is used to provide diverse opportunities for students to demonstrate proficiency and to maintain reasonable testing times. Constructed-response items are used to assess the productive skill areas of Speaking and Writing, whereas the multiple-choice items are used to assess the receptive skill areas of Listening and Reading, as well as the grammar-based items in Writing. In addition, the Reading subtest in Grades 4–12 includes dichotomous constructed-response test items. These test items require students to complete graphics with a short written response.

Testing Length

SUBTEST	ADMINISTRATION MODE	ESTIMATED ADMINISTRATION TIME (ALL SUBTESTS ARE UNTIMED.)	SCORING
Speaking	Individual	30–45 minutes (All Grades)	Scored according to rubrics while subtest is administered.
Listening	Group or Individual	15–30 minutes (All Grades)	Scored by CTB/McGraw-Hill.
Reading	Group or Individual	60–75 minutes (All Grades)	Scored by CTB/McGraw-Hill.
Writing	Group or Individual	60–75 minutes (All Grades)	Scored by CTB/McGraw-Hill.

Composite Scores

The WELPA measures students' language skills within specific skill areas. Each of these skill areas provides specific information about core language skills, such as a student's ability to understand a spoken message or to read and understand a sentence or passage. However, a more holistic understanding of the student's progress is gained by looking at student performance within the combined language skill areas, such as oral language (i.e., the combination of Listening and Speaking skill areas) or comprehension (i.e., the combination of Listening and Reading skill areas). By combining language skill areas, teachers and other stakeholders may view students' social and academic language through a different lens in which to gauge students' language learning development. To this effect, the combined language skill areas are reported as *composite scores*. Each composite score is simply the combination of two different scores, except for the Overall composite score, which is a combination of the scores from all four language skill areas (Speaking, Listening, Reading, and Writing). The following sections describe the combination of skill areas and the purpose of the composite scores.

	Comprehension	Productive
Oral	<p>Listening</p> <p>Listening to and understanding speech in social and academic contexts.</p>	<p>Speaking</p> <p>Orally expressing oneself clearly and accurately in social and academic language contexts.</p>
Literacy	<p>Reading</p> <p>Decoding and understanding academic and grade-appropriate texts.</p>	<p>Writing</p> <p>Expressing oneself clearly and accurately in social and academic contexts through writing.</p>
Overall		

Overall (Speaking + Listening + Reading + Writing)

The Overall score is the unweighted average of the scale scores of the four skill areas (Speaking, Listening, Reading, and Writing) and is an indicator of students' general English language proficiency.

Comprehension (Listening + Reading)

The Comprehension score, a combination of the Listening and Reading scores, provides educators with an overview of students' understanding of spoken and written text. Comprehension is a necessary element of language learning and academic success.

Oral (Listening + Speaking)

The Oral score, a combination of the Listening and Speaking scores, demonstrates students' skills in a contextually appropriate approach. Oral language is necessary for students to interact, collaborate, and participate in social and academic tasks and practices. By combining these two scores from Listening and Speaking into the Oral composite score, teachers, parents, and other stakeholders will be able to see how students engage in the two crucial skill areas.

Productive (Speaking + Writing)

The Productive score, a combination of the Speaking and Writing scores, provides educators with an overview of students' ability to produce language. Language production, whether in written or in spoken form, is about creating meaning to express oneself. Measuring students' productive skills can help teachers understand students' skills and ability to interact and communicate in and out of the classroom. The WELPA measures productive language at levels appropriate to students' development across social and academic contexts.

Literacy (Reading + Writing)

The Literacy score, a combination of the Reading and Writing scores, provides educators with an overview of students' ability to read and write for different purposes. Traditionally, literacy can be defined as the process for gaining and conveying meaning from written text. As students gain reading skills, they also begin to learn to compose written or printed text. The WELPA measures literacy skills through written text at grade-appropriate levels and through tasks that reflect literacy events and practices that students encounter in social and academic contexts.

Test Description

The WELPA measures English language proficiency for each of the four skill areas of Speaking, Listening, Reading, and Writing within five grade ranges (K–1, 2–3, 4–5, 6–8, and 9–12). Each grade range includes five proficiency levels (Beginning, Advanced Beginning, Intermediate, Advanced, and Transitional), although only four proficiency levels are reported out for the WELPA. See Page 19 for more details.

The content of the WELPA assessments uses language that has been selected for its appropriateness to specific grades and is typical of language students encounter in the classroom.

Speaking Subtest Description

The Speaking subtest should be individually administered by a proctor with native-like pronunciation and prosody in English. In Grades K–3, the proctor reads from the *Student Answer Book* and points to illustrations in the *Speaking Cue Picture Book*. In Grades K–1, Kindergarten students take only those test items that are age- and grade-appropriate. In Grades 4–12, the proctor reads from the *Student Answer Book* and points to illustrations in the *Student Content Book*. All Speaking items are performance-based in format.

Listening Subtest Description

The Listening subtest is administered to a group of students by a proctor with native-like pronunciation and prosody in English, who uses a prerecorded audio CD and reads from the *Directions for Administration*. The proctor reads aloud directions on how to answer practice questions and helps the students navigate through the subtest. Students listen to audio passages, such as announcements, classroom directions, conversations, or discussions, on the audio CD. Questions and answer choices are also presented on the audio CD. All Listening items are multiple-choice in format. Unlike the other subtests, at Grades K–1, Kindergarten students take the same test items as Grade 1 students in Listening.

Reading Subtest Description

The Reading subtest is administered to a group of students by a proctor with native-like pronunciation and prosody in English, who reads from the *Directions for Administration*. Reading test items are in multiple-choice format with three answer choices (some picture and some text based) in Grades K–3 and four text-based answer choices in Grades 4–12. In Grades K–1, the proctor reads all questions and the student reads all prompts and answer choices. Kindergarten students take only those test items that are age- and grade-appropriate.

