

2018 SPEAKING Performance Level Descriptions – Grade K

GENERAL CLAIM 1 Students can participate in discussions about academic topics. ¹	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student does not respond or uses words or short phrases to ask questions and contribute to a conversation.	Student uses phrases and simple sentences to ask questions and contribute to a conversation.	Student uses simple sentences to ask questions and contribute to a conversation.	Student uses simple and expanded sentences to ask questions and contribute to a conversation.	Student uses simple and expanded sentences to ask questions and contribute to a conversation.
Target of Measurement 1	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 2	Student does not respond or uses words or short phrases to describe or convey relevant details and/or narrate a story.	Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.	Student uses simple sentences to describe or convey relevant details and narrate a story.	Student uses simple and expanded sentences to describe or convey relevant details and narrate a story.	Student uses simple and expanded sentences to describe or convey relevant details and narrate a story.
Target of Measurement 2	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 3	Student does not respond or uses words or short phrases to provide an opinion about a topic.	Student uses phrases and simple sentences to provide an opinion about a topic.	Student uses simple sentences to provide an opinion about a topic.	Student uses simple and expanded sentences to provide an opinion about a topic.	Student uses simple and expanded sentences to provide an opinion about a topic.
Target of Measurement 3	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.

1. Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘bued’ instead of ‘bought’ may be a non-ELL error because it’s an irregular verb that all students may not have mastered.

2018 SPEAKING Performance Level Descriptions – Grades 1–2

GENERAL CLAIM 1 Students can participate in discussions about academic topics. ¹	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student does not respond or uses words or short phrases to ask questions and contribute to a conversation.	Student uses phrases and simple sentences to ask questions and contribute to a conversation.	Student uses simple and/or compound sentences to ask questions and contribute to a conversation.	Student uses simple, expanded, and/or compound sentences to ask questions and contribute to a conversation.	Student uses simple, expanded, and compound sentences and fluid language to ask questions and contribute to a conversation.
Students can use grade-appropriate language to discuss a topic or text, with or without graphics.					
Target of Measurement 1					
Students can use grade-appropriate language to ask questions and contribute to a conversation.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 2	Student does not respond or uses words or short phrases to describe or convey relevant details and/or narrate a story.	Student uses phrases and simple sentences to describe or convey relevant details and/or partially narrate a story.	Student uses simple and/or compound sentences to describe or convey relevant details and narrate a story.	Student uses simple, expanded, and/or compound sentences to describe or convey relevant details and narrate a story.	Student uses simple, expanded, and compound sentences and fluid language to describe or convey relevant details and narrate a story.
Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.					
Target of Measurement 2					
Students can use grade-appropriate language to describe or convey relevant details and narrate a story.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 3	Student does not respond or uses words or short phrases to provide details or facts about a topic and/or provide an opinion.	Student uses phrases and simple sentences to partially provide details or facts about a topic and/or provide an opinion supported by a reason.	Student uses simple and/or compound sentences to provide details or facts about a topic and provide an opinion supported by a reason.	Student uses simple, expanded, and/or compound sentences to provide details or facts about a topic and provide an opinion supported by a reason.	Student uses simple, expanded, and compound sentences and fluid language to provide details or facts about a topic and provide an opinion supported by a reason.
Students can use grade-appropriate language to analyze a topic or text, with or without graphics.					
Target of Measurement 3					
Students can use grade-appropriate language to provide details or facts about a topic and provide an opinion supported by a reason.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.

1. Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘bued’ instead of ‘bought’ may be a non-ELL error because it’s an irregular verb that all students may not have mastered.

2018 SPEAKING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student does not respond or uses words or short phrases to ask questions and contribute to a conversation.	Student uses phrases and simple sentences to ask questions and contribute to a conversation.	Student uses simple and/or expanded sentences to ask questions and contribute to a conversation.	Student uses simple, expanded, and/or complex sentences to ask questions and contribute to a conversation.	Student uses simple, expanded, and complex sentences and fluid language to ask questions and contribute to a conversation.
Students can use grade-appropriate language to discuss a topic or text, with or without graphics.					
Target of Measurement 1					
Students can use grade-appropriate language to ask questions and contribute to a conversation.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 2	Student does not respond or uses words or short phrases to describe or convey some details and narrate a story or process in sequence.	Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.	Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process in sequence.
Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.					
Target of Measurement 2					
Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 3	Student does not respond or uses words or short phrases to analyze a topic and provide an opinion supported by a reason.	Student uses phrases and simple sentences to partially analyze a topic and provide an opinion which may be supported by a reason.	Student uses simple and/or expanded sentences to analyze a topic and provide an opinion supported by a reason.	Student uses simple, expanded, and/or complex sentences to analyze a topic and provide an opinion supported by a reason.	Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.
Students can use grade-appropriate language to analyze a topic or text, with or without graphics.					
Target of Measurement 3					
Students can use grade-appropriate language to analyze a topic and provide an opinion supported by a reason.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.

