

English Language
Development Assessment
(ELDA)

**ENGLISH LANGUAGE
PROFICIENCY STANDARDS
AND
TEST AND ITEM SPECIFICATIONS
for Grades 3–12**



AMERICAN INSTITUTES FOR RESEARCH®

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Written by Mathina Calliope, Steve Ferrara, Mike Fast, and Dan Conrad

INTRODUCTION

General Description of the ELDA Project and Background

One of the requirements of the *No Child Left Behind Act of 2001* (NCLB)—the reauthorization of the Elementary and Secondary Education Act (ESEA)—concerns the annual assessment of limited English proficient (LEP) students regarding their acquisition of and progress in developing English language proficiency in Listening, Speaking, Reading and Writing. The English Language Development Assessment (ELDA) was designed to allow states to meet this federal requirement. It has been developed by the American Institutes for Research (AIR) under the direction of a consortium of eighteen member states of the LEP State Collaborative on Assessment and Student Standards (the LEP-SCASS) and the Council of Chief State School Officers (CCSSO).

NCLB is significant for several reasons, not least for the more intense attention given to non-native speaker-learners of English (or LEP students) in the K–12 population. Under the previous reauthorization of ESEA 1994, known as the *Improving America’s Schools Act* (IASA), states were required to assess all students and to report assessment results in reading/language arts and mathematics in the aggregate, and also disaggregated by several demographic and program indicators including LEP status. However, schools and districts were not held accountable for these disaggregated results because they are under NCLB accountability rules. Further, although districts serving LEP students were required under IASA rules to measure and evaluate the development of these students’ English proficiency, they must now operate under much stricter and more prescriptive rules. Specifically, NCLB now embraces LEP students in its accountability systems through the following requirements (see Office of English Language Acquisition, *Language Enhancement, and Academic Achievement for Limited English Proficient Students, 2003*). States must

1. establish state-level English language proficiency standards;
2. annually administer a standards-aligned English language proficiency assessment to measure progress in the acquisition of academic English language skills;
3. define annual achievement objectives for increasing and measuring the level of LEP children’s development and attainment in English language proficiency; and

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4. include LEP students in academic content assessments in English language arts, mathematics, and science. (For the first three years a student is in the United States these assessments may be administered in the student's native language, provided they are aligned to state content and achievement standards. After three years, English language arts assessments must be administered in English.)

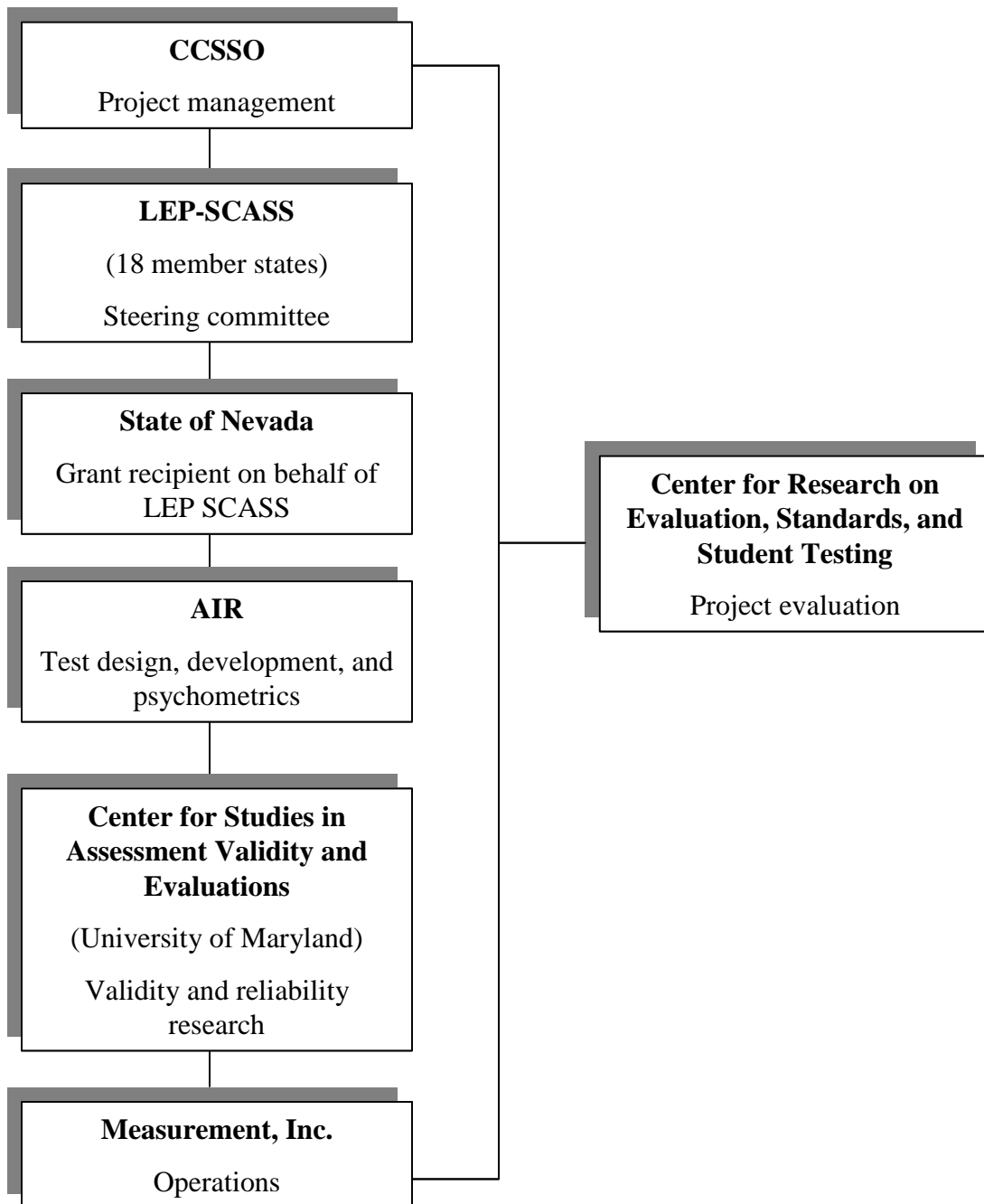
ELDA is a battery of tests designed to allow schools to measure annual progress in the acquisition of English language proficiency skills among non-native English speaking students in grades 3–12. The battery consists of separate tests for Listening, Speaking, Reading, and Writing, at each of three grade clusters: 3–5, 6–8, and 9–12.

The tests are aligned with the English language proficiency (ELP) standards of project member states and are developed to provide content coverage across three academic topic areas (English/Language Arts—ELA; Math, Science, and Technology— MST; and Social Studies— SS), and one nonacademic topic area related to the school environment (School-Environment— S-E, which includes topics such as extracurricular activities, student health, homework, classroom management, and lunchtime, among many others). They are tests of language skills with content drawn from age-appropriate school curricular and noncurricular sources. They are not tests of academic content; in other words, no external or prior content-related knowledge is required to respond to test questions. Nor is performance on production skills tests scored in terms of content validity of response beyond what may be supplied in test input.

Although the main function of the ELDA tests is to measure annual progress in English language acquisition, they also permit the identification of students who have reached full English proficiency (FEP) or LEP-exit level; that is, a level considered appropriate for successful functioning within the school system at the appropriate grade level. It should be stressed that FEP is not intended as synonymous with native-English-speaker proficiency. Students' proficiency levels, as determined by their performance on ELDA, are described in narrative detail in the Performance Level Descriptors (PLDs) and can be used, along with other sources of information, to help make placement decisions relative to English language courses or programs offered at a school. However, this is not the primary purpose of ELDA. The five levels of proficiency indicated in the PLDs allow states to measure student progress from year to year; however, as summative, rather than formative assessments, they are not designed to provide diagnostic feedback to students and their English language teachers.

The tests were designed and developed through collaboration among the eighteen member states of the LEP-SCASS, CCSSO, AIR, the Center for Studies in Assessment Validity and Evaluation at the University of Maryland, and Measurement Inc. Their respective functions are described in Figure 1.

Figure 1: Organizations Involved in Design and Development of ELDA



ELDA is designed to measure progress in the acquisition of English language proficiency across three grade clusters within grades 3–12. The three clusters (3–5, 6–8, and 9–12) reflect common administrative clustering in many school systems; common clustering in other, similar tests; and cognitive developmentally appropriate grouping. An important factor in decisions regarding grade clustering is the English language development characteristic of the target population—diverse across grades 3–12, ranging from complete beginners to those who are fully English proficient. Broad grade clustering, as determined for ELDA, allows for a more appropriate distribution of students across performance levels within each cluster than would be possible with finer cluster distinctions. Broad grade clustering also reduces the challenges implied in vertical alignment procedures across clusters within each domain.

As required under NCLB, ELDA contains tests for each of the four skills domains of listening, speaking, reading, and writing. Separate scores must be reported for each of these domains; additionally, a score must be reported for comprehension. This is derived from students' scores on the reading and listening assessments.

ENGLISH LANGUAGE PROFICIENCY AND PERFORMANCE STANDARDS

How the ELDA Standards Were Developed

This section discusses three types of standards used in the test development process: ELP standards and academic content standards, both of which play a significant role in shaping test content, and achievement standards, which are used not only to shape test content but also to provide a common scale by which students' test performances are categorized within skills domains (viz., listening, speaking, reading, and writing); across grade clusters; and across test administration events (see Figure 2 below). Common test items in adjacent clusters permit vertical alignment across grade clusters within each skills domain.

ELP Standards

The starting point for the ELDA test design was a synthesis of all state-level ELP standards that existed among the project's participating states. Of eighteen states that formed the LEP-SCASS membership at the outset of the project, one-third had existing state ELP standards in each of the four domains of Listening, Speaking, Reading, and Writing.

The initial state ELP standards were carefully reviewed and conflated by AIR staff. Then, project Steering Committee members, meeting in Berkeley, California, in December 2002 (see Appendix D for a complete list of participants and their qualifications) agreed on a common core of standards for each domain by discussing standards they considered important and appropriate for ELLs in all LEP-SCASS states. They also considered which standards were appropriate at each grade cluster. The following total numbers of standards were recorded for each of the four domains: Listening (43); Speaking (95); Reading (261); Writing (317); Total (716). Summary tables listing these standards can be found in Appendix A. AIR language acquisition staff then further synthesized this raw material. For example, they combined similar statements of standards, eliminated redundancies, and listed standards in each grade cluster in a logical order. For speaking, the standards were distilled further into the "soft hierarchy" that is used as specifications for developing speaking tasks and the prompts that make up each task.

Pilot testing in May 2003 provided data that supports the exclusion of the following reading and writing standards: (1) Reading for research purposes—many of the indicators for this standard were determined to be testable through a multiple-choice format; and (2) Writing

conventions: Spelling, capitalization, punctuation, grammar, and usage—which committee members agreed should be integrated into scoring rubrics rather than into a separate testing section. The final sets of standards for each domain are listed in Table 1 on page 7.

Some states used the ELDA ELP standards to guide the development, revision, analysis, and adoption of their own ELP standards. Other states used them to review their existing ELP standards and ensure alignment with ELDA ELP standards.

Table 1. ELDA ELP Standards for Each Domain

	Listening	Speaking	Reading	Writing
	1. Comprehend spoken instructions 2. Determine main idea/purpose 3. Identify important supporting ideas 4. Determine speaker’s attitude/perspective 5. Comprehend key vocabulary/phrases 6. Draw inferences, predictions, conclusions	1. Connect 2. Tell 3. Explain 4. Reason	1. Demonstrate pre-/early reading skills 2. Comprehend key vocabulary/phrases 3. Comprehend written instructions 4. Determine main idea/purpose 5. Identify important supporting ideas 6. Draw inferences, predictions, conclusions 7. Determine writer’s attitude/perspective 8. Analyze style/form	1. Planning and organizing 2. Writing a draft text: <ul style="list-style-type: none"> • Narrative • Descriptive • Expository • Persuasive 3. Revising 4. Editing 5. Writing Conventions

Creating Benchmarks and Aligning Them to Items

The next major step in producing the ELP standards that could be aligned to test items was to map the original larger set of state standards back onto the ELDA ELP standards (shown in Table 1). This process, which involved further refinement, allowed us to determine *benchmarks*, or specific statements of what students should know and be able to do—measures of progress toward meeting a standard—for each of the standards. Benchmarks were not developed for the Speaking standards. Tables 2 and 3 on the following pages provide sample

standards with benchmarks—one for the Listening domain, and the other for Writing. Both samples show how previously approved standards no longer are viewed as acceptable and testable and are therefore not included as potential benchmarks. The resulting standards and benchmarks are then used in the determination of test specifications and mapped onto each test item as it is developed. The complete summary of standards and benchmarks can be found on pages 12 through 15.