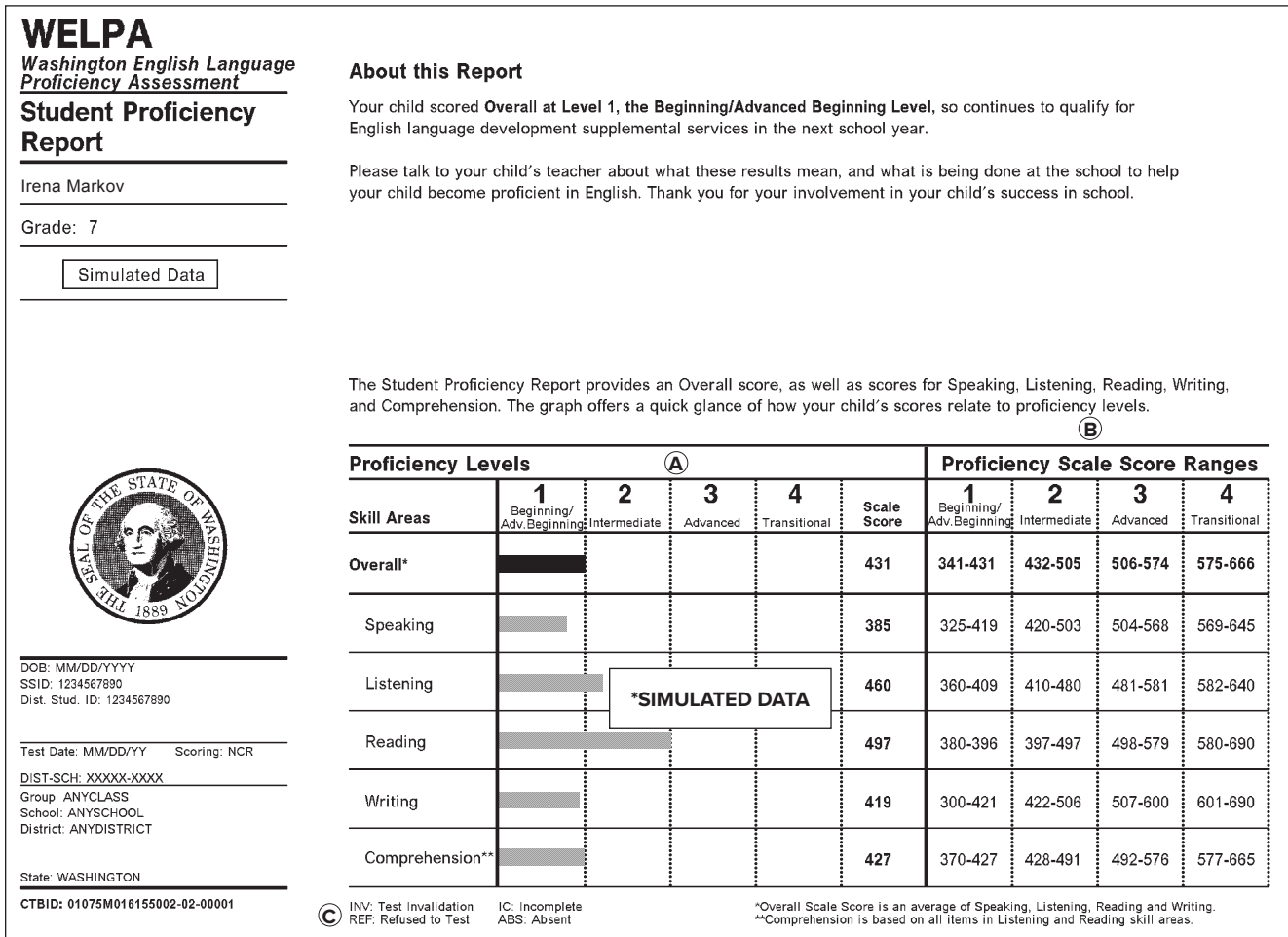
Writing Subtest Description

The Writing subtest is administered to a group of students by a proctor with native-like pronunciation and prosody in English, who reads from the *Directions for Administration*. The subtest consists of four sections for Grades K–1, where Kindergarten students take only those test items that are age- and grade-appropriate. For Grades 2–12, there are three sections. The Writing subtest includes both multiple-choice and constructed-response items.

Student Reports

Testing large groups of students produces considerable data. Test results are most useful when they are organized in a way that allows educators to focus on the information most relevant to them. Reports for the WELPA are designed to meet this need by making it easier to use test results for educational planning. Figures 1 and 2 are examples of some commonly used reports.

Figure 1



*Note: The report shows simulated data and may not reflect the finalized WELPA scale scores.

The Student Proficiency Report (Figure 1) provides a student’s scale score and English language proficiency level by each skill area (Speaking, Listening, Reading, and Writing). The graph offers a quick look at how the student’s scale scores relate to the corresponding proficiency levels by skill area. Scores for Overall and Comprehension are also provided.

- A. A graph for each content area tested shows the student’s scale score and the associated proficiency level.
- B. Score ranges for each proficiency level and skill level are provided in this table.
- C. This section contains definitions for the column abbreviations used in the report.

