

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](#)

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](#)