Table 2. Sample Standards with Benchmarks for Listening Domain

<i>Listening Standard 2: Determine main ideas/purpose from an excerpt of speech</i>		
Code	Benchmark	Standards covered
2.1	Identify main idea/theme/problem/plot/purpose/character of a passage	2.7; 2.8; 2.9; 2.10; 2.12; 2.13; 2.14; 2.15; 2.16; 2.17; 2.18; 3.1; 3.3; 3.4; 3.7
Standards Not Tested (i.e., not used as benchmarks)		
Code	Standard	Rationale for exclusion
2.1	Orally identify main points of simple conversations and stories read aloud	Impossible given test format in this domain
2.2	Retell by paraphrasing and summarizing to explain what has been said by speaker in English	Assesses speaking construct
2.3	Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	Too broad
2.4	Listen to and extract meaning from variety of media (e.g., audio tape, video, CD-ROM) in all content areas	Has an impact only on medium of assessment, not on test item
2.5	Demonstrate comprehension of oral presentations and instructions through nonverbal responses	Nonverbal responses cannot easily be tested
2.6	Restate in simple form the main idea of oral presentations of subject matter content	Restating is not tested – modifies the construct being measured
2.11	Listen to and record selected information	In part, untestable

Table 3: Sample Standards with Benchmarks for Writing Domain

<i>Writing Standard 2: Planning and Organizing</i>		
Code	Benchmark	Standards covered
2.1	Use graphic organizers and/or outlines to plan appropriate report titles	2.1, 2.6, 2.7, 2.8, 2.9, 2.10
2.2	Use graphic organizers and/or outlines as a basis to determine appropriateness of including new ideas	2.1, 2.6, 2.7, 2.8, 2.9, 2.10
2.3	Based on graphic organizers and/or outlines, choose appropriate topic sentences for paragraphs, given their topic and placement in the graphic organizer	2.1, 2.6, 2.7, 2.8, 2.9, 2.10
Code	Standard	Rationale for exclusion
2.2	Generate ideas before writing on assigned tasks	Untestable in multiple-choice test format
2.3	Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts	Same as above
2.4	Organize and sequence ideas, with teacher assistance, through drawing and discussing in English	Same as above

Academic Content Standards

State academic content and achievement standards are mandated by the U.S. Department of Education under NCLB for three content areas: Reading/Language Arts, Mathematics, and Science. With reference to NCLB and the testing of LEP students, the U.S. Department of Education (see Office of English Language Acquisition, *Language Enhancement and Academic Achievement for Limited English Proficient Students*, 2003) states:

The statute requires English language proficiency standards to be linked to state academic content and achievement standards in reading or language arts and in mathematics beginning in the school year 2002–2003. This is required in order to ensure that LEP students can attain proficiency in both English language and in reading/language arts, math and science. English language proficiency standards should also be linked to the state academic standards in science beginning in the school year 2005–2006.

A detailed and stakeholder-approved process of identifying ELP standards that can be used in test design, with benchmarks mapped onto standards, and subsequent mapping of standards and benchmarks onto test items, constitutes an approach to alignment of test to standards. In the case of academic content standards, the relationship to the test is less direct. Alignment between content standards and *an ELP assessment* is not implied in the requirement, described in the citation above, that content standards be aligned to ELP standards. Three academic content topic areas constitute the foundation for selection of, and creation of the context for, ELDA test items in all four skills domains of the test:

- English Language Arts
- Math, Science, and Technology
- Social Studies

Thus, ELDA has been designed to assess the construct of “academic English.” The driving force—and departure of this assessment from many English language proficiency assessments—is NCLB’s requirement that students classified as English language learners be assessed annually in their progress toward proficiency in academic English. For purposes of test design and creation, we defined academic English as: (1) language used to convey curriculum-based, academic content, and (2) the language of the social environment of a school. The concept of academic English is evolving, and it is important to make the point that although the ELDA items and prompts are written in the language of the classroom and of the academic subjects listed above, items do not require skills in or knowledge of content in those subjects. The *concepts* are not being assessed; the students’ understanding of spoken and written texts *about* the concepts and ability to write and speak *about* the concepts are being assessed. Any content a student is expected to use is provided in the stimuli. For example, a writing item asking students about triangles and squares will provide any geometrical information or terminology needed; the item will assess the construct of writing, not geometry.

Category 1 texts (spoken or written) on the assessment impart curriculum-based content through authentic media such as graphics, graphic organizers, research notes, reading passages, and lectures. Category 2 texts comprise such things as memoranda written for students, news articles from a school newspaper, signs from around the school, and dialogues between students and their peers as well as between students and teachers. All deal with issues related to being at

and functioning within the school environment. Category 1 texts are more academic and test a language construct described by Cummin’s Cognitive Academic Language Proficiency (CALP) in an authentic manner. Across the four language domains, the content of category 1 texts was associated with one of the three topic areas noted above (math, science, and technology; English language arts; and social studies).

The audience for the texts is always students in a classroom setting. The texts are published, and commissioned and developed specifically for this assessment. The challenge in selecting and developing texts that are based on factual, academic content is that they are (a) to be self-contained and (b) to require students to have no previous background knowledge. At the same time, the exposition and testing of the content must not advantage students who do possess background knowledge of the subject of the text. Such a student must fully comprehend the text in order to respond successfully to the items. Typically, item writers sought out grade-appropriate subjects aligned with one of the curricular areas that were not likely to be known by most of the testing population. Such subjects include rare flowers, animals, insects, natural phenomena, profiles of important (but lesser known) people, genres of literature, and so forth.

Category 2 texts—those that deal primarily with social interactions within the school or texts of a social or procedural nature—are part of the test design primarily because they are (a) a critical part of communication (and thus success) within the school (see examples below), and (b) they were the best means by which to test certain core standards, such as the ability to follow directions. These texts, like those from category 1, must meet the standard of the level playing field. There is no attempt to define every concept that might be unknown to students unfamiliar with a school setting. For example, terms like *field trip*, *journal*, *homework*, *homecoming*, and *school bus* would be required. At the same time, items were written so as not to require specialized background knowledge and not to advantage students with a lot of experience attending school. As was the case with the category 1 texts, students would have to read or listen to and fully comprehend the texts to respond successfully.

ELDA STANDARDS AND BENCHMARKS

The following tables list the standards and benchmarks, drafted by AIR staff and revised and approved by the LEP-SCASS in September 2004. Standards are overarching goals or themes that describe, in broad terms, what students should know and be able to do as listeners, speakers, readers, and writers of English. Benchmarks, specific statements of what students should know and be able to do, measure a student’s progress toward meeting a standard. Benchmarks are numbered within each subject area domain’s standards table. No hierarchy is implied by the numbering system.

The standards and benchmarks were used to guide item development and review.

Table 4: Listening Standards and Benchmarks

Standard	Benchmark
1. Comprehend spoken instructions	1.1 Follow one-step directions
	1.2 Follow two-step directions
	1.3 Follow multiple-step directions
2. Determine main idea/purpose	2.1 Identify main idea/theme/problem/plot/purpose/character of a passage
3. Identify important supporting details	3.1 Identify important supporting ideas, themes, and conflicts (related to plot, characters, setting, topic)
4. Determine speaker’s attitude/perspective	4.1 Distinguish between fact and opinion
	4.2 Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position
5. Comprehend key vocabulary/phrases	5.1 Understand a few words or phrases with basic English grammatical forms
	5.2 Understand figurative language and idiomatic expressions
	5.3 Identify meaning of key word or phrase in passage that provides context
6. Draw inferences, predictions, conclusions	6.1 Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic)

Table 5: Reading Standards and Benchmarks

Standard	Benchmark
1. Demonstrate pre-/early reading skills	1.1 Identify high-frequency regular words, high-frequency irregular words, such as <i>said, was, where, and is</i> ; compound words and contractions
	1.2 Identify relationship between words in word families
	1.3 Comprehend simple phrases, sentences, paragraphs, and passages
	1.4 Use contextual clues to identify meaning of language (relationships between words, syntax, morphology, context, cognates)

Table 5: Reading Standards and Benchmarks (Continued)

Standard	Benchmark
2. Comprehend key vocabulary/phrases	2.1 Use one or more of the following strategies to determine meaning of key vocabulary: contextual clues and illustrations, background or prior knowledge, morphology, syntax, phonics, knowledge of word relationships; knowledge of synonyms, antonyms, homophones, homographs, cognates, and false cognates
	2.2 Identify meaning of key word or phrase in passage that provides context
	2.3 Know that words can have multiple meanings, both denotative and connotative
3. Comprehend written instructions	3.1 Follow one-step directions
	3.2 Follow two-step directions
	3.3 Follow multiple-step directions
	3.4 Use knowledge of sentence structure
4. Determine main idea/purpose	4.1 Identify main idea/theme/problem/plot of a passage
	4.2 Identify the main purpose of a passage
	4.3 Identify main character(s) (including difference between first- and third-person use) and setting of a story
	4.4 Use knowledge of sentence structure to comprehend text
5. Identify important supporting details	5.1 Identify important supporting ideas, themes, and conflicts (related to plot, characters, setting, topic)
	5.2 Locate information using various graphic sources (diagrams, charts, tables, simple illustrations)
	5.3 Use knowledge of sentence structure to comprehend text
6. Draw inferences, predictions, conclusions	6.1 Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic)
	6.2 Understand relationships between parts of a text (e.g., cause and effect; compare and contrast; chronological ordering)
	6.3 Use knowledge of sentence structure to comprehend text
7. Determine writer’s attitude/perspective	7.1 Distinguish between fact and opinion
	7.2 Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position
	7.3 Analyze character (including traits, roles, motivations, conflicts, points of view, relationships, and changes)
	7.4 Use knowledge of sentence structure to comprehend text
8. Analyze style/form	8.1 Identify analogies, metaphors, symbols, patterns in text such as rhyming and repetition, and other rhetorical devices
	8.2 Use knowledge of sentence structure to comprehend text

Table 6: Writing Standards and Benchmarks

Standard	Benchmark
1. Planning & Organizing	1.1 Use graphic organizers or outlines to plan appropriate report titles
	1.2 Use graphic organizers or outlines as a basis to determine appropriateness of including new ideas
	1.3 Based on graphic organizers or outlines, choose appropriate topic sentences for paragraphs, given their topic and placement in the graphic organizer
	1.4 Based on graphic organizers or outlines, organize new information by deciding on appropriate sections for it
2. Writing a Draft Text ¹ <i>Overarching benchmarks (apply to all Constructed Response items)</i>	2.1 Write in a variety of forms, including persuasive forms, such as logical argument and expression of opinion; personal forms such as autobiographical narrative; literary forms such as stories; and descriptive forms, such as reports and expositions
	2.2 Select and use voice and style appropriate to audience and purpose
	2.3 Construct correct sentences, including a variety of sentence types and styles
	2.4 Develop a central idea and support it with relevant details
	2.5 Organize ideas in writing to ensure coherence, logical progression, and support for ideas
2A. Text type-specific Benchmark	Write a personal narrative and/or fictional story that moves through a logical sequence of events
	2A.a Narrate a sequence of events with some detail
	2A.b Write stories that include coherent plot development, characterization and setting
	2B Write persuasive compositions that structure ideas and arguments in a logical way
	2C Write expository compositions that include a thesis and some points of support
	2D Write descriptive compositions that include a thesis and some points of support
3. Revising	3.1 Revise drafts to improve the coherence and logical progression of ideas by using appropriate transition words and phrases
	3.2 Revise drafts to improve the coherence and logical argument of a text by adding appropriate topic or concluding sentences
	3.3 Revise drafts to improve the logical argument of a text by elaborating
	3.4 Revise drafts for consistency, including point of view, verb tense, and pronoun and other references outside of sentences
	3.5 Revise drafts for appropriate word choice
4. Editing	4.1 Correctly use parts of speech, including making them agree (e.g., regular and irregular plurals, adjectives, prepositions and prepositional phrases, pronouns, adverbs, and noun phrases)
	4.2 Correctly use verb tenses and forms (e.g., present, past, perfect forms, conditional, hypothetical, subjunctive)
	4.3 Use other basic syntactical structures (e.g., subject-verb agreement, comparatives, interrogatives, relative clauses)

¹ For the Writing Draft Standard, four text types were identified: narrative, persuasive, descriptive and expository. The benchmarks in the first table apply to all text types. The benchmarks in the second table are text-specific. For example, benchmarks under 2A apply to narrative texts; benchmarks under 2B apply to persuasive texts, etc.

Table 7: Speaking Standards

Standards
1. Connect: Establish a verbal connection with an interlocutor in order to talk about something
2. Tell: Provide basic information on a relevant topic in a conversation
3. Explain: Provide detailed information on a relevant topic in a conversation
4. Reason: Argue in favor of or against a particular relevant topic

The benchmarks for speaking are not explicit but are implied in the soft hierarchy of functions.

TEST AND ITEM SPECIFICATIONS: LISTENING

Alignment with Standards

The ELDA Standards for Listening consist of two components:

- **Standard:** An overarching goal or theme in Listening. The standard statement describes, in broad terms, what students should be able to do while listening to English.
- **Benchmark:** A specific statement of what a student should know and be able to do, a benchmark measures a student’s progress toward meeting a standard.

Test Blueprint Summary

This section defines the test specifications for the Listening component of the English language development assessment for the three grade clusters 3–5, 6–8, and 9–12. The following table summarizes the number of items and item types per content standard. For difficulty level, the guideline is to have a roughly equivalent number of low-, mid- and high-level questions. For curricular area coverage, the guideline is to have roughly 25 percent of the items for each of the Math, Science, and Technology; English Language Arts; Social Studies; and School Environment categories. An approximately equal distribution of items across benchmarks is another goal.

All Listening items are in multiple-choice format, and worth one point each.