Figure 2

Students ^(A)		Scores	Overall*	Speaking	Listening	Reading	Writing	Compre- hension*	Productive*	Oral*	Literacy*
BELLO, KARI DOB: MM/DD/YYYY SSID: 0123456789 Dist. Stud. ID: 2153567890	SS		512	543	501	527	477	514	510	522	502
	PL		3	3	3	4	3	3	3	3	3
COMPTON, PAUL D DOB: MM/DD/YYYY SSID: 9876543210 Dist. Stud. ID: 9856317421	SS		470	504	487	398	493	442	498	495	445
	PL		2	3	3	2	3	2	3	3	2
GARCIA, JOSE DOB: MM/DD/YYYY SSID: 0011223344 Dist. Stud. ID: 2265478944	SS		536	600	501	481	563	491	581	550	522
	PL		4	4	3	3	4	3	4	4	3
HAWKINS, TINA DOB: MM/DD/YYYY SSID: 9988776655 Dist. Stud. ID: 2078963411	SS		506	543	501	481	501	491	522	522	491
	PL		3	3	3			3	3	3	3
*SIMULATED DATA											
JENSON, TRACY DOB: MM/DD/YYYY SSID: 9988776622 Dist. Stud. ID: 2693781537	SS		505	516	501	502	501	501	508	508	501
	PL		3	3	3	3	3	3	3	3	3
KENNEDY, TOM J DOB: MM/DD/YYYY SSID: 9988776633 Dist. Stud. ID: 8547126533	SS		297	310	310	300	270	305	290	310	285
	PL		1	1	1	1	1	1	1	1	1
SANCHEZ, RAUL DOB: MM/DD/YYYY SSID: 9988776666 Dist. Stud. ID: 2456897124	SS		405	470	447	301	402	374	436	458	351
	PL		2	2	2	1	2	1	2	2	1
TRUONG, TOMMY DOB: MM/DD/YYYY SSID: 5465465466 Dist. Stud. ID: 4579863219	SS		473	523	454	430	488	442	505	488	459
	PL		2	3	2	2	3	2	3	3	2

(B) SS: Scale Score
PL: Proficiency Level
4: Transitional
3: Advanced
2: Intermediate
1: Beginning/Advanced Beginning

(C) INV: Test Invalidation
REF: Refused to Test
ABS: Absent
IC: Incomplete

*Overall Scale Score is an average of Speaking, Listening, Reading and Writing. Comprehension is based on all items in Listening and Reading skill areas. Productive is based on all items in Speaking and Writing skill areas. Oral is based on all items in Listening and Speaking skill areas. Literacy is based on all items in Reading and Writing skill areas.

Test Date: MM/DD/YY Scoring: NCR
DIST-SCH: XXXXX-XXXX
School: ANYSCHOOL
District: ANYDISTRICT

State: WASHINGTON
CTBID: 01075M016155002-02-00001

*Note: The report shows simulated data and may not reflect the finalized WELPA scale scores.

The Group List Report (Figure 2) offers a comprehensive overview of each group’s scale scores and English language proficiency levels by each skill area (Speaking, Listening, Reading, and Writing). Overall, Comprehension, Productive, Oral, and Literacy scores are also provided.

- A. Students are listed alphabetically, along with scale scores and proficiency levels.
- B. This section contains keys to proficiency levels and the abbreviations listed in the columns.
- C. This section explains the basis for the Overall, Comprehension, Productive, Oral, and Literacy scores.

Kindergarten Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	260–339	340–410	411–457	458–572
Speaking	300–396	397–475	476–529	530–580
Listening	300–389	390–443	444–489	490–530
Reading	240–276	277–374	375–435	436–550
Writing	200–232	233–410	411–444	445–630
Comp (L + R)	270–331	332–406	407–457	458–540
Prod (S + W)	250–328	329–424	425–483	484–605
Oral (L + S)	300–392	393–458	459–509	510–555
Lit (R + W)	220–270	271–378	379–433	434–590

Grade 1 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	260–354	355–449	450–493	494–572
Speaking	300–403	404–477	478–539	540–580
Listening	300–398	399–456	457–503	504–530
Reading	240–305	306–409	410–472	473–550
Writing	200–232	233–450	451–503	504–630
Comp (L + R)	270–356	357–436	437–479	480–540
Prod (S + W)	250–328	329–462	463–512	513–605
Oral (L + S)	300–407	408–470	471–510	511–555
Lit (R + W)	220–277	278–431	432–488	489–590

Grade 2 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	297–385	386–469	470–510	511–602
Speaking	310–416	417–483	484–541	542–600
Listening	310–406	407–462	463–513	514–560
Reading	300–317	318–454	455–495	496–610
Writing	270–274	275–469	470–521	522–640
Comp (L + R)	305–377	378–460	461–500	501–585
Prod (S + W)	290–370	371–478	479–525	526–620
Oral (L + S)	310–414	415–478	479–521	522–580
Lit (R + W)	285–355	356–460	461–507	508–625

Grade 3 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	297–395	396–477	478–528	529–602
Speaking	310–417	418–487	488–549	550–600
Listening	310–407	408–467	468–529	530–560
Reading	300–341	342–463	464–519	520–610
Writing	270–327	328–476	477–540	541–640
Comp (L + R)	305–384	385–467	468–523	524–585
Prod (S + W)	290–378	379–484	485–545	546–620
Oral (L + S)	310–422	423–481	482–542	543–580
Lit (R + W)	285–356	357–469	470–525	526–625

Grade 4 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	330–422	423–484	485–547	548–656
Speaking	320–417	418–490	491–557	558–635
Listening	350–407	408–471	472–552	553–630
Reading	360–365	366–471	472–542	543–680
Writing	290–379	380–482	483–559	560–680
Comp (L + R)	355–415	416–471	472–545	546–655
Prod (S + W)	305–405	406–490	491–556	557–657
Oral (L + S)	335–423	424–482	483–553	554–632
Lit (R + W)	325–402	403–478	479–547	548–680

Grade 5 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	330–423	424–493	494–552	553–656
Speaking	320–418	419–494	495–561	562–635
Listening	350–408	409–474	475–562	563–630
Reading	360–375	376–480	481–554	555–680
Writing	290–393	394–490	491–573	574–680
Comp (L + R)	355–415	416–483	484–550	551–655
Prod (S + W)	305–418	419–497	498–562	563–657
Oral (L + S)	335–424	425–491	492–558	559–632
Lit (R + W)	325–402	403–487	488–556	557–680

