

2018 LISTENING Performance Level Descriptions – Grade K

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

2018 LISTENING Performance Level Descriptions – Grade K

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

2018 LISTENING Performance Level Descriptions – Grades 1–2

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

2018 LISTENING Performance Level Descriptions – Grades 1–2

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

2018 LISTENING Performance Level Descriptions – Grades 3–4

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

2018 LISTENING Performance Level Descriptions – Grades 3–4

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

2018 LISTENING Performance Level Descriptions – Grades 5–6

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

2018 LISTENING Performance Level Descriptions – Grades 5–6

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

2018 LISTENING Performance Level Descriptions – Grades 7–8

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

2018 LISTENING Performance Level Descriptions – Grades 7–8

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

2018 LISTENING Performance Level Descriptions – Grades 9–12

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

2018 LISTENING Performance Level Descriptions – Grades 9–12

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