Table 8: Listening 3–5 Test Blueprint

Cluster 3–5

No. of items in form: 50

Standard	Passage Type	Number of Items
1. Comprehend spoken instructions	Short Presentations, Extended Dialogues and Short Phrases	8
2. Determine main idea/purpose	Short Presentations and Extended Dialogues	9
3. Identify important supporting details	Short Presentations and Extended Dialogues	9
4. Determine speaker’s attitude/perspective	Extended Dialogues	6
5. Comprehend key vocabulary and phrases	Short Presentations, Short Phrases, and Short and Extended Dialogues	12
6. Draw inferences, predictions, conclusions	Short Presentations and Extended Dialogues	6

*The numbers of items assigned to some of the standards in Operational Forms 1, 2, and 3 may be slightly inconsistent with the specifications above.

Table 9: Listening 6–8 Test Blueprint

Cluster 6–8

No. of items in form: 50

Standard	Passage Type	Number of Items
1. Comprehend spoken instructions	Short Presentations, Extended Dialogues, and Short Phrases	8
2. Determine main idea/purpose	Short and Extended Presentations and Extended Dialogues	9
3. Identify important supporting details	Short and Extended Presentations and Short and Extended Dialogues	9
4. Determine speaker’s attitude/perspective	Extended Presentations and Short and Extended Dialogues	6
5. Comprehend key vocabulary and phrases	Short Phrases, Extended Dialogues, and Extended Presentations	12
6. Draw inferences, predictions, conclusions	Short and Extended Dialogues and Extended Presentations	6

*The numbers of items assigned to some of the standards in Operational Forms 1, 2, and 3 may be slightly inconsistent with the specifications above.

Table 10: Listening 9–12 Test Blueprint

Cluster 9–12

No. of items in form: 60

Standard	Passage Type	Number of Items
1. Comprehend spoken instructions	Short and Extended Dialogues and Short Phrases	9
2. Determine main idea/purpose	Short and Extended Presentations and Extended Dialogues	10
3. Identify important supporting details	Short and Extended Presentations and Extended Dialogues	14
4. Determine speaker’s attitude/perspective	Extended Presentations and Extended Dialogues	6
5. Comprehend key vocabulary and phrases	Short Phrases and Extended Dialogues	11
6. Draw inferences, predictions, conclusions	Short and Extended Dialogues and Extended Presentations	10

* The numbers of items assigned to some of the standards in Operational Forms 1, 2, and 3 may be slightly inconsistent with the specifications above.

Test Design

The description of the test design is intended to be used by the SCASS member states to ensure that forms are parallel when appropriate and to enable the broadest coverage of content over a set of forms.

The broad features of the Listening test are summarized in Table 11:

Table 11: Listening Test Length

	3–5	6–8	9–12
<i>No. of items in final form</i>	50	50	60
<i>Item types</i>	Multiple choice	Multiple choice	Multiple choice
<i>Administration times</i>	60 mins.	60 mins.	75 mins.
<i>Administration type</i>	Group	Group	Group

Layout and Sequencing of Test Items

Listening items will be presented in the following order: short phrases, short dialogues, extended dialogues, short presentations, and extended presentations (except in the 3–5 cluster). In the case of passage-linked items, sets of items will follow selections. Items will be ordered on the basis of the sequence of events or ordering of information in the passage.

Item Specifications

The item specifications that follow provide detailed descriptions of the test items that will constitute the ELDA Listening test. These specifications include an overview of the passage types. In addition, these specifications delineate specific item types and stimulus attributes for the discrete items and item sets that will assess each of the ELDA Listening standards and benchmarks.

The listening test for each of the three grade clusters (3–5, 6–8, and 9–12) is designed to be administered through a cassette tape or CD medium. All listening test content, including listening texts (which are heard twice), test questions, *and response options* are contained on the cassette tape/CD. All test items are of the four-option, multiple-choice type. Listening texts are of five types, described in Table 12.

Listening texts impart information drawn from the four topic areas (three academic and one nonacademic, but school related) described above, namely: English/Language Arts; Math, Science, and Technology; Social Studies; and, School Environment. Text topics within the

academic domains have been selected to avoid those that would typically be found on a grade-appropriate curriculum. They are selected, however, to resemble the discourse features and text types of the domain.

Table 12: Description of ELDA Listening Text Types

Text type	Definition	No. of Test items
Single utterance	1 speaker, 1 turn	1
Short dialogue	2 speakers, 1 turn each	1
Extended dialogue	2 speakers, multiple turns each (2–3 per speaker)	2
Short presentation	1 speaker, 30-second complete presentation	2
Extended presentation	1 speaker, 1-minute complete presentation	4

These basic test design features reduce contamination of the construct to be measured—that of “listening comprehension of school-related interactive and non-interactive speech” (in itself a multidimensional construct), by the effects of other potentially intervening variables (e.g., written response production, prior content knowledge, reading comprehension, burden on memory).

Grade clusters 3–5 and 6–8 operational forms will contain a total of fifty test items each, grade cluster 9–12 a total of sixty multiple-choice items. High test item totals for operational forms are a product of a five-level scale of performance standard.

TEST AND ITEM SPECIFICATIONS: SPEAKING

Alignment with Standards

The ELDA Standards for Speaking consist of two components:

- **Standard:** An overarching goal or theme in Speaking. The standard statement describes, in broad terms, what students should be able to do as speakers of English.
- **Benchmark:** A specific statement of what a student should know and be able to do, a benchmark measures a student’s progress toward meeting a standard.

Test Blueprint Summary

This section defines the test specifications for the Speaking component of the English language development assessment for the three grade clusters 3–5, 6–8, and 9–12. The following table summarizes the test. For difficulty level, the guideline is to have a roughly equivalent number of low-, mid- and high-level questions. For curricular area coverage, the items are shared equally for each of the Math, Science, and Technology; English Language Arts; Social Studies; and School Environment categories.

Table13. Speaking Test Blueprint

No. of items in form: 16 (four 4-prompt tasks)

	Academic content area topics			Non-content area topics
	English/Language Arts	Math, Science, Technology	Social Studies	School-Environment
Connect	1 Task	1 Task	1 Task	1 Task
Tell	1 Task	1 Task	1 Task	1 Task
Explain	1 Task	1 Task	1 Task	1 Task
Reason	1 Task	1 Task	1 Task	1 Task

Test Design

The description of the test design is intended to be used by the SCASS member states to ensure that forms are parallel when appropriate and to enable the broadest coverage of content over a set of forms.

The broad features of the Speaking test are summarized in Table 14.

Table 14: Speaking Test Length

	3–5	6–8	9–12
<i>No. of items in final form</i>	16	16	16
<i>Item types</i>	Constructed Response	Constructed Response	Constructed Response
<i>Administration times</i>	25 min.	25 min.	25 min.
<i>Administration type</i>	Individual	Individual	Individual

Layout and Sequencing of Test Items

Speaking items are grouped in 4-item tasks, presented in the following order: Connect, Tell, Explain, Reason.

Item Specifications

The item specifications that follow provide detailed descriptions of the test items that will constitute the ELDA Speaking test.

Item Types

All items on the Speaking test are Constructed Response items. At the heart of the speaking test is a soft hierarchy of speech functions—connecting, telling, explaining, and reasoning—which is designed to elicit progressively more sophisticated speech production from a student in a non-face-to-face and non-interactive testing environment. *Connecting* is defined as establishing a verbal connection with an interlocutor in order to talk about something. *Telling* is defined as providing basic information on a relevant topic in the conversation. *Explaining* involves the student in providing detailed information on a relevant topic in the conversation (although, to eliminate test item dependency, not the topic that was established for the lower functional level of *telling*), and *reasoning* requires the student to demonstrate an ability to argue in favor of or against a particular, relevant topic. Thus, a student who exhibits full English proficiency in speaking skills for the academic world (for the appropriate grade level) is hypothesized to be able to function appropriately at all four functional levels across all four topic

areas. Students with a less-developed set of speaking skills may demonstrate a ceiling in their skills at the level of *explaining*. Others may merely be able to show simple *connecting* skills.

Each task is structured in a similar way across all functional levels and all topic areas:

1. some initial input is provided on a topic; then
2. a question is posed to the student; then
3. scaffolding information is provided to suggest ways in which the student may respond; and finally
4. the question is repeated

The Speaking assessment is designed to be administered through a cassette tape or CD medium, thus eliminating written discourse from the measurement of an oral-based construct. All test content, which includes test instructions and open-ended test questions, is contained on the cassette tape/CD. A test booklet containing graphics provides the student with some visual contextualization of the tasks described on cassette/CD and is designed to help the student structure a response. Student responses to the test questions are captured on an individual student cassette player for off-site scoring. In operational administrations of the Speaking test, schools may opt for a non–technology mediated format with local scoring, although the test content remains the same. Responses are scored on a 0–2 rubric focusing on appropriateness of response for the required prompt, rhetorical features, grammatical correctness, and length and overall quality of response.

TEST AND ITEM SPECIFICATIONS: READING

Alignment with Standards

The ELDA Standards for Reading consist of two components:

- **Standard:** An overarching goal or theme in Reading. The standard statement describes, in broad terms, what students should be able to do as readers of English.
- **Benchmark:** A specific statement of what a student should know and be able to do, a benchmark measures a student’s progress toward meeting a standard.

Test Blueprint Summary

This section defines the test specifications for the Reading component of the English language development assessment for the three grade clusters 3–5, 6–8, and 9–12. The following table summarizes the number of items and item types per content standard. For difficulty level, the guideline is to have a roughly equivalent number of low-, mid- and high-level questions. For curricular area coverage, the guideline is to have roughly 25 percent of the items for each of the Math, Science, and Technology; English Language Arts; Social Studies; and School Environment categories. An approximately equal distribution of items across benchmarks is another goal.

Table 15: Reading 3–5 and 6–8 Test Blueprint

Clusters 3–5 and 6–8

No. of items in each form: 50

Standard	Item Type	Number of Items ²
1. Demonstrate pre-/early reading skills	Discrete or short passage-linked (3-item sets)	6–10
2. Comprehend written instructions	Discrete	5–8
3. Determine main idea/purpose	Long passage-linked (5–8-item sets)	4–6
4. Identify important supporting details		8–12
5. Comprehend key vocabulary/phrases		6–8
6. Draw inferences, predictions, conclusions		4–7
7. Determine writer’s attitude/perspective		2–3
8. Analyze style/form		2–3

* The numbers of items assigned to some of the standards in Operational Forms 1, 2, and 3 may be slightly inconsistent with the specifications above.

² Ranges of numbers of items correspond to target percentages and enable the flexibility needed for assembling test forms from item sets.

Table 16. Reading 9–12 Test Blueprint

Cluster 9–12

No. of items in form: 60

Standard	Item Type	Number of Items ³
1. Demonstrate pre-/early reading skills	Short passage-linked (3-item sets)	8–12
2. Comprehend written instructions	Discrete	5–8
3. Determine main idea/purpose	Long passage-linked (5–8-item sets)	4–6
4. Identify important supporting details		10–15
5. Comprehend key vocabulary/phrases		8–10
6. Draw inferences, predictions, conclusions		5–8
7. Determine writer’s attitude/perspective		2–3
8. Analyze style/form		2–3

*The numbers of items assigned to some of the standards in Operational Forms 1, 2, and 3 may be slightly inconsistent with the specifications above.

Test Design

The description of the test design is intended to be used by the SCASS member states to ensure that forms are parallel when appropriate and to enable the broadest coverage of content over a set of forms.

The broad features of the Reading test are summarized in Table 17.

Table 17: Reading Test Length

	3–5	6–8	9–12
<i>No. of items in final form</i>	50	50	60
<i>Item types</i>	Multiple choice	Multiple choice	Multiple choice
<i>Administration times</i>	60 mins.	60 mins.	75 mins.
<i>Administration type</i>	Group	Group	Group

Layout and Sequencing of Test Items

Reading items will be presented in the order described in the test blueprint: discrete pre-/early reading items, short passage-linked pre-/early reading items, instructions items, long passage-linked items. In the case of passage-linked items, sets of items will follow selections.

³ Ranges of numbers of items correspond to target percentages and enable the flexibility needed for assembling test forms from item sets.

Items will be ordered on the basis of the sequence of events or ordering of information in the passage.

Item Specifications

The item specifications that follow provide detailed descriptions of the test items that will constitute the ELDA Reading test. These specifications include an overview of the three item types. In addition, these specifications delineate specific item types and stimulus attributes for the discrete items and item sets that will assess each of the ELDA Reading standards and benchmarks.

Item and Passage Types

Although all the items on the Reading test are in multiple-choice format (which requires students to select a correct response from a list of four options), a distinction can be made between items that are discrete and those that are passage-linked.

Pre-/Early Reading

Items addressing the pre-/early reading standard can be either discrete or passage-linked. Discrete items on the reading test appear at the 3–5 and 6–8 grade clusters only; 9–12 pre-/early reading items are all passage-linked. Discrete pre-/early reading items are cloze sentences that may appear with or without pictures.

- For example, a sentence underneath a picture of a boy drinking a cup of water might read: “The boy is thirsty. He is _____.” The answer to this question is “drinking,” and distractors might be “driving,” “helping,” and “swimming.”

Passage-linked pre-/early reading items address comprehension and appear after 3–4-sentence paragraphs. All pre-/early reading questions are written at the low-difficulty level and are designed to measure precisely the language proficiency level of the newest English language learners.

- For example, a paragraph about a girl’s first day at school is followed by three very simple comprehension questions.