Grade 6 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	341–430	431–499	500–562	563–666
Speaking	325–418	419–499	500–564	565–645
Listening	360–408	409–477	478–571	572–640
Reading	380–386	387–488	489–567	568–690
Writing	300–407	408–498	499–586	587–690
Comp (L + R)	370–424	425–486	487–563	564–665
Prod (S + W)	312–419	420–504	505–567	568–667
Oral (L + S)	342–424	425–493	494–559	560–642
Lit (R + W)	340–426	427–496	497–571	572–690

Grade 7 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	341–431	432–505	506–574	575–666
Speaking	325–419	420–503	504–568	569–645
Listening	360–409	410–480	481–581	582–640
Reading	380–396	397–497	498–579	580–690
Writing	300–421	422–506	507–600	601–690
Comp (L + R)	370–427	428–491	492–576	577–665
Prod (S + W)	312–422	423–510	511–581	582–667
Oral (L + S)	342–424	425–496	497–574	575–642
Lit (R + W)	340–426	427–506	507–583	584–690

Grade 8 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	341–436	437–510	511–574	575–666
Speaking	325–420	421–504	505–569	570–645
Listening	360–409	410–485	486–581	582–640
Reading	380–401	402–507	508–582	583–690
Writing	300–423	424–508	509–601	602–690
Comp (L + R)	370–432	433–503	504–580	581–665
Prod (S + W)	312–430	431–512	513–581	582–667
Oral (L + S)	342–425	426–501	502–575	576–642
Lit (R + W)	340–429	430–512	513–588	589–690

Grade 9 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	350–438	439–515	516–574	575–675
Speaking	330–421	422–504	505–571	572–650
Listening	370–410	411–490	491–582	583–650
Reading	390–406	407–518	519–585	586–700
Writing	310–425	426–510	511–601	602–700
Comp (L + R)	380–433	434–503	504–580	581–675
Prod (S + W)	320–430	431–512	513–581	582–675
Oral (L + S)	350–425	426–502	503–576	577–650
Lit (R + W)	350–430	431–517	518–588	589–700

Grade 10 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	350–439	440–516	517–574	575–675
Speaking	330–421	422–505	506–572	573–650
Listening	370–410	411–495	496–582	583–650
Reading	390–411	412–528	529–587	588–700
Writing	310–426	427–511	512–602	603–700
Comp (L + R)	380–434	435–515	516–585	586–675
Prod (S + W)	320–430	431–512	513–581	582–675
Oral (L + S)	350–430	431–505	506–576	577–650
Lit (R + W)	350–430	431–520	521–588	589–700

Grade 11 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	350–442	443–520	521–576	577–675
Speaking	330–422	423–505	506–573	574–650
Listening	370–410	411–500	501–582	583–650
Reading	390–416	417–538	539–590	591–700
Writing	310–428	429–513	514–602	603–700
Comp (L + R)	380–441	442–524	525–585	586–675
Prod (S + W)	320–432	433–515	516–581	582–675
Oral (L + S)	350–434	435–506	507–576	577–650
Lit (R + W)	350–443	444–530	531–588	589–700

Grade 12 Proficiency Table

	1 Beginning/ Advanced Beginning	2 Intermediate	3 Advanced	4 Transitional
Overall	350–446	447–525	526–576	577–675
Speaking	330–423	424–506	507–574	575–650
Listening	370–410	411–505	506–582	583–650
Reading	390–421	422–548	549–593	594–700
Writing	310–430	431–515	516–603	604–700
Comp (L + R)	380–450	451–533	534–585	586–675
Prod (S + W)	320–443	444–516	517–584	585–675
Oral (L + S)	350–435	436–515	516–576	577–650
Lit (R + W)	350–446	447–534	535–591	592–700

WELPA Performance Definitions and Performance Level Descriptors

The table below displays the Washington State ELD Performance Definitions for the five proficiency levels. While there are five levels defined, the Beginning and Advanced Beginning definitions are reported under Level 1, as only four levels are reported on the WELPA. These definitions provide a high-level description of what ELLs will process, understand, produce, and use at each proficiency level.

The Performance Level Descriptors for each grade span on the following pages are based on the Washington State ELD Standards and provide more detailed information about the skills and knowledge in Listening/Speaking, Reading, and Writing that a student demonstrates on the WELPA in each proficiency level.

Washington State English Language Development Performance Definitions*

English Language Learners will process, understand, produce, and use:		
Level 1	Beginning	<ul style="list-style-type: none"> • pictures, graphs, or nonverbal representations of language • words, including high-frequency words, phrases or formulaic chunks of language • language to communicate with others around basic concrete needs
	Advanced Beginning	<ul style="list-style-type: none"> • language to draw on simple and routine experiences to communicate with others • general language related to content areas • phrases or short sentences in oral or written communication, making errors that often impede the meaning of the communication
Level 2	Intermediate	<ul style="list-style-type: none"> • language to communicate with different audiences on familiar matters • general and some specific language of the content areas • expanded sentences in oral or written communication, making errors that may impede the communication while retaining much of its meaning
Level 3	Advanced	<ul style="list-style-type: none"> • language in both concrete and abstract situations, applying language to new experiences • specialized and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral and written communication, making minimal errors that do not impede the overall meaning of the communication
Level 4	Transitional	<ul style="list-style-type: none"> • a wide range of longer oral and written texts and recognize implicit meaning • specialized or technical language of content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse approaching comparability to that of English-proficient peers

* (2011) Adapted from Figure 8. Performance Definitions of the Five Levels of English Language Proficiency, *Pre-K–12 English Language Proficiency Standards*, TESOL.

