New York English Language Proficiency

NYSED Performance Level Descriptions

Listening Performance Level Descriptions

General Claim 1 **Students can determine information in grade-level spoken discourse.** GC.L.1

- Anchor 1 Students can identify key narrative elements and central ideas in grade-level spoken discourse. L.1
- Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. L.2
- Anchor 3 Students can determine the meaning of vocabulary in grade-level spoken discourse. L.3

General Claim 2 **Students can determine the development of ideas in grade-level spoken discourse.** GC.L.2

- Anchor 4 Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse. L.4

Reading Performance Level Descriptions

General Claim 1 **Students can determine information in a grade-level text.** GC.R.1

- Anchor 1 Students can identify key narrative elements and central ideas in a grade level text. R.1
- Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text. R.2
- Anchor 3 Students can determine the meaning of vocabulary in a grade-level text. R.3

General Claim 2 **Students can determine the development of ideas in grade-level texts.** GC.R.2

- Anchor 4 Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts. R.4
- Anchor 5 Students can determine elements, connections, and topics that are established by text structures in grade level texts. R.5

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Speaking Performance Level Descriptions

General Claim 1 **Students can participate in discussions about academic topics.** GC.S.1

- Anchor 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics. S.1
- Anchor 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics. S.2
- Anchor 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics. S.3

Writing Performance Level Descriptions

General Claim 1 **Students can structure thoughts and ideas in writing.** GC.W.1

- Anchor 1 Students can create and structure a written text. W.1

General Claim 2 **Students can write about literary and informational texts and topics.** GC.W.2

- Anchor 2 Students can adapt vocabulary appropriately when writing. W.2
- Anchor 3 Students can develop a narrative written text. W.3
- Anchor 4 Students can develop an informational written text. W.4