Instructions

Two types of items address the instructions standard; both are discrete. In the first type, a single question is asked about a short input, usually a list of steps students are to follow to complete an assignment. Students choose from four graphic options the answer choice that depicts the correctly completed assignment.

- For example, the item will present steps to create a poster related to a novel a student has read. The item would specify what should be included on the poster and how the information should be displayed. Distractors in this case have one or more mistakes, omissions, or superfluous bits, while the key is a picture of the correctly completed poster.

In the second type of instructions question, a set of instructions (usually a one-paragraph note written from a teacher to students) is followed by one comprehension question asking what students are being asked to do.

- For example, a paragraph describing how students are to complete a computer assignment is followed by a question that asks for a summary of what students should do.

Passage-Linked Questions

Passage-linked questions cover the balance of the standards, asking about main idea, details, vocabulary, implications, writer's attitude, and style and form.

TEST AND ITEM SPECIFICATIONS: WRITING

Alignment with Standards

The ELDA Standards for Writing consist of two components:

- **Standard:** An overarching goal or theme in Writing. The standard statement describes, in broad terms, what students should be able to do as writers of English.
- **Benchmark:** A specific statement of what a student should know and be able to do, a benchmark measures a student’s progress toward meeting a standard.

Test Blueprint Summary

This section defines the test specifications for the Writing component of the English language development assessment for the three grade clusters 3–5, 6–8, and 9–12. The following table summarizes the number of items and item types per content standard. For difficulty level, the guideline is to have a roughly equivalent number of low-, mid- and high-level questions. For curricular area coverage, the guideline is to have roughly 25 percent of the items for each of the Math, Science, and Technology; English Language Arts; Social Studies; and School Environment categories. An approximately equal distribution of items across benchmarks is another goal.

Table 18: Writing 3–5 and 6–8 Test Blueprint

Clusters 3–5 and 6–8

No. of items in form: 19

No. of points in form: 28

Standard	Item Type	Number of Items	Number of Points
1. Planning and organizing	Multiple choice	3	3
2. Writing a draft	Short Constructed Response	3	9
	Extended Constructed Response	1	4
3. Editing	Multiple choice	6	6
4. Revising	Multiple choice	6	6

*The numbers of items assigned to some of the standards in Operational Forms 1 are slightly inconsistent with the specifications above.

Table 19: Writing 9–12 Test Blueprint

Cluster 9–12

No. of items in form: 20

No. of points in form: 31

Standard	Item Type	Number of Items	Number of Points
1. Planning and organizing	Multiple choice	3	3
2. Writing a draft	Short Constructed Response	4	12
	Extended Constructed Response	1	4
3. Editing	Multiple choice	6	6
4. Revising	Multiple choice	6	6

*The numbers of items assigned to some of the standards in Operational Forms 1 are slightly inconsistent with the specifications above.

Test Design

The description of the test design is intended to be used by the SCASS member states to ensure that forms are parallel when appropriate and to enable the broadest coverage of content over a set of forms.

The broad features of the Writing test are summarized in Table 20:

Table 20: Writing Test Length

	3–5	6–8	9–12
<i>No. of items in final form</i>	1 Extended CR 3 SCR 15 Multiple choice	1 Extended CR 3 SCR 15 Multiple choice	1 Extended CR 4 SCR 15 Multiple choice
<i>Item types</i>	ECR SCR Multiple choice	ECR SCR Multiple choice	ECR SCR Multiple choice
<i>Administration times</i>	60 mins.	60 mins.	65 mins.
<i>Administration type</i>	Group	Group	Group

Layout and Sequencing of Test Items

Writing items will be presented in the order described in the test blueprint:

- Short Constructed Response items
- Extended Constructed Response item
- Editing and revising items
- Planning and organizing items

In the case of passage-linked items, sets of items will follow selections. Items will be ordered on the basis of the sequence of events or ordering of information in the passage.

Item Specifications

The item specifications that follow provide detailed descriptions of the test items that will constitute the ELDA Writing test. These specifications include an overview of the three item types. In addition, these specifications delineate specific item types and stimulus attributes for the discrete items and item sets that will assess each of the ELDA Writing standards and benchmarks.

Item and Passage Types

Constructed Response Items

Constructed Response (CR) items provide students with an opportunity to demonstrate an ability to communicate through writing. The prompts fall into one of the four curricular areas, but do not require prior knowledge of academic content. Students who include factually inaccurate information in a response will not be penalized for this; only the quality of the writing and its success at communicating are assessed. Prompts are written as simply as possible so as not to contaminate the construct of writing with reading.

The aim of the Short Constructed Response item is to determine a student’s ability to write something comprehensible. The prompt should elicit a sample of writing from the student that functionally communicates an idea. Most Short Constructed Response items encourage students to write “at least three sentences”; however, this is not a strict requirement but rather a means of encouraging the student to write as much as possible. Short Constructed Response items are scored on a 0–3 rubric, attached as Appendix B.

Extended Constructed Response items measure both a student’s ability to functionally communicate in writing and to use the discourse features of the language, such as logical flow of ideas and transitional words. Prompts should elicit a whole text, which makes a point and supports it. The 0–4 point rubric reflects this and is attached as Appendix C.

Editing and Revising MC Items

Multiple-choice items assessing the Editing and Revising standards appear in three-item sets attached to short stimuli, with the exception of a few discrete items on the 3–5 test that are attached to single sentences. These stimuli simulate student writing and are generally three to four sentences in length. Words or phrases in the paragraphs are underlined and are the focus of questions that ask students to replace the phrase with one offered among options or to choose Option D, which reads, “No change is needed.” For the Editing items, mistakes might be in subject-verb agreement, pronoun use, or plurals. For the Revising items, the mistakes will not be grammatically wrong within the sentence, but rather within the context of the entire paragraph they will not make sense. For example, tense and transitional phrases and words are assessed here.

Planning and Organizing MC Items

Items assessing the Planning and Organizing standard appear in three-item sets and are attached to outlines or to graphic organizers such as Venn diagrams or webs. The stimuli lack information, which the items ask students to supply. Also, students are asked to select appropriate titles or appropriate topic sentences for given paragraphs.

ADDITIONAL ITEM DEVELOPMENT GUIDELINES

Because this is an assessment geared toward non-native speakers of English, all questions must be targeted to that audience. Industry wide guidelines for clear item construction must be followed with increased rigor. Items must be free of all idiomatic language, unless an item is assessing a student's ability to determine from context the meaning of an idiomatic phrase. Items must assiduously avoid requiring students to have any prior knowledge, particularly cultural prior knowledge specific to the United States.

- Use clear, familiar language:
 - Pose questions in simple, clear, and understandable language. Reduce wordiness and remove irrelevant information, as appropriate, in the item stem. Rewrite sentences with long clauses and compound sentences as two sentences.
 - Avoid technical terms or language when common words can be used. Eliminate unusual or low-frequency words and replace with common words.
 - Avoid ambiguous words or phrases that may be easily confused or misinterpreted.
 - Be consistent in words or terms used; for example, do not use multiple names for the same concept (main idea, key idea, big idea, etc.).
 - Make sure that questions depend on students' having read and understood the selection.
 - Make sure that illustrations that accompany the selection do not provide answers to questions.

- Use clear, familiar expectations:
 - Avoid asking questions that are counterintuitive, such as asking which choice is NOT an example.
 - Write questions that focus students' attention on information that is important or matters in the selection. Avoid questions that focus students' attention on minute details.

Appendix A

States' Standards

APPENDIX A: STATES' LISTENING STANDARDS

1	Follow simple and complex directions	
1.1	Follow oral directions	NJ
1.2	Follow simple directions to complete a task in English	NV NEP K–12
1.3	Follow two step oral directions to complete a task in English	NV LEP K–12
1.4	Follow three and four step directions in sequence to complete a simple task in English	NV FEP K–12
1.5	Respond appropriately and courteously to directions (and questions)	TX K–3
1.6	Restate and execute multi step oral directions	CA E. Int 3–12
2	Identify major ideas from an excerpt of speech	
2.1	Orally identify main points of simple conversations and stories read aloud	VA Level 2, K–12; CA E. Int. 3–5
2.2	Retell by paraphrasing and summarizing to explain what has been said by the speaker in English	NV FEP 7–12
2.3	Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	TX K–3
2.4	Listen to & extract meaning from variety of media e.g., audio tape, video, CD ROM in all content areas	TX K–8
2.5	Demonstrate comprehension of oral presentations and instructions through nonverbal responses	CA Beg. 6–12
2.6	Restate in simple form the main idea of oral presentations of subject matter content	VA Level 2, 3–12; CA E.Int. 6–12
2.7	Demonstrate comprehension of, and appropriate listener response to ideas in a persuasive speech, and oral interpretation of literacy sections, interviews, in a variety of real-life situations, and educational and scientific presentations	NJ all grades
2.8	Demonstrate comprehension of a story, interview, and oral report of an event or incident	NJ all grades
2.9	Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to an oral report, discussion, and/or interview	NJ all grades
2.10	Listen responsively to stories and other texts read aloud, including classic and contemporary works	TX K–3
2.11	Listen to and record selected information	VA Level 3, 2–12, Level 4, 3–12
2.12	Understand the major ideas and (supporting evidence) in spoken messages	TX 4–8
2.13	Listen and respond appropriately to presentations and performances or peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts	TX HS Eng. 1–2
2.14	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points(, and supporting details)	CA EA 3–8
2.15	Listen attentively to stories and subject area topics, and identify main points (and supporting details)	CA Adv. 3–8
2.16	Listen attentively to stories/information and identify key details and concepts using both verbal and non verbal responses	CA Int. K–12

2	Identify major ideas from an excerpt of speech (CONTINUED)	
2.17	Identify the main idea (and some supporting details) of oral presentations, familiar literature, and key concepts of subject matter content	CA Int. 6–12; VA Level 3, 2–12
2.18	Identify the main ideas, points of view, and fact/fiction in broadcast and print media	CA Adv. 3–5

3	Identify important details from an excerpt of speech	
3.1	Understand (the major ideas and) supporting evidence in spoken messages	TX 4–8
3.2	Identify a variety of media messages and give some supporting details	CA Int. 9–12
3.3	Listen attentively to more complex stories/information on new topics across content areas, and identify (the main points, and) supporting details	CA EA 3–8
3.4	Listen attentively to stories and subject area topics, and identify (main points and) supporting details	CA Adv. 3–8
3.5	Listen attentively to stories/information and identify key details and concepts using both verbal and written responses	CA Adv. K–2
3.6	Listen to stories/information and identify key details and concepts	VA Level 3, 2–12
3.7	Identify (the main idea and) some supporting details of oral presentations, familiar literature, and key concepts of subject matter content	CA Int. 6–12; VA Level 3, 2–12

4	Identify speaker attitude/point of view	
4.1	Interpret speaker's messages purposes and perspectives	TX 4–8
4.2	Listen critically to interpret and evaluate	TX K–3
4.3	Evaluate a spoken message in terms of its content, credibility and delivery	TX 6–8
4.4	Identify the main ideas, points of view, and fact/fiction in broadcast and print media	CA Adv. 3–5

5	Understand meaning of short utterances	
5.1	Understand a few words, phrases and/or sentences with basic English grammatical forms	VA Level 1, K–12
5.2	Understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions	TX K–8
5.3	Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately	CA Adv. K–12

6	Identify meaning of technical vocabulary	
6.1	Use knowledge of language and develop vocabulary, including content area vocabulary, to interpret accurately the speakers message	TX HS Eng. 1–2
6.2	Understand technical vocabulary and discourse features of the content area	OH all grades

7	Make inferences/predictions	
7.1	Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding	TX Eng. 3–4
7.2	Interpret speaker's messages, purposes, and perspectives	TX 4–8

States' Speaking Standards

1	Connect	
1.1	Ask and give information such as directions and address, as well as, name, age, and nationality	TX K–8
1.2	Use common social greetings and simple repetitive phrases	VA Level 1, K–12

2	Tell	
2.1	(Ask pertinent questions;) respond to questions with relevant details in English	NV FEP K–12
2.2	Tell, retell, summarize, and paraphrase ideas	NJ
2.3	Describe the immediate surroundings such as classroom, school, or home	TX K–8
2.4	Identify people, places, objects, events, and basic concepts such as numbers, days of the week, foods, occupations, and time	TX K–8
2.5	(Ask and) answer questions to gather and provide information in English	NV NEP LEP K–12
2.6	Give directions and/or instructions	NJ all grades
2.7	Give precise directions and instructions such as in games and tasks	TX 4–5
2.8	Recount experiences and retell stories in sequence in English	NV NEP K–12
2.9	Recount experiences and tell stories that move through a logical sequence of events and include character and setting in English	NV LEP K–12
2.10	Tell, retell, summarize, and paraphrase ideas	NJ
2.11	Retell stories	VA Level 3, 2–12
2.12	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing	CA Int. K–5
2.13	Retell stories including character, setting, and plot	VA Level 3, 3–12; CA EA K–2
2.14	Retell stories including character, setting, plot, and analysis	VA Level 4, 3–12; CA EA 3–12
2.15	Summarize literary pieces including character, summary and plot	VA Level 4, 3–12

3	Clarify	
3.1	Retell a spoken message by summarizing or clarifying	TX K–3
3.2	Clarify and support spoken ideas with evidence, elaborations, and examples	TX K–8