K–2 Performance Level Descriptors

(Expectations based on student's grade level)

K–2		Listening/Speaking	Reading	Writing
Beginning	<ul style="list-style-type: none"> • Very limited understanding of English • Learns to distinguish and produce English phonemes • Uses words, gestures, and actions • Practices repetitive social greetings • Imitates verbalizations of others to communicate: <ul style="list-style-type: none"> ◦ Basic needs ◦ Participate in discussions and activities ◦ Respond to simple directions 	<ul style="list-style-type: none"> • Expresses self using words, drawings, gestures, and actions to: <ul style="list-style-type: none"> ◦ Sequence simple text ◦ Answer literal questions ◦ Make simple predictions • Hears and produces familiar sounds • Reads sight words • Uses and comprehends highly contextualized vocabulary • Listens to text read aloud • Begins to understand concepts of print 	<ul style="list-style-type: none"> • Draws, labels, copies familiar words • Writes to name, describe, or complete a list • Begins to use invented spelling, capital letters, participates in group editing • Identifies an intended audience • Sequences pictures to assist with organization • Participates in group writing process 	
Advanced Beginning	<ul style="list-style-type: none"> • Uses words and/or phrases • Uses appropriate social greetings • Participates in social discussions on familiar topics • Participates in academic discussions on familiar topics • Develops correct word order in phrases • Begins to use academic vocabulary 	<ul style="list-style-type: none"> • Expresses self using words and/or phrases to: <ul style="list-style-type: none"> ◦ Identify characters ◦ Identify setting ◦ Compare and contrast • Hears and produces familiar and unfamiliar sounds • Increases sight vocabulary • Uses word-meaning strategies • Reads patterned and repetitive text • Applies concepts of print 	<ul style="list-style-type: none"> • Writes sight words and phrases • Demonstrates inconsistent use of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling • Identifies an intended audience • Begins to write based on a model • Brainstorms and writes rough draft • Participates in group revision 	

Level 1

K–2 Performance Level Descriptors (Expectations based on student’s grade level)

K–2		Listening/Speaking	Reading	Writing
Level 2	Intermediate	<ul style="list-style-type: none"> • Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement • Recalls details in stories and expository text read aloud using cues • Participates in social discussions • Participates in academic discussions • Begins to use academic vocabulary • Selects appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Asks questions 	<ul style="list-style-type: none"> • Expresses self using simple sentences to: <ul style="list-style-type: none"> ◦ Describe images from text ◦ Connect text to prior knowledge • Makes generalizations based on text • Monitors for comprehension • Produces unfamiliar sounds • Decodes word patterns • Reads sight words • Reads familiar words in context • Increases vocabulary through reading • Uses text features to gain meaning • Distinguishes between: <ul style="list-style-type: none"> ◦ Fiction/non-fiction ◦ Fact/opinion ◦ Fantasy/reality • Follows simple written directions (e.g., color, cut, glue) 	<ul style="list-style-type: none"> • Writes simple sentences • Demonstrates increasing control of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling • Writes for self, family, friends, and teacher • Writes individually and in a group process
Level 3	Advanced	<ul style="list-style-type: none"> • Uses descriptive sentences with common grammatical forms with some errors • Participates in social discussions • Participates in academic discussions • Retells stories using descriptive sentences • Begins to use word patterns to determine the meaning of new words • Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Asks questions to clarify 	<ul style="list-style-type: none"> • Expresses self using descriptive sentences to: <ul style="list-style-type: none"> ◦ Identify theme ◦ Recognize literary devices • Uses a variety of strategies to monitor comprehension • Recognizes phonemes within multi-syllabic words • Uses word parts to determine word meanings • Reads with increasing fluency • Independently confirms word meanings • Follows multi-step written directions • Text increases in length and complexity 	<ul style="list-style-type: none"> • Uses simple and descriptive sentences • Begins to adjust register for different audiences • Uses grade level conventions inconsistently • Needs assistance in editing and revising

K-2 Performance Level Descriptors

(Expectations based on student's grade level)

K-2	Listening/Speaking	Reading	Writing	
Level 4	<p>Transitional</p> <p>Has met criteria for exiting Transitional Bilingual Instructional Program (TBIP)</p>	<ul style="list-style-type: none"> • Speaks clearly and comprehensibly using standard English grammatical forms with occasional errors • Gives oral presentations • Uses appropriate social and academic vocabulary for different audiences (register) 	<ul style="list-style-type: none"> • Adjusts reading rate as appropriate • Uses academic vocabulary, uses multiple meaning words appropriately • Follows increasingly complex written directions • Reads and comprehends grade level text 	<ul style="list-style-type: none"> • Uses academic vocabulary across content areas • Uses standard grammar and conventions with teacher support as needed

3–5 Performance Level Descriptors (Expectations based on student’s grade level)