2018 SPEAKING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student does not respond or uses words or short phrases to ask questions and contribute to a conversation.	Student uses phrases and simple sentences to ask questions and contribute to a conversation.	Student uses simple and/or expanded sentences to ask questions and contribute to a conversation.	Student uses simple, expanded, and/or complex sentences to ask questions and contribute to a conversation.	Student uses simple, expanded, and complex sentences and fluid language to ask questions and contribute to a conversation.
Students can use grade-appropriate language to discuss a topic or text, with or without graphics.					
Target of Measurement 1					
Students can use grade-appropriate language to ask questions and contribute to a conversation.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 2	Student does not respond or uses words or short phrases to describe or convey relevant details and narrate a story or process in sequence.	Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence.	Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process in sequence.
Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.					
Target of Measurement 2					
Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor 3	Student does not respond or uses words or short phrases to analyze a topic and provide an opinion or a claim supported by reasons.	Student uses phrases and simple sentences to partially analyze a topic and provide an opinion or a claim which may be supported by reasons.	Student uses simple and/or expanded sentences to analyze a topic and provide an opinion or a claim supported by reasons.	Student uses simple, expanded, and/or complex sentences to analyze a topic and provide an opinion or a claim supported by reasons.	Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion or a claim supported by reasons.
Students can use grade-appropriate language to analyze a topic or text, with or without graphics.					
Target of Measurement 3					
Students can use grade-appropriate language to analyze a topic and provide an opinion or a claim supported by reasons.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.

2018 SPEAKING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student does not respond or uses words or short phrases to ask questions, paraphrase information, and contribute to a conversation.	Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation.	Student uses simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation.	Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation.	Student uses simple, expanded, and complex sentences and fluid language to ask questions, paraphrase information, and contribute to a conversation.
Students can use grade-appropriate language to discuss a topic or text, with or without graphics.					
Target of Measurement 1	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Students can use grade-appropriate language to ask questions, paraphrase information, and contribute to a conversation.					
Anchor 2	Student does not respond or uses words or short phrases to describe or convey relevant details and narrate a story or process in sequence.	Student uses phrases and simple sentences to describe or convey relevant details and partially narrate a story or process in sequence.	Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process in sequence.
Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.					
Target of Measurement 2	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.					
Anchor 3	Student does not respond or uses words or short phrases to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.	Student uses phrases and simple sentences to partially analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim which may be supported by reasons.	Student uses simple and/or expanded sentences to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.	Student uses simple, expanded, and/or complex sentences to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.	Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.
Students can use grade-appropriate language to analyze a topic or text, with or without graphics.					
Target of Measurement 3	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Students can use grade-appropriate language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.					

2018 SPEAKING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	Student does not respond or uses words or short phrases to ask questions, paraphrase information, and contribute to a conversation. Response may contain errors that totally obscure meaning.	Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation. Response may contain errors in words and structure that mostly obscure meaning.	Student uses simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation. Response may contain errors in words and structure that partially obscure meaning.	Student uses simple, expanded, and/or complex sentences to ask questions, paraphrase information, and contribute to a conversation. Response may contain some errors in words and structure that minimally obscure meaning.	Student uses simple, expanded, and complex sentences and fluid language to ask questions, paraphrase information, and contribute to a conversation. Response contains few or no errors in word choice and structure that obscure meaning.
Target of Measurement 1 Students can use grade-appropriate language to ask questions, paraphrase information and contribute to a conversation.					
Anchor 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	Student does not respond or uses words or short phrases to describe or convey relevant details and narrate a story or process in sequence. Response may contain errors that totally obscure meaning.	Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence. Response may contain errors in words and structure that mostly obscure meaning.	Student uses simple and/or expanded sentences to describe or convey relevant details and narrate a story or process in sequence. Response may contain errors in words and structure that partially obscure meaning.	Student uses simple, expanded, and/or complex sentences to describe or convey relevant details and narrate a story or process in sequence. Response may contain some errors in words and structure that minimally obscure meaning.	Student uses simple, expanded, and complex sentences and fluid language to describe or convey relevant details and narrate a story or process in sequence. Response contains few or no errors in word choice and structure that obscure meaning.
Target of Measurement 2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.					
Anchor 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	Student does not respond or uses words or short phrases to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. Response may contain errors that totally obscure meaning.	Student uses phrases and simple sentences to partially analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. Response may contain errors in words and structure that mostly obscure meaning.	Student uses simple and/or expanded sentences to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. Response may contain errors in words and structure that partially obscure meaning.	Student uses simple, expanded, and/or complex sentences to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. Response may contain some errors in words and structure that minimally obscure meaning.	Student uses simple, expanded, and complex sentences and fluid language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. Response contains few or no errors in word choice and structure that obscure meaning.
Target of Measurement 3 Students can use grade-appropriate language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.					