4	Reason	
4.1	Choose valid evidence, proofs, or examples to support claims	TX HS Eng. 1–4
4.2	Express and defend a point of view using precise language and appropriate detail	TX HS Eng. 4
4.3	Use appropriate and effective appeals to support points or claims	TX HS Eng. 1–4

States' Reading Standards

1	Demonstrate pre- and early reading skills: Print awareness	
1.1	Demonstrate initial print awareness	OR Beg K–2
1.2	Distinguish letters from words	CA Int. K–2, TX K–1
1.3	Identify letters, words, and sentences	VA Level 2, 1–12; CA Int. K–2
1.4	Recognize that sentences in print are made up of separate words	CA Int. K–2
1.5	Understand that written words are separated by spaces	TX K–1
1.6	Understand that printed materials provide information	CA Int. K–2
1.7	Recognize that there are correct spellings for words	TX 1
1.8	Understand that as letters of words change, so do the sounds	CA Adv. K–2
1.9	Follow words from left to right and from top to bottom on the printed page	CA Int. K–2; TX K– HS 1; VA Level 1, K–12
1.10	Demonstrate directionality by tracking print from left to right, knowing concept of word and using return sweep	NV NEP K–6
1.10	Know the difference between capital and lowercase letters	TX K–1
1.10	Know the order of the alphabet	TX 1
1.11	Name and identify each letter of the alphabet	TX K–1; CA Int. K–2
1.12	Match all consonant and short vowel sounds to appropriate letters	CA Adv. K
1.13	Identify the front cover, back cover, and title page of a book	VA Level 1, K–12; CA Int. K–2; TX K–1
1.14	Recognize common abbreviations	CA Int, Adv. K–2
1.15	Recognize how readers use capitalization and punctuation to comprehend	TX K–1

1	Demonstrate pre- and early reading skills: Word decoding	
1.16	Recognize high frequency irregular words such as <i>said</i> , <i>was</i> , <i>where</i> , and <i>is</i>	TX 1–2
1.17	Read common word families	CA Adv. K–2
1.18	Read simple one syllable and high frequency words	CA Adv. K–2
1.19	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text	CA EA K–2
1.20	Use decoding skills to read more complex words independently	CA Int. K–2
1.21	Read common, irregular sight words	CA Adv. K–2
1.22	Read compound words and contractions	CA Adv. K–2
1.23	Develop basic sight vocabulary	TX K–HS 2
1.24	Match oral words to printed words	CA Int. K–2
1.25	Read compound words and contractions	CA Adv. K–2
1.26	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words	TX 4–8
1.27	Identify words that name persons, places, or things and words that name actions	TX K–1
1.28	Read simple paragraphs and passages independently	CA EI 6–12

1	Demonstrate pre- and early reading skills: Word decoding (CONTINUED)	
1.29	Read simple vocabulary, phrases, and sentences independently	OR EI K–5; CA EI K–5
1.30	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently	CA Int. 6–12
1.31	Use patterns to decode words (word, syllable); use knowledge of word order (syntax) and context to support word identification and confirm word meaning	TX 1–3
1.32	Use basic word patterns	VA Level 2, K–12
1.33	Identify multi-syllabic words by using common syllable patterns	TX 1–3
1.34	Identify and uses knowledge of spelling patterns such as diphthongs and special vowel spellings when reading; apply knowledge of basic syllabication rules when reading	NV LEP K–12
1.35	Use knowledge of simple spelling patterns, blends, and digraphs when reading; apply basic knowledge of alphabetical order	NV NEP K–12
1.36	Use common spelling patterns to read words	TX 1
1.37	Recognize and use knowledge of spelling patterns when reading	CA Adv. K–2
1.38	Recognize most common English morphemes in phrases and simple sentences	CA Beg 6–12
1.39	Use common English morphemes in oral and silent reading	CA EI, Int. 3–5
1.40	Use knowledge of English morphemes, phonics, and syntax to decode written texts	CA Int. 6–8
1.41	Demonstrate knowledge of taught contractions and singular possessives	VA Level 4, 3–12
1.42	Identify and correctly use regular plurals and irregular plurals	CA EA, Adv K–2
1.43	Demonstrate knowledge of prefixes and suffixes	VA Level 4, 3–12; CA EA K–2
1.44	Use structural cues such as prefixes and suffixes to recognize words, for example, <i>un-</i> and <i>-ly</i>	TX 2
1.45	Use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes	TX K–HS 2
1.46	Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words	TX 3
1.47	Use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , and <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i>	TX 4–6
1.48	Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes	TX 7–8
1.49	Use structural cues to recognize words such as compounds, base words, and inflections such as <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i>	TX 1–2
1.50	Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context and recognize and use inflectual endings such as <i>s</i> , <i>es</i> , <i>ed</i> , <i>ing</i> , <i>ly</i> , <i>est</i> , and <i>er</i> , understanding that meaning may change with ending	NV FEP K–12
1.51	Use simple prefixes and suffixes when attached to known vocabulary	CA EA K–2
1.52	Use some common roots and affixes when attached to known vocabulary	CA EA 3–5
1.53	Use knowledge of prefixes, suffixes, antonyms, and synonyms, to read unfamiliar words	VA Level 3, 2–12
1.54	Recognize simple prefixes and suffixes when attached to known vocabulary	CA Int. K–5
1.55	Apply meanings of prefixes, roots, and suffixes in order to comprehend	TX HS 1–4
1.56	Apply knowledge of common roots and affixes when attached to known vocabulary	CA Adv. 3–5
1.57	Recognize simple affixes, prefixes, synonyms, and antonyms	CA Beg 9–12

1	Demonstrate pre- and early reading skills: Word decoding (CONTINUED)	
1.58	Read inflectional forms and root words	CA Adv. K–2
1.59	Identify simple prefixes, common suffixes, and abbreviated words in context	NV NEP K–12
1.60	Use knowledge of consonants and consonant blends in words	VA Level 2, K–12
1.61	Use knowledge of vowel digraphs and r-controlled letter sound association to read words	CA Adv. K–2
1.62	Use vowel sounds in decoding single syllable words	VA Level 2, K–12

2	Identify meaning of important vocabulary	
2.1	Understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts)	TX 8
2.2	Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts)	TX 3–5
2.3	Understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts)	TX 2
2.4	Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read	TX HS 1–4
2.5	Recognize that words sometimes have multiple meanings	CA Int. 6–8
2.6	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts	CA EI 9–12
2.7	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.	CA EA 6–8
2.8	Recognize that words sometimes have multiple meanings and apply this knowledge consistently	CA Adv. 3–5
2.9	Recognize words that have multiple meanings in texts	CA Adv. K–2
2.10	Recognize words that sometimes have multiple meanings in literature and texts in content areas	CA EA 3–5
2.11	Identify simple multiple meaning words	CA Adv. K–2
2.12	Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words	CA Int. 9–12
2.13	Demonstrate knowledge of synonyms, antonyms, and multi-meaning words, (for example, by sorting, classifying, and identifying related words)	TX 3
2.14	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation	TX HS 1
2.15	Recognize simple antonyms and synonyms in stories or games	CA EA K–2
2.16	Understand common antonyms and synonyms	OR EI K–2
2.17	Identify synonyms and antonyms in context	NV NEP K–12
2.18	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text	NV LEP K–12

2	Identify meaning of important vocabulary (CONTINUED)	
2.19	Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors	CA Int. 9–12
2.20	Recognize simple analogies and metaphors in literature and texts in content areas	CA EA 3–5
2.21	Recognize simple idioms, analogies, figures of speech, and metaphors in literature and content area texts	CA EI, Int. 6–8
2.22	Read and understand analogies	TX HS 2–4
2.23	Discriminate between connotative and denotative meanings and interpret connotative power of words	TX HS 2–4
2.24	Distinguish denotative and connotative meanings	TX 6–8
2.25	Recognize words and phrases using context clues and illustrations	OR EI 3–5
2.26	Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.	TX HS 1–2
2.27	Rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary	TX HS 3–4
2.28	Use context to read unfamiliar words	VA Level 3, 2–12
2.29	Use knowledge of the story and topic to read words	VA Level 2, K–12
2.30	Use knowledge of literature and content areas to understand unknown words	CA EI 6–8
2.31	Use context clues to determine word meaning	NV LEP K–6
2.32	Use prior knowledge/context clues for vocabulary	NV NEP K–6
2.33	Distinguish between cognates and false cognates in literature and texts in content areas	CA EA 6–12
2.34	Identify cognates and false cognates in literature and texts in content areas	CA Int. 6–12
2.35	Recognize obvious cognates in phrases, simple sentences, literature, and content area texts	CA EI 6–12
2.36	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences	CA EI 3–5
2.37	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written text	CA Int. 3–5; OR EI 3–5; CA EA 3–12
2.38	Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words	CA EI 9–12
2.39	Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , or <i>un-</i>	TX 4–8
2.40	Identify the meanings of simple prefixes, common suffixes, and abbreviated words in context and use context cues to determine word meanings	NV LEP K–12

3	Follow Instructions	
3.1	Understand and follow simple one step directions for classroom or work related activities	CA Beg. K–5
3.2	Understand and follow simple two step directions of classroom or work related activities	CA EI K–5
3.3	Understand and follow simple multi step oral directions of classroom or work related activities	CA Beg. 6–12
3.4	Identify and follow some multi-step directions for simple mechanical devices and basic forms	CA EI 6–12
3.5	Read and follow a simple direction to perform a task in English	NV NEP K–12; NV LEP K–12
3.6	Read and follow three and four step directions to complete a simple task in English	NV FEP K–12

4	Identify main ideas and purpose of text	
4.1	Identify main idea of reading selections	VA Level 4, 3–12; TX HS 1
4.2	Identify the main idea in a story read aloud using key words and or phrases	CA Beg. 3–5
4.3	Read with comprehension	NJ
4.4	Answer factual, simple questions about what is read	VA Level 1, 3–12
4.5	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary text, and text in content areas	CA Adv. 9–12
4.6	Apply knowledge of language to derive meaning/comprehension from literary texts	CA Int. 3–5
4.7	Create artwork or a written response that shows comprehension of a selection	VA Level 1, K–12
4.8	Demonstrate reading skills that contribute to comprehension including recalling details of the text while reading, drawing conclusions and distinguishing between realism and fantasy	NV NEP K–12
4.9	Identify the purposes of different types of texts such as to inform, influence, express, or entertain	TX 4–8
4.10	Identify text as written for entertainment (narrative) or for information (expository)	TX 2
4.11	Name characters and identify setting in stories	VA Level 1, K–12
4.12	Name characteristics and tell about the setting of a story	VA Level 2, K–12
4.13	Paraphrase and summarize text to recall, inform, and organize ideas	TX 4–8
4.14	Produce summaries of text selections	TX 2–3
4.15	Produce summaries of texts by identifying main idea and supporting detail	TX HS 3–4
4.16	Produce summaries of texts by identifying main ideas and their supporting details in English or the first language, if needed (ESL)	TX HS 2
4.17	Summarize informational or narrative selections	VA Level 4, 3–12
4.18	Summarize what is read	VA Level 4, 3–12; TX HS 1
4.19	Write a brief story summary	CA EA K–2
4.20	Recognize categories of common informational materials	CA Beg. 6–8
4.21	Identify and explain the differences among various categories of informational materials	OR Adv 6–8
4.22	Recognize the story problem(s) or plot	TX 1–3

4	Identify main ideas and purpose of text (CONTINUED)	
4.23	Recognize the theme (general observation about life or human nature) within a text	TX HS 1
4.24	Recognize and describe themes stated directly in a text	CA EA 3–5
4.25	Describe the development of plot and identify conflicts and how they are addressed and resolved	TX HS 3–4
4.26	Identify basic conflicts	TX HS 1
4.27	Generate and respond to comprehension questions related to the text	CA EA 3–5
4.28	Ask questions to gain understanding of important information in a text in English	NV LEP K–12
4.29	Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm)	TX 1
4.30	Interact independently with a variety of texts	OR Int. 3–5
4.31	Use print from the environment to derive meaning	TX K–HS 2
4.32	Use pictures	VA Level 2, K–12
4.33	Use pictures and charts	VA Level 2, 3–12
4.34	Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content area	CA Adv. 6–12
4.35	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas	CA Int. 6–12; Adv. K–2
4.36	Use common English morphemes to derive meaning in oral and silent reading	CA EA K–2
4.37	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas	CA EA 6–12; Adv. 3–12
4.38	Use knowledge of affixes, roots, and increased vocabulary to interpret the meaning of words in literature and content area texts	CA EA 9–12
4.39	Use knowledge of sentence structure	VA Level 2, K–12
4.40	Apply knowledge of content - related vocabulary to discussions and reading	CA Int. K–2
4.41	Use content related vocabulary in discussions and reading	CA Int. 3–5
4.42	Locate and uses title, pictures, and names of author and illustrator to obtain information in English	NV NEP K–12
4.43	Locate table of contents, index, and chapter headings; interpret information from diagrams, charts, maps, graphs, and glossary in English	NV LEP K–12
4.44	Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, maps, and diagram/map keys to locate information in texts for specific purposes	NV FEP K–12
4.45	Locate and use text features such as title, table of contents, chapter headings, diagrams and index	CA Adv. K–2
4.46	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes	CA EA 3–5
4.47	Locate information using pictographs, diagrams and charts	OR EI 3–5
4.48	Locate information using pictographs, diagrams, charts, tables and graphs	OR EI 6–12
4.49	Locate information using simple illustrations	OR EI K–2
4.50	Use pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers, and magazines	CA Beg. 6–8