3–5		Listening/Speaking	Reading	Writing
3–5	Beginning	<ul style="list-style-type: none"> • Very limited understanding of English • Learns to distinguish and produce English phonemes • Uses words, gestures, and actions • Practices repetitive social greetings • Imitates verbalizations of others to communicate: <ul style="list-style-type: none"> ◦ Basic needs ◦ Participate in discussions and activities ◦ Respond to simple directions 	<ul style="list-style-type: none"> • Expresses self using words, drawings, gestures, and actions to: <ul style="list-style-type: none"> ◦ Sequence simple text ◦ Answer literal questions ◦ Make simple predictions • Aware of familiar sounds • Recognizes and produces rhyming words containing familiar sounds • Uses and comprehends highly contextualized vocabulary • Follows simple written directions (e.g., color, cut, glue) • Reads sight words • Begins to understand concepts of print 	<ul style="list-style-type: none"> • Draws, labels • Writes familiar words and sight words • Writes to name, describe, or complete a list • Begins to use invented spelling, capital letters, participates in group editing • Identifies an intended audience • Sequences pictures to assist with organization • Uses graphic organizers to convey main ideas and details • Participates in group writing process
Level 1	Advanced Beginning	<ul style="list-style-type: none"> • Uses words and/or phrases • Uses appropriate social greetings • Participates in social discussions on familiar topics • Participates in academic discussions on familiar topics • Develops correct word order in phrases • Begins to use academic vocabulary • Recalls events (using picture cues) in simple stories and expository text read aloud 	<ul style="list-style-type: none"> • Expresses self using words and/or phrases to identify: <ul style="list-style-type: none"> ◦ Characters ◦ Setting ◦ Main idea and details ◦ Compare and contrast ◦ Cause and effect • Aware of familiar and unfamiliar sounds • Uses word-meaning strategies • Applies inflectional endings to words • Increases sight-word and academic vocabulary • Distinguishes between genres • Reads highly contextualized text composed of simple sentences • Applies concepts of print 	<ul style="list-style-type: none"> • Writes unfamiliar words and phrases • Begins to write based on a model or frame • Demonstrates inconsistent use of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling • Writes for self, family, friends, and teacher • Brainstorms and writes rough draft • Participates in group revision

3–5 Performance Level Descriptors (Expectations based on student's grade level)

3–5	Listening/Speaking	Reading	Writing
Level 2	<ul style="list-style-type: none"> • Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement • Participates in social discussions • Participates in academic discussions • Begins to use root words, affixes, and cognates to determine the meaning of new words • Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Recalls main idea/s and details (using picture cues) in stories and expository text read aloud • Responds to and asks wh- and yes/no questions 	<ul style="list-style-type: none"> • Expresses self using simple sentences • Produces unfamiliar sounds • Decodes word patterns • Uses word-meaning strategies • Begins to read familiar text fluently • Increases vocabulary through reading across content areas • Uses text features to: <ul style="list-style-type: none"> ◦ Gain meaning ◦ Monitor for comprehension ◦ Describe images from text ◦ Connect text to prior knowledge • Distinguishes between: <ul style="list-style-type: none"> ◦ Fiction/non-fiction ◦ Fact/opinion ◦ Fantasy/reality • Infers and makes generalizations from text • Reads text at student's reading level across content areas 	<ul style="list-style-type: none"> • Writes simple sentences • Demonstrates increasing control of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling ◦ Word order ◦ Subject/verb agreement • Develops own voice in writing • Distinguishes among registers for different audiences • Recognizes the cultural backgrounds of potential audience • Uses basic transitions • Writes individually and in a group process

3–5 Performance Level Descriptors (Expectations based on student’s grade level)

3–5		Listening/Speaking	Reading	Writing
Level 3	Advanced	<ul style="list-style-type: none"> • Uses descriptive sentences with common grammatical forms with some errors • Participates in social discussions • Participates in academic discussions • Uses simple figurative language and idiomatic expressions in discussions • Uses root words, affixes, and cognates to determine the meaning of new words • Uses appropriate social and academic vocabulary for different audiences (register) • Retells stories with at least five story elements • Paraphrases expository text read aloud with teacher guidance (grades 4–5) • Asks questions to clarify understanding 	<ul style="list-style-type: none"> • Expresses self using descriptive sentences to: <ul style="list-style-type: none"> ◦ Identify theme ◦ Recognize literary devices ◦ Compare and contrast • Uses a variety of strategies to monitor comprehension • Recognizes phonemes within multi-syllabic words • Uses word parts to determine word meanings • Reads with increasing fluency • Independently confirms word meanings • Uses a variety of resources for research • Follows multi-step written directions • Text increases in length and complexity 	<ul style="list-style-type: none"> • Uses descriptive sentences • Writes for a variety of audiences and purposes • Uses grade level conventions inconsistently • Refines voice in writing • Begins to adjust registers for different audiences • Respects the cultural backgrounds of potential audience • Uses a topic sentence and supporting details • Follows the five step writing process (with assistance in editing and revising)
Level 4	Transitional Has met criteria for exiting Transitional Bilingual Instructional Program (TBIP)	<ul style="list-style-type: none"> • Speaks clearly and comprehensibly using standard English grammatical forms with occasional errors • Uses academic vocabulary in a variety of contexts and situations • Gives oral presentations • Uses appropriate register for different audiences and purposes 	<ul style="list-style-type: none"> • Adjusts reading rate as needed • Uses academic vocabulary, uses multiple meaning words appropriately • Analyzes literary elements • Uses comprehension and questioning strategies, summarizes text, analyzes and applies persuasive devices • Explains cause and effect, citing evidence from text • Develops research skills • Follows increasingly complex written directions • Comprehends grade level text 	<ul style="list-style-type: none"> • Uses academic vocabulary across content areas • Uses standard grammar and conventions with teacher support as needed