4	Identify main ideas and purpose of text (CONTINUED)	
4.51	Use pictures, lists, charts, and tables to identify the vocabulary, syntax, and grammar used in public and workplace documents	CA Beg. 9–12
4.52	Use simple illustrations, pictographs, diagrams, and simple charts to locate information	OR Beg. 3–12; TX 1
4.53	Use text features such as format diagrams, charts, glossaries, indexes, etc, to locate and draw information from text	CA Adv. 3–5
4.54	Use pictures, lists and charts to orally identify the characteristics of three different forms of literature, fiction, non fiction, and poetry	CA Beg. 6–8
4.55	Use pictures, lists, charts and tables to identify the characteristics of fairy tales, folktales, myths, and legends	CA Beg. 3–5
4.56	Use pictures, lists, charts and tables to identify the sequence of events from simple literary texts	CA Beg. 6–12
4.57	Describe how illustrations contribute to the text	TX K–1
4.58	Recognize the difference between first and third person in a literary text	CA EA 3–5
4.59	Recognize the difference between first and third person using phrases or simple sentences	CA Beg. 9–12
4.60	Identify the difference between first and third person using simple sentences	CA EI 6–8
4.61	Write captions of words or phrases for drawings related to a story	CA Int. K–2
4.62	Use listening, speaking, writing, and viewing to assist with reading	NJ

5	Identify important supporting ideas	
5.1	Determine a text's main or major ideas and how those ideas are supported with details	TX 4–8
5.2	Identify and explain the main ideas and critical details of informational materials, literary texts, and texts in content areas	CA Adv. 6–8
5.3	Recall essential points in text while reading; make and revise predictions about coming information	NV FEP K–12
5.4	Restate facts and details in order to recall the main idea of the text while reading	NV LEP K–12
5.5	Restate facts and details in text to share information, distinguishes main idea, and organizes ideas in English	NV FEP K–12
5.6	Retell details of text including central ideas in English	NV NEP K–12
5.7	Describe main ideas and supporting details of text	CA EA 3–5
5.8	Describe main ideas and supporting details, including supporting evidence	CA Adv. 3–5
5.9	Describe main ideas and supporting details, including supporting evidence from grade appropriate text	OR Adv. 6–8
5.10	Recognize a few specific facts in familiar expository texts such as consumer, workplace documents, and content area texts	CA Beg. 9–12
5.11	Produce summaries of texts by identifying main idea and supporting detail	TX HS 3–4
5.12	Produce summaries of texts by identifying main ideas and their supporting details in English or the first language, if needed (ESL)	TX HS 2

6	Make inferences, predictions, conclusions	
6.1	Draw inferences and support them with textual evidence and experience;	TX HS 4
6.2	Draw inferences such as conclusions or generalizations and support them with text evidence and experience	TX 4–8
6.3	Draw inferences such as conclusions, generalizations, and predictions and support them from text	TX HS 1–3
6.4	Use the content of a story to draw logical inferences	CA EI K–2
6.5	Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions	TX 1–3
6.6	Analyze characters and identify time and point of view	TX HS 1
6.7	Analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	TX 4–8
6.8	Compare and contrast the motives of characters in a work of fiction	CA Adv. 3–5
6.9	Identify the motives of characters in a work of fiction	CA EA 3–5
6.10	Understand the role of characters, setting, and events in a given literary work	NJ
6.11	Make and confirm predictions	VA Level 4, 3–12
6.12	Make predictions about content	VA Level 3, 2–12
6.13	Analyze main ideas and supportive details	NJ
6.14	Recognize and interpret important symbols;	TX HS 1
6.15	Recognize and describe themes stated directly or implied in literary texts	CA Adv. 3–5
6.16	Apply knowledge of language to analyze and derive meaning/comprehension from literary texts	CA Int. 6–12
6.17	Evaluate information and form conclusions from controlled text	OR EI 3–5
6.18	Analyze elements of a plot, including its development and how conflicts are addressed and resolved	CA Adv. 6–8
6.19	Recognize and analyze story plot, setting, and problem resolution	TX 4–8
6.20	Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;	TX HS 2?
6.21	Analyze setting and its influence on the meaning and conflict of a literary text	CA Adv. 6–8
6.22	Analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction	TX HS 1
6.23	Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques	TX HS 1
6.24	Recognize logical, deceptive, and/or faulty modes of persuasion in texts	TX HS 2–4
6.25	Compare and contrast a similar theme across several genres using detailed sentences	CA EA 6–8
6.26	Compare and contrast a similar theme or topic across genre and explain how the genre shapes the theme or topics	CA Adv. 6–12
6.27	Analyze recurring themes across literary works	CA Adv. 6–8
6.28	Connect, compare, and contrast ideas, themes, and issues across text	TX 4–8
6.29	Compare and contrast characters, setting, and events in fiction; selections	VA Level 4, 3–12
6.30	Describe relationships between texts and their experience	CA EA 3–5

6	Make inferences, predictions, conclusions (CONTINUED)	
6.31	Draw pictures from students own experience related to a story or topic	CA Beg. K–2
6.32	Recognize distinctive and shared characteristics of cultures through reading; and	TX HS 1–4
6.33	Recognize and discuss themes and connections that cross cultures	TX HS 4
6.34	Support interpretations or conclusions with examples drawn from text	TX 2–3
6.35	Analyze, evaluate and draw conclusions by providing evidence presented in the text	OR EI 9–12
6.36	Identify passages in the text that support their point of view	NJ
6.37	Evaluate information and form conclusions from controlled text	OR EI 3–5
6.38	Use pictures to make predictions about text	VA Level 1, K–12
6.39	Apply knowledge of text connectors to make inferences	CA Int. 9–12
6.40	Use resources in the text to draw conclusions and make inferences	CA EA 3–5
6.41	Use resources in the text to draw inferences, conclusions and to make generalizations	CA Adv. 3–5
6.42	Use illustrations, diagrams, simple graphs, and charts to evaluate information and form conclusions	Beg. 6–12
6.43	Retell the main idea of text and form simple generalizations in English	NV LEP K–12
6.44	Distinguish between fact/opinion, inference, and cause/effect in text	CA Adv. 3–5; TX 3–8
6.45	Distinguish between cause and effect; fact and opinion; and main idea and supporting details in text in English	NV FEP K–12
6.46	Read and identify examples of cause/effect in literature and content area texts	OR Int. 6–12
6.47	Identify and explains cause and effect, fact and opinion, and determines the main idea of a passage in English	NV LEP K–12
6.48	Identify cause and effect and main ideas in English	NV NEP K–12
6.49	Analyze and evaluate whether a conclusion is validated by the evidence in a text	OR EI 6–8

7	Identify speaker attitude/point of view	
7.1	Describe how the author’s perspective or point of view affects the text	TX 4–8
7.2	Describe author’s point of view in literary text using detailed sentences	CA EA 6–8
7.3	Describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone;	TX HS 4
7.4	Distinguish personal opinions and points of view from those of the author, and distinguish fact from opinion	NJ
7.5	Analyze text for the purpose, ideas, and style of the author	NJ
7.6	Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing	NJ

8	Analyze style and form	
8.1	Recognize the format differences between poetry and prose	VA Level 2, K–12
8.2	Recognize the format of poetry versus prose	VA Level 1, 6–12
8.3	Describe the elements of poetry	CA Adv. K–2
8.4	Recognize middle of narratives	VA Level 1, 3–12
8.5	Recognize beginning and end of narratives	VA Level 1, K–12
8.6	Read and identify beginning, middle, and end of a story	CA EA K–2; VA Level 2, K–12
8.7	Understand simple story structure	TX K–1
8.8	Identify elements of a story, such as characters, setting, and sequence of events	NJ
8.9	Recognize the distinguishing features of a paragraph	TX 1
8.10	Demonstrate knowledge of story structure and sequence	VA 4, 3–12
8.11	Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books	TX K–2
8.12	Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies	TX 3–7
8.13	Understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy	TX 8
8.14	Recognize the distinguishing features of genres including biography, historical fiction, informational texts, and poetry	TX 4–8
8.15	Distinguish fiction from nonfiction, including fact and fantasy	TX K–3
8.16	Identify literary forms, such as fiction, poetry, drama, and nonfiction	NJ
8.17	Describe the major characteristics of poetry, drama, fiction, and non fiction	CA Adv. 3–5
8.18	Describe the major characteristics of several forms of fiction and poetry: short essay, essay novel, ballad, lyric epic	CA EA 6–8
8.19	Distinguish the characteristics of different forms of dramatic literature using simple sentences, pictures, lists, charts, and tables	CA EI 9–12
8.20	Identify several literary elements and techniques	CA EA 9–12
8.21	Identify literary devices such as narrative voice, symbolism, dialect, and irony	CA EA 6–8
8.22	Recognize how style, tone, and mood contribute to the effect of the text	TX 6–8
8.23	Analyze text structures such as compare and contrast, cause and effect, chronological ordering, including distinct text structure and language forms not used or used differently in first language (ESL)	TX HS 1–4
8.24	Identify patterns in text, such as rhyming and repetition	OR Adv. K–2
8.25	Identify significant structural patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect	CA Adv. 3–5
8.26	Identify some significant structural patterns in text, such as sequence/chronological order, and cause/effect	CA EA 3–5
8.27	Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	TX 4–8
8.28	Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts	CA EA 3–5

8	Analyze style and form (CONTINUED)	
8.29	Analyze the features and rhetorical devices of at least two types of public documents	CA EA 9–12
8.30	Analyze a variety of rhetorical styles found in consumer and informational materials	CA Adv. 6–8
8.31	Understand appropriate literary concepts, such as rhetorical devices, logical fallacy, and jargon	NJ
8.32	Analyze how clarity is affected by patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in texts across content areas	CA Adv. 9–12
8.33	Analyze characteristics of text, including its structure, word choices, and intended audience	TX HS 1
8.34	Analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	TX HS 2–3
8.35	Analyze the characteristics of clear text such as conciseness, correctness, and completeness;	TX HS 4
8.36	Read and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice	CA EA 9–12
8.37	Analyze the melodies of literary language, including its use of evocative words and rhythms;	TX HS 2–4
8.38	Judge the internal consistency or logic of stories and texts such as “Would this character do this?” or “Does this make sense here?”	TX 4–5
8.39	Respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	TX HS 1–2
8.40	Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays	TX HS 3–4

9	Read for research purposes	
9.1	Develop questions about a topic	VA Level 4, 3–12
9.2	Draw relevant questions for further study from the research findings or conclusions	TX HS 4
9.3	Identify appropriate questions	VA Level 3, 3–12
9.4	Identify relevant questions for inquiry such as "Why did knights wear armor?"	TX K–3
9.5	Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams	TX 2–3
9.6	Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions	TX 4–5
9.7	Organize and convert information into different forms such as charts, graphs, and drawings	TX HS 1
9.8	Recognize and use parts of a book to locate information including table of contents, chapter titles, guide words, and indices	TX 1–3
9.9	Use alphabetical order to locate information	TX 1–3
9.10	Use multiple sources including print, such as an encyclopedia, technology, and experts to locate information that addresses questions	TX 2–3
9.11	Use pictures, print, and people to gather information and answer questions	TX K–1
9.12	Use text organizers such as overviews, headings, and graphic features to locate and categorize information;	TX HS 2–4
9.13	Evaluate the credibility of information sources and their appropriateness for varied needs	TX HS 4

9	Read for research purposes (CONTINUED)	
9.14	Gather and synthesize data for research from a variety of sources	NJ
9.15	Draw conclusions from information gathered	TX K– HS 3
9.16	Use English dictionary to derive meaning of simple known vocabulary	CA Beg 9–12
9.17	Use reference materials including glossary, dictionary, and thesaurus	VA Level 4, 3–12
9.18	Use multiple reference aids such as a thesaurus, synonym finder, dictionary, and software to clarify meanings and usage	TX 4–8
9.19	Use reference material such as glossary, English/English dictionary, bilingual dictionary, thesaurus, and available technology to determine precise meanings and usage (ESL); and	TX HS 1–4
9.20	Use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words	TX 2–3
9.21	Use dictionaries and glossaries to determine the meanings and other features of unknown words	NV FEP K–12
9.22	Use standard dictionary to determine meanings of unknown words	CA Int- Adv 6–12
9.23	Use standard dictionary to find the meanings of known vocabulary	CA EA 3–5
9.24	Use picture dictionary	VA Level 2, K–12
9.25	Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources	TX 4–8
9.26	Read and use printed materials and technical manuals from other disciplines, such as science, social studies, math, and applied technology.	NJ
9.27	Use text to answer questions in English	NV NEP K–12
9.28	Use a table of contents	VA Level 2, 3–12