6–8 Performance Level Descriptors

6–8		Listening/Speaking	Reading	Writing
Level 1	Beginning	<ul style="list-style-type: none"> • Very limited understanding of English • Learns to distinguish and produce English phonemes • Uses words, gestures, and actions • Practices repetitive social greetings • Imitates verbalizations of others to communicate: <ul style="list-style-type: none"> ◦ Basic needs ◦ Participate in discussions and activities ◦ Respond to simple directions 	<ul style="list-style-type: none"> • Expresses self using words, drawings, gestures, and actions to: <ul style="list-style-type: none"> ◦ Sequence simple text ◦ Answer literal questions ◦ Make simple predictions • Aware of familiar and unfamiliar sounds • Recognizes and produces rhyming words containing familiar sounds • Uses and comprehends highly contextualized vocabulary • Follows simple written directions (e.g., circle, underline, match) • Reads short phrases • Begins to understand concepts of print 	<ul style="list-style-type: none"> • Draws, labels • Writes familiar words and sight words • Writes to name, describe, or complete a list • Begins to use invented spelling, capital letters, participates in group editing • Identifies an intended audience • Sequences pictures to assist with organization • Uses graphic organizers to convey main ideas and details • Participates in group writing process
	Advanced Beginning	<ul style="list-style-type: none"> • Uses words and/or phrases • Uses appropriate social greetings • Participates in social discussions • Participates in academic discussions • Develops correct word order in phrases • Begins to use academic vocabulary • Recalls details (using cues) in stories and expository texts read aloud and identifies the main points 	<ul style="list-style-type: none"> • Expresses self using words and/or phrases to identify: <ul style="list-style-type: none"> ◦ Characters ◦ Setting ◦ Main idea and details ◦ Compare and contrast ◦ Cause and effect • Aware of familiar and unfamiliar sounds • Uses word-meaning strategies • Applies inflectional endings to words • Increases sight-word and academic vocabulary • Distinguishes between genres • Reads highly contextualized text composed of simple sentences • Applies concepts of print 	<ul style="list-style-type: none"> • Writes unfamiliar words and phrases • Begins to write based on a model • Demonstrates inconsistent use of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling • Records and gives directions • Writes for self, family, friends, and teacher • Brainstorms and writes rough draft • Participates in group revision • Offers feedback on others' writing

6–8 Performance Level Descriptors

6–8	Listening/Speaking	Reading	Writing
Level 2	<ul style="list-style-type: none"> • Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement • Participates in social discussion • Participates in academic discussions • Begins to use root words, affixes, and cognates to determine the meaning of new words • Begins to support main ideas with details • Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Retells stories with at least three story elements • Paraphrases expository text read aloud with teacher guidance • Asks questions to clarify 	<ul style="list-style-type: none"> • Expresses self using simple sentences • Recognizes common root words and affixes • Produces unfamiliar sounds • Decodes word patterns • Uses word-meaning strategies • Begins to read new text fluently • Increases vocabulary through reading across content areas • Uses text features to: <ul style="list-style-type: none"> ◦ Gain meaning ◦ Monitor for comprehension ◦ Describe images from text ◦ Connect text to prior knowledge • Distinguishes between: <ul style="list-style-type: none"> ◦ Fiction/non-fiction ◦ Fact/opinion ◦ Fantasy/reality • Infers and makes generalizations from text • Reads text at student's reading level across content areas 	<ul style="list-style-type: none"> • Writes simple sentences, complex sentences, and paragraphs • Demonstrates increasing control of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling ◦ Syntax • Develops own voice in writing • Begins to adjust registers for different audiences • Respects the cultural backgrounds of potential audience • Uses basic transitions • Chooses and maintains a focus, utilizing a topic sentence and supporting details • Writes individually and in a group process

6–8 Performance Level Descriptors

6–8		Listening/Speaking	Reading	Writing
Level 3	Advanced	<ul style="list-style-type: none"> • Uses descriptive sentences with common grammatical forms with some errors • Participates in social discussions • Participates in academic discussions • Uses simple figurative language and idiomatic expressions in discussions • Uses root words, affixes, and cognates to determine the meaning of new words • Uses appropriate social and academic vocabulary for different audiences (register) • Retells stories with at least five story elements • Paraphrases expository text read aloud with teacher guidance • Asks questions to clarify and check for understanding 	<ul style="list-style-type: none"> • Expresses self using descriptive sentences to: <ul style="list-style-type: none"> ◦ Identify theme ◦ Recognize literary devices ◦ Compare and contrast • Uses a variety of strategies to monitor comprehension • Recognizes phonemes within multi-syllabic words • Uses word parts to determine word meanings, identifies multiple meaning words across content areas • Reads with increasing fluency, adjusting rate as needed • Independently confirms word meanings • Uses a variety of resources for research • Follows multi-step written directions • Text increases in length and complexity 	<ul style="list-style-type: none"> • Uses descriptive sentences • Develops a topic in multiple paragraphs using topic sentences and supporting details • Adjusts registers for different audiences • Respects the cultural backgrounds of potential audience • Uses grade level conventions inconsistently • Refines voice in writing • Distinguishes between relevant and irrelevant details • Follows the five step writing process (with assistance in editing and revising)
Level 4	Transitional Has met criteria for exiting Transitional Bilingual Instructional Program (TBIP)	<ul style="list-style-type: none"> • Speaks clearly and comprehensibly using standard English grammatical forms with occasional errors • Uses academic vocabulary in a variety of contexts and situations • Gives oral presentations • Uses and explains appropriate register for different audiences and purposes 	<ul style="list-style-type: none"> • Adjusts reading rate as needed • Uses academic vocabulary and multiple meaning words appropriately • Analyzes literary elements • Uses comprehension and questioning strategies, summarizes text, analyzes and applies persuasive devices • Develops research skills • States cause and effect, citing evidence from text • Follows increasingly complex written directions • Comprehends grade level text 	<ul style="list-style-type: none"> • Uses academic vocabulary across content areas • Uses standard grammar and conventions with teacher support as needed