States' Writing Standards

1.1	Writing applications and purposes: write single words and sentences	
1.1.1	Copy words posted and commonly used in the classroom	CA Beg. K–2
1.1.2	Draw or copy from a model	VA Level 1, K–12
1.1.3	Label key parts of common objects	CA Beg. 3–5
1.1.4	Write his/her own name and other important words	TX K–1
1.1.5	Write an increasing number of words and simple sentences appropriate for language arts and other content areas	CA E.Int. 3–12
1.1.6	Write complete sentences in English	NV NEP, K–12
1.1.7	Write one to two simple sentences	CA E.Int. K–2
1.1.8	Create simple sentences or phrases with some assistance	CA Beg. 3–12
1.1.9	Produce several simple sentences on a topic	VA Level 1, 3–12
1.1.10	Write simple sentences using key words posted and commonly used in the classroom	CA E.Int. K–2
1.1.11	Use drawings, pictures, lists, charts and tables to respond to familiar literature using simple sentences	CA E.Int. 3–5
1.1.12	Write labels, notes, and captions for illustrations, possessions, charts, centers	TX K–1
1.1.13	Organize and record expository information on pictures, lists, charts, and tables for literature and content areas	CA Beg. 6–12
1.1.14	Arrange words in alphabetic order	CA E.Adv. 3

1.2	Writing applications and purposes: audience appropriateness	
1.2.1	Write to communicate with a variety of audiences	TX 1–3
1.2.2	Write in a voice and style appropriate to audience and purpose	TX HS 1–4
1.2.3	Select and use voice and style appropriate to audience and purpose	TX 6–8
1.2.4	Identify an audience for writing in English	NV NEP K–12
1.2.5	Produce writing for given audiences and purposes in English	NV LEP K–12
1.2.6	Produce writing with voice for given audiences in English	NV FEP K–12

1.3	Writing applications and purpose: personal correspondence	
1.3.1	Write friendly notes in English	NV NEP K–12
1.3.2	Write friendly letters in English	NV LEP K–12
1.3.3	Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, signature; correctly address envelope in English	NV FEP K–12
1.3.4	Given a model, write a friendly letter	CA E.Int. Grades 3–5
1.3.5	Write a friendly letter of a few lines	CA Int. K–2
1.3.6	Independently write a letter using detailed sentences	CA Int. 3–5
1.3.7	Write a formal letter	CA E.Adv. K–2 (6–8)
1.3.8	Independently write a persuasive letter with relevant evidence	CA E.Adv. 3–5 (9–12)

1.4	Writing applications and purpose: writing purpose	
1.4.1	Write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resume	TX HS 3
1.4.2	Write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories	TX HS 1
1.4.3	Write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories	TX HS 2
1.4.4	Write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain	TX 1–3
1.4.5	Begin to use a variety of genres in writing	CA Int. 3–5
1.4.6	Write in different genres. Include coherent plot development, characterization, and setting	CA E.Adv. 6–8
1.4.7	Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems	NJ
1.4.8	Write to express, discover, record, develop, reflect on ideas, and to problem solve	TX 4–8
1.4.9	Write to influence such as to persuade, argue, and request	TX 4–8
1.4.10	Write to inform such as to explain, describe, report, and narrate	TX 4–8

1.5	Writing applications and purposes: write stories and narratives	
1.5.1	Write stories in English	NV NEP, K–12
1.5.2	Narrate a sequence of events with some detail	CA Int. 3–5
1.5.3	Use the writing process to write brief narratives and stories with a few standard grammatical forms	CA Beg. 6–12
1.5.4	Write a brief narrative using few simple sentences that include setting and some details	CA Beg. 6–12
1.5.5	Write short narrative stories that include elements of setting and character	CA E.Int. 3–5 CA Int. K–2
1.5.6	Write short narratives that describe the setting, character, objects, and events	CA Adv. K–5
1.5.7	Write short narratives that include elements of setting, character and events	CA E.Adv. K–2
1.5.8	Write short narratives that include examples of writing appropriate for language arts and other content areas	CA Adv. K–5
1.5.9	Write personal narrative and/or fictional story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot in English	NV FEP, K–12
1.5.10	Write stories or other compositions such as personal narrative, poetry and writing in content areas in English	NV LEP K–12

1.6	Writing applications and purposes: type of writing or composition	
1.6.1	Write across the curriculum, with teacher assistance, stories and other compositions such as personal narratives, journal entries, friendly letters and poems in English	NV NEP K–12
1.6.2	Write brief expository compositions that include a thesis and some points of support, provide information from primary sources, and organize and record information on charts and graphs	CA Int. 9–12
1.6.3	Write simple compositions such as descriptions and compare/contrast that have a main idea and some detail	CA Beg. 6–12
1.6.4	Write simple compositions that address a single topic and include supporting sentences that use concrete sensory details of people, places, things or experiences in English	NV FEP K–12
1.6.5	Produce writing using various elements of discourse in narrative, expository, persuasive, informational, and/or descriptive writing	CA Adv. 6–12
1.6.6	Write expository compositions and reports of information that convey information from primary and secondary sources and use some technical terms. Use appropriate tone and voice based on purpose, audience, and subject matter	CA E.Adv. 9–12
1.6.7	Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using sentences	CA E.Int. 6–12
1.6.8	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms	CA E.Adv. 3–5
1.6.9	Write multi-paragraph narrative and expository compositions using standard grammatical forms	CA Adv. 3–5
1.6.10	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counter argument	CA E.Adv. 6–8
1.6.11	Write persuasive compositions that structure ideas and arguments in a logical ways with consistent use of standard grammatical forms	CA E.Adv. 9–12
1.6.12	Write reflective compositions that explore the significance of events	CA E.Adv. 9–12
1.6.13	Write technical materials, such as instructions for playing a game that includes specific details	NJ
1.6.14	Writes short expository text that proposes a solution to a problem and offers simple persuasive evidence in support of the solution in English	NV LEP, FEP 7–12
1.6.15	Writes short expository text that speculates on causes and effects and offers simple persuasive evidence in English	NV NEP, 7–12
1.6.16	Write a persuasive composition using standard grammatical forms	CA Adv. 3–5

1.7	Writing applications and purposes: write responses or summaries of stories	
1.7.1	Write a detailed summary of a story	CA E.Adv. 3–5
1.7.2	Write a few words or phrases about an event or character from a story read by the teacher	CA Beg. K–2
1.7.3	Writes compositions that retell events of a story in sequence in English	NV FEP 7–12
1.7.4	Write responses to literature that develop interpretations, exhibit careful reading, and cite specific parts of the text	CA Adv. 6–8
1.7.5	Write responses to literature in English	NV LEP K–12
1.7.6	Write brief responses to selected literature with factual understanding of the text using simple sentences	CA E.Int. 6–8
1.7.7	Use simple sentences to write responses to selected literature that exhibit factual understanding of the text and connect the student’s own experience to specific parts of the text	CA E.Int. 9–12
1.7.8	Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions	CA Int. 6–12
1.7.9	Independently write simple responses to literature	CA E.Adv. 3–5
1.7.10	Write responses to selected literature that develop interpretations, exhibit careful reading, and cite specific parts of the text	CA E.Adv. 6–8

1.8	Writing applications and purposes: sentence composition, variation and transition	
1.8.1	Combine multiple sentences into a unified sentence	TX HS 1–2
1.8.2	Compose complete sentences in written texts and use the appropriate end punctuation	TX 1–2
1.8.3	Compose elaborated sentences in written texts and use the appropriate end punctuation	TX 3
1.8.4	Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions	TX HS 1–4
1.8.5	Construct correct sentences, including a variety of sentence types and styles	TX HS 1–2
1.8.6	Demonstrate understanding of and writes complete declarative, interrogative, imperative, and exclamatory sentences in English	NV FEP K–12
1.8.7	Write in complete sentences, varying the types such as compound and complex to match meanings and purposes	TX 4–5
1.8.8	Write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses	TX 6
1.8.9	Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses	TX 7–8
1.8.10	Use varied sentence structure to express meanings and achieve desired effect	TX HS 4
1.8.11	Use a variety of sentences	VA Level 3, 3–12
1.8.12	Write simple sentences appropriate for lang. arts & other content areas	CA Int. K–2
1.8.13	Use closely related sentences and transitions	VA Level 4, 3–12
1.8.14	Use effective sequences/transitions to achieve coherence & meaning	TX HS 4
1.8.15	Use varied sentence structure to express meanings and achieve desired effect	TX HS 4

1.9	Writing applications and purposes: develop a thesis or central idea	
1.9.1	Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact appropriately	CA Adv. 6–8
1.9.2	Support a central idea with relevant details	VA Level 4, 3–12
1.9.3	Write multiple sentences around a topic	VA Level 2, K–12
1.9.4	Write one to three paragraphs around a central idea	VA Level 3, 3–12
1.9.5	Produce writing that establishes a controlling impression of thesis	CA Adv. 9–12
1.9.6	Write three to five paragraphs on the same topic	VA Level 4, 3–12
1.9.7	Write brief expository compositions that include a thesis and some points of support	CA Int. 6–8

1.10	Writing applications and purposes: tone and voice	
1.10.1	Use elements of style including tone and voice	VA Level 4, 3–12
1.10.2	Exhibit an identifiable voice in personal narratives and in stories	TX 4–5

1.11	Writing applications and purposes: word choice and variation	
1.11.1	Use appropriate language variations and genres in writing for language arts and other content areas	CA E.Adv., Adv 6–12
1.11.2	Use appropriate words to convey intended meaning while recognizing the meanings and uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms	TX HS 1–2
1.11.3	Use complex vocabulary and sentences appropriate for language arts and other content areas	CA E.Adv. K–5
1.11.4	Use descriptive details	VA Level 3, 3–12
1.11.5	Use descriptive vocabulary	VA Level 2, K–12
1.11.6	Employ precise language to communicate ideas clearly and concisely	TX HS 4
1.11.7	Use more complex vocabulary and sentences appropriate for language arts and other content areas	CA Int. 3–8
1.11.8	Use voice, tone, sentence variation and word choice	VA Level 4, 3–12

1.12	Writing applications and purposes: organize writing	
1.12.1	Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms	CA Int. 3–5
1.12.2	Organize ideas in writing to ensure coherence, logical progression, and support for ideas	TX HS 1–4
1.12.3	Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording	TX 6–8
1.12.4	Recognize structured ideas and arguments and their supporting examples in persuasive writing	CA Int. 9–12
1.12.5	Structure ideas and arguments within a given context giving supporting and relevant examples	CA Adv. 9–12
1.12.6	Use a variety of rhetorical devices to support assertions	CA Adv. 9–12

1.12	Writing applications and purposes: organize writing (CONTINUED)	
1.12.7	Use vocabulary, organization, and rhetorical devices appropriate to audience and purpose	TX HS 4
1.12.8	Develop drafts	TX 1–3
1.12.9	Develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text	TX HS 1–2, TX 4–8
1.12.10	Develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose	TX HS 1–4
1.12.11	Follow an outline, create a draft of a paragraph	CA E.Int. 6–8
1.12.12	Use simple sentences to follow an outline and create a draft of a short essay	CA E.Int. 9–12

1.13	Writing applications and purposes: use sources to write a paper	
1.13.1	Use a source to write a simple informative paper in English	NV NEP, K–12
1.13.2	Write to synthesize information from multiple sources	NJ
1.13.3	Use at least three sources to write an informative paper in English	NV FEP, K–12
1.13.4	Use two sources to write an informative paper in English	NV LEP K–12
1.13.5	Collect information and take notes on a given topic from a variety of sources	CA E.Int. 6–12
1.13.6	Write to synthesize information from multiple sources	NJ
1.13.7	Use writing to discover, organize, and support what is known and what needs to be learned about a topic	TX HS 1–4
1.13.8	Compile written ideas and representations into reports, summaries, or other formats and draw conclusions	TX HS 1–4
1.13.9	Link related information and ideas from a variety of sources	TX HS 4
1.13.10	Write to discover, develop, and refine ideas	TX 1–3
1.13.11	Write to record ideas and reflections	TX K–3
1.13.12	Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas	TX
1.13.13	Use writing to formulate questions, refine topics, and clarify ideas	TX HS 1–4
1.13.14	Write or dictate questions for investigating	TX 2–3
1.13.15	Frame questions to direct research	TX 4–8
1.13.16	Use resources to find correct spellings, synonyms, and replacement words	TX 1–3

2	Planning and organizing tasks	
2.1	Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs	TX 4–8
2.2	Generate ideas before writing on assigned tasks	TX K–1
2.3	Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts	TX 2–3
2.4	Organize and sequence ideas, with teacher assistance, through drawing and discussing in English	NV NEP, K–12
2.5	Organize ideas through activities such as listening, webbing, and clustering in English	NV LEP K–12
2.6	Organize ideas through activities such as sequencing and classifying in English	NV FEP K–12
2.7	Use a planning strategy before writing	VA Level 4, 3–12
2.8	Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write	TX HS 1–2
2.9	Use planning strategies and organize information before writing	VA Level 3, K–12
2.10	Use prewriting strategies to generate ideas, develop voice, and plan	TX HS 1–4

3	Revising tasks	
3.1	Proofread writing for appropriateness of organization, content, style, and conventions	TX HS 1–3
3.2	Revise drafts by rethinking content organization and style to better accomplish the task	TX HS 4
3.3	Revise drafts for coherence, progression, and logical support of ideas	TX 4–8
3.4	Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas with attention to introductions, transitions and conclusions	NV FEP K–12
3.5	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text	TX 4–8
3.6	Revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images	TX 1–3
3.7	Revise writing for detail and clarity in English	NV LEP K–12
3.8	Revise writing for proper use of final punctuation, capitals, and correct spelling.	CA Beg. 6–12
3.9	Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling	CA Int. 6–12
3.10	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling	CA Adv. 6–12
3.11	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling	CA E.Adv. 6–12
3.12	Apply criteria to evaluate writing	TX 4–8