9–12 Performance Level Descriptors

9–12		Listening/Speaking	Reading	Writing
Level 1	Beginning	<ul style="list-style-type: none"> • Very limited understanding of English • Learns to distinguish and produce English phonemes • Uses words, gestures, and actions • Practices repetitive social greetings • Imitates verbalizations of others to communicate <ul style="list-style-type: none"> ◦ Basic needs ◦ Participate in discussions and activities ◦ Respond to simple directions 	<ul style="list-style-type: none"> • Expresses self using words, drawings, gestures, and actions to: <ul style="list-style-type: none"> ◦ Sequence simple text ◦ Answer literal questions ◦ Make simple predictions • Aware of familiar and unfamiliar sounds • Recognizes and produces rhyming words containing familiar sounds • Uses and comprehends highly contextualized vocabulary • Follows multi-step written directions (e.g., circle, underline, match) • Reads short phrases and sentences • Begins to understand concepts of print 	<ul style="list-style-type: none"> • Draws, labels • Writes familiar words, sight words, and unfamiliar words • Writes to name, describe, or complete a list • Begins to use invented spelling, capital letters, participates in group editing • Identifies an intended audience • Sequences pictures to assist with organization • Uses graphic organizers to convey main ideas and details • Participates in group writing process
	Advanced Beginning	<ul style="list-style-type: none"> • Uses words and/or phrases • Uses appropriate social greetings • Participates in social discussions • Participates in academic discussions • Develops correct word order in phrases • Begins to use academic vocabulary • Recalls details (using cues) in stories and expository texts read aloud and identifies the main points 	<ul style="list-style-type: none"> • Expresses self using words and/or phrases to identify: <ul style="list-style-type: none"> ◦ Characters ◦ Setting ◦ Main idea and details ◦ Compare and contrast ◦ Cause and effect ◦ Draws conclusions • Aware of familiar and unfamiliar sounds • Uses word-meaning strategies • Applies inflectional endings to words • Increases sight-word and content-area vocabulary • Distinguishes between genres • Reads highly contextualized paragraph-length text composed of simple sentences • Applies concepts of print 	<ul style="list-style-type: none"> • Writes unfamiliar words and phrases • Begins to write a song or poem based on a model <ul style="list-style-type: none"> ◦ Demonstrates inconsistent use of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling • Records and gives directions • Writes for self, family, friends, and teacher • Brainstorms, writes rough draft, and edits work • Participates in group revision • Offers feedback on others' writing

9–12 Performance Level Descriptors

9–12		Listening/Speaking	Reading	Writing
Level 2	Intermediate	<ul style="list-style-type: none"> • Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement • Participates in social discussions • Participates in academic discussions • Begins to use root words, affixes, and cognates to determine the meaning of new words • Begins to support main ideas with details • Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Retells stories with at least five story elements • Paraphrases expository text read aloud with teacher guidance • Asks questions to clarify 	<ul style="list-style-type: none"> • Expresses self using descriptive sentences • Understands roots and affixes • Produces unfamiliar sounds • Decodes multi-syllabic words • Uses word-meaning strategies • Begins to read new text fluently • Increases vocabulary through reading across content areas • Uses text features to gain meaning, monitors for comprehension, visualizes and describes images from text, connects text to prior knowledge • Distinguishes between fact/opinion and fantasy/reality, infers and makes generalizations from text • Reads text containing compound sentences, yes/no questions, negative, simple past and future tense, and pronoun referents across content areas 	<ul style="list-style-type: none"> • Writes simple sentences, compound sentences, and paragraphs • Demonstrates increasing control of: <ul style="list-style-type: none"> ◦ Capitals ◦ Punctuation ◦ Correct spelling ◦ Syntax • Uses reference tools to self-edit conventions • Develops own voice in writing • Organizes paragraphs using a topic sentence and supporting details • Begins to adjust registers for different audiences • Uses basic transitions • Chooses and maintains a focus, utilizing a topic sentence and supporting details • Writes individually and in a group process
Level 3	Advanced	<ul style="list-style-type: none"> • Uses descriptive sentences with common grammatical forms with some errors • Participates in social discussions • Participates in academic discussions • Uses simple figurative language and idiomatic expressions in discussions • Uses root words, affixes, and cognates to determine the meaning of new words • Uses appropriate social and academic vocabulary for different audiences (register) • Retells stories with key story elements • Paraphrases expository text read aloud with teacher guidance • Asks questions to clarify and check for understanding 	<ul style="list-style-type: none"> • Expresses self using descriptive sentences to: <ul style="list-style-type: none"> ◦ Identify theme ◦ Recognize literary devices ◦ Compare and contrast • Uses a variety of strategies to monitor comprehension • Recognizes phonemes within multi-syllabic words • Uses word parts to determine word meanings, identifies multiple meaning words across content areas • Reads with increasing fluency, adjusting rate as needed • Independently confirms word meanings • Uses a variety of resources for research • Text increases in length and complexity 	<ul style="list-style-type: none"> • Uses descriptive sentences • Develops a topic in multiple paragraphs using topic sentences and supporting details • Distinguishes between relevant and irrelevant details • Adjusts registers for different audiences • Respects the cultural backgrounds of potential audience • Uses grade level conventions inconsistently • Refines voice in writing • Follows the five step writing process (with assistance in editing and revising)

9–12 Performance Level Descriptors

9–12	Listening/Speaking	Reading	Writing
Level 4	<p>Transitional Has met criteria for exiting Transitional Bilingual Instructional Program (TBIP)</p> <ul style="list-style-type: none"> • Speaks clearly and comprehensibly using standard English grammatical forms with occasional errors • Uses academic vocabulary in a variety of contexts and situations • Gives oral presentations • Uses and explains appropriate register for different audiences and purposes 	<ul style="list-style-type: none"> • Adjusts reading rate as needed • Uses academic vocabulary and multiple meaning words appropriately • Uses comprehension and questioning strategies, summarizes text, analyzes and applies persuasive devices • Develops research skills • States cause and effect, citing evidence from text • Comprehends grade level text 	<ul style="list-style-type: none"> • Uses academic vocabulary across content areas • Uses standard grammar and conventions with teacher support as needed



Washington English Language Proficiency Assessment
Interpretation Guide
Annual, Form C 2015