4	Editing tasks	
4.1	Edit and correct basic grammatical structures and conventions of writing	CA Int. 6–12
4.2	Edit for appropriate grammar, spelling, punctuation, and features of polished writings	TX 2–3
4.3	Edit for use of standard English	NV FEP K–12
4.4	Edit writing for basic conventions	CA E.Int. 6–12; CA E.Adv. 3–5
4.5	Edit writing for basic conventions and make some corrections	CA E.Int. K–5
4.6	Edit writing for conventions of writing to approximate standard grammatical forms	CA Adv. 6–12
4.7	Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation	NJ
4.8	Edit writing for grammatical structures and conventions of writing	CA E.Adv. 6–12
4.9	Edit writing for punctuation, capitalization, and spelling	CA Adv. K–5
4.10	Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts	TX 2–3
4.11	Edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts	TX HS 1–2
4.12	Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice	TX 4–8

5	Writing conventions	
5.1	Demonstrate conventional spelling in English	NV LEP K–12
5.2	Use correct spelling for majority of words	VA Level 4, 3–12
5.3	Spell correctly one-syllable words that have blends, contractions, compounds, autographic patterns, and common homophones	CA E.Adv. 3
5.4	Spell correctly roots, inflections, suffixes and prefixes and syllable constructions	CA E.Adv. 4
5.5	Spell derivatives correctly by applying the spellings of bases and affixes	TX 7–8
5.6	Spell frequently misspelled words correctly such as <i>their</i> , <i>they're</i> , and <i>there</i>	TX 7–8
5.7	Spell frequently used irregular words correctly	CA E.Adv. 2
5.8	Spell multi-syllabic words using regularly spelled phonogram patterns	TX 3
5.9	Spell three and four letter short vowel sounds and grade level appropriate sight words correctly	CA E.Adv. 1
5.10	Spell words ending in <i>-tion</i> and <i>-sion</i> such as <i>station</i> and <i>procession</i>	TX 3
5.11	Use correct spelling of consonant-vowel-consonant words and frequently used words in English	NV NEP K–12
5.12	Use correct spelling of frequently used words in writing and containing affixes, contractions, compounds and common homophones, and words necessary to topic in English	NV FEP K–12
5.13	Write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i>	TX 4–6
5.14	Write with accurate spelling of syllable constructions such as closed, open, consonant before <i>-le</i> , and syllable boundary patterns	TX 3–6

5	Writing conventions (CONTINUED)	
5.15	Write with more proficient spelling of contractions, compounds, and homonyms such as <i>hair-hare</i> and <i>bear-bare</i>	TX 3
5.16	Write with more proficient spelling of inflectional endings such as plurals and verb tenses	TX 1–2
5.17	Write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final <i>e</i> when such endings as <i>-ing</i> , <i>-ed</i> , or <i>-able</i> are added	TX 3
5.18	Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (<i>hop</i>), consonant-vowel-consonant-silent e (CVCe) (<i>hope</i>), and one-syllable words with blends (<i>drop</i>)	TX 1–3
5.19	Write with more proficient use of orthographic patterns and rules such as <i>keep/cap</i> , <i>sack/book</i> , <i>out/cow</i> , consonant doubling, dropping <i>e</i> , and changing <i>y</i> to <i>i</i>	TX 2
5.20	Write with more proficient use of orthographic patterns and rules such as <i>oil/toy</i> , <i>match/speech</i> , <i>badge/cage</i> , consonant doubling, dropping <i>e</i> , and changing <i>y</i> to <i>i</i>	TX 3
5.21	Write with more proficient use of orthographic patterns and rules such as <i>qu</i> together, consonant doubling, dropping final <i>e</i> , changing <i>y</i> to <i>i</i>	TX HS 1–2
5.22	Capitalize first words of a sentence, proper nouns, and initials in English	NV LEP K–12; VA Level 2, K–12
5.23	Capitalize names, months, days of the week, and words at the beginning of sentences in English	NV NEP K–12
5.24	Capitalize words at the beginning of sentences	VA Level 1, 3–12
5.25	Use capital letters to begin sentences and proper nouns	CA E.Int. K–5
5.26	Use capital letters when writing own name	CA Beg. K–2
5.27	Use capital letters when writing own name and at the beginning of sentences	CA Beg. 3–5
5.28	Use rules of capitalization in English	NV FEP K–12
5.29	Punctuate city and state, dates, and title of books	NV FEP K–6
5.30	Use a period at the end of a sentence	CA Beg. 3–5
5.31	Use a period or question mark at the end of a sentence, and use some commas appropriately	CA E.Int. 3–5
5.32	Use end punctuation	VA Level 2, K–12
5.33	Use end punctuation; identify contractions and possessives in English	NV NEP K–12
5.34	Use periods and question marks at the end of sentences or questions	VA Level 1, 3–12 CA E.Int. K–2
5.35	Uses internal and external punctuation correctly in English	NV FEP 7–12
5.36	Use correct punctuation, contractions, possessives in sentences in English	NV LEP K–12; VA Level 2, K–12
5.37	Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation	TX 4–5
5.38	Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation	TX 6–8
5.39	Use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points	TX HS 1–2

5	Writing conventions (CONTINUED)	
5.40	Use capitalization and punctuation such as commas in a series, apostrophes in contractions such as <i>can't</i> and possessives such as <i>Robin's</i> , quotation marks, proper nouns and abbreviations with increasing accuracy	TX 3
5.41	Use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks	TX 2
5.42	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling	CA Int. K–5
5.43	Produce legible work that shows accurate use of the English alphabet, accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	TX HS 1–4
5.44	Demonstrate knowledge of verbs, tenses and auxiliaries, <i>wh-</i> words, and pronouns/antecedents	TX HS 1–2
5.45	Identify and correctly use subject/verb agreement and past, present, and future verb tenses in writing simple sentences	NV FEP K–12
5.46	Use correct parts of speech, including correct subject/verb agreement	CA Adv. K–5; VA Level 4, 3–12
5.47	Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive	TX 6–8
5.48	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism	TX HS 1–4
5.49	Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech	TX 4–8
5.50	Use common verbs, nouns, and high frequency modifiers in simple sentences	CA E.Int. 6–12
5.51	Use nouns, verbs, and pronouns in writing.	NV NEP K–12; TX1
5.52	Use nouns, verbs, pronouns adjectives, and adverbs in writing	NV LEP K–12
5.53	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise	TX 4–8
5.54	Use adjectives correctly	VA Level 4, 3–12
5.55	Use correct irregular plurals such as sheep	TX 3
5.56	Use regular and irregular plurals correctly	TX 4–6
5.57	Use singular and plural forms of regular nouns	TX 2
5.58	Use singular and plural forms of regular nouns and adjust verbs for agreement	TX 3
5.59	Demonstrate knowledge of negatives and contractions	TX HS 1–2
5.60	Demonstrate knowledge of nominative, objective, and possessive case	TX HS 1–2
5.61	Demonstrate knowledge of parts of speech	TX HS 1–2
5.62	Use figurative language such as simile, metaphor, and analogies, to expand meaning.	NJ
5.63	Use prepositional phrases to elaborate written ideas	TX 4–8
5.64	Use pronoun references correctly	VA Level 4, 3–12
5.65	Use clauses, phrases, and mechanics with consistent variations in grammatical forms.	CA E.Int. 6–12
5.66	Write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i>	TX 4–8

5	Writing conventions (CONTINUED)	
5.67	Write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."	TX 4-5
5.68	Write with increasing accuracy when using pronoun case such as "He and they joined him."	TX 6-8
5.69	Identify complete and incomplete sentences in writing in English	NV LEP K-12
5.70	Use basic grammatical constructions in simple sentences	VA Level 1, 3-12
5.71	Use complete sentences and correct word order	CA Adv. K-5
5.72	Produce independent writing using consistent grammatical forms, but some rules may not be in evidence	CA E.Adv. K-2
5.73	Produce writing that demonstrates a comment of the conventions of standard English	CA Adv. K-5
5.74	Use standard word order but may have some inconsistent grammatical forms	CA Int. K-5 CA E.Adv. K-5
5.75	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms	CA Int. K-5
5.76	Create coherent paragraphs through effective transitions and parallel constructions	CA Adv. 6-12
5.77	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling	CA E.Adv. K-5
5.78	Produce independent writing using consistent grammatical forms	CA Adv. K-2
5.79	The student will print uppercase and lowercase letters of the alphabet.	VA Level 1, K-12
5.80	Form letters	VA Level 2, K-12
5.81	Write each letter of the alphabet, both capital and lowercase	TX K
5.82	Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing	TX 1
5.83	Copy the English alphabet legibly	CA Beg. Grades K-2
5.84	Write the English alphabet legibly	CA Beg. Grades 3-5
5.85	Print legibly using left to right top to bottom directionality and correct spacing between letters and words	NV NEP K-6
5.86	Write messages that move left-to-right and top-to-bottom on the page	TX K-1
5.87	Create readable compositions that are legible	NV LEP K-6
5.88	Space words and sentences	VA Level 2, K-12; TX 1-2
5.89	Use word and letter spacing and margins to make messages readable	TX 1-2

Appendix B

Short Constructed Response General Rubric

**APPENDIX B:
SHORT CONSTRUCTED RESPONSE GENERAL RUBRIC**

Parameter	Level	Value/Definition
1. Main idea	3	Completely relevant; comprehensible
	2	Mostly relevant; comprehensible
	1	Partially relevant; comprehensible
	0	Not identified, explicitly or implicitly
2. Detail	3	Completely relevant; comprehensible; significant
	2	Partially relevant; comprehensible
	1	No detail provided
	0	No detail provided
3. Linguistic appropriacy	3	Appropriate for topic
	2	Some signs of appropriacy for topic
	1	May or may not be appropriate
	0	Not applicable
4. Audience appropriacy	3	Clearly directed at appropriate audience
	2	May demonstrate consideration of appropriate audience
	1	May be appropriate
	0	Not applicable
5. Mechanics and grammar	3	May contain mechanical and/or grammatical errors that do not interfere with comprehension
	2	May contain mechanical and/or grammatical errors that partially interfere with comprehension
	1	Likely to contain mechanical and/or grammatical errors that significantly (although not totally) interfere with comprehension
	0	Totally incomprehensible due to mechanical and/or grammatical errors

Appendix C

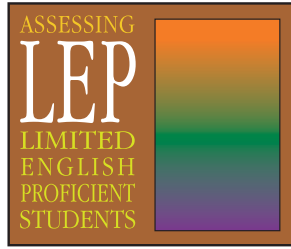
Extended Constructed Response General Rubric

APPENDIX C: EXTENDED CONSTRUCTED RESPONSE GENERAL RUBRIC

Parameter	Level	Value/Definition
1. Main idea	4	Completely relevant; comprehensible
	3	Mostly relevant; comprehensible
	2	Partially relevant; comprehensible
	1	Partially relevant; comprehensible
	0	Not identified, explicitly or implicitly
2. Detail	4	Completely relevant; comprehensible; significant
	3	Mostly relevant; comprehensible; some significant
	2	Partially relevant; comprehensible
	1	No detail provided
	0	No detail provided
3. Linguistic appropriacy	4	Appropriate for topic
	3	Mostly appropriate for topic
	2	Some signs of appropriacy for topic
	1	May or may not be appropriate
	0	Not applicable
4. Audience appropriacy	4	Clearly directed at appropriate audience
	3	Mostly directed at appropriate audience
	2	May demonstrate consideration of appropriate audience
	1	May be appropriate
	0	Not applicable
5. Mechanics and grammar	4	May contain mechanical and/or grammatical errors that do not interfere with comprehension
	3	May contain mechanical and/or grammatical errors that do not interfere with comprehension
	2	May contain mechanical and/or grammatical errors that partially interfere with comprehension
	1	Likely to contain mechanical and/or grammatical errors that significantly (although not totally) interfere with comprehension
	0	Totally incomprehensible due to mechanical and/or grammatical errors
6. Discourse structures	4	Completely appropriate features
	3	Mostly successful features
	2	Some features
	1	No evidence of features
	0	Not applicable

Appendix D

ELD Assessment Initial Steering Committee



State Collaborative on Assessment and Student Standards

APPENDIX D: ELD ASSESSMENT INITIAL STEERING COMMITTEE

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS
ELD Assessment Steering Committee
Berkeley, CA
December 8–12, 2002**

Jamal Abedi	CRESST/UCLA
Cori Alston	South Carolina Department of Education
Rebecca Blum Martinez	University of New Mexico
Barbara Carolino	Council of Chief State School Officers
Eduardo Cascallar	American Institutes for Research
Richard Duran	University of California, Santa Barbara
Michael Fast	American Institutes for Research
Steve Ferrara	American Institutes for Research
Guillermo Solano Flores	WestEd
Rebecca Kopriva	University of Maryland
Julia Lara	Council of Chief State School Officers
Leslie Lightbourne	Louisiana Department of Education
Carlos Martinez	U.S. Department of Education
Mary Sue Morin	Nevada Department of Education
John Olson	Council of Chief State School Officers
Robin Scarcella	University of California, Irvine
Roberta Schlicher	Virginia Department of Education
Maria Seidner	Texas Education Agency
Carmen Sosa	Iowa Department of Education
Jeanette Spencer	California Department of Education
Kelly Westphalen	American Institutes for Research
Lily Wong-Fillmore	University of California, Berkeley