California English Language Development Test

TEST PERFORMANCE DESCRIPTORS

This document contains the CELDT Test Performance Descriptors, which describe what students typically know and can do in English at each CELDT performance level: Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning. There are Overall Test Performance Descriptors, one set for students in kindergarten and grade one (K–1) and another for students in grades two through twelve (2–12). There are also domain-specific descriptors for each of the following grade spans: K–1, grade two, grades three through five (3–5), grades six through eight (6–8), and grades nine through twelve (9–12). The CELDT domains are Listening, Speaking, Reading, and Writing.

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This document, in English and other commonly used languages, is available on the CELDT Web site at http://www.celdt.org/resources/im/.

CELDT Overall Test Performance Descriptors
Kindergarten and Grade One

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.

CELDT Overall Test Performance Descriptors
Grades Two through Twelve

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Domain Performance Level Descriptors, Grades K–1

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary. They understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax. They understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language. They understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary. They understand and attempt to follow a few simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT have little or **no** receptive skills, or **may** demonstrate extremely limited comprehension of a few basic words. They attempt to follow simple oral directions with limited success.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

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Domain Performance Level Descriptors, Grades K–1 *(continued)*

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically name all letters, recognize all English phonemes, and identify letter-sound correspondences. They recognize most high-frequency words, use decoding skills to achieve grade-level appropriate, independent reading, and demonstrate comprehension of most grade-level text on both familiar and unfamiliar topics.	Students who perform at this level on the CELDT typically copy words including lowercase and uppercase letters, capitalize proper nouns and the first word of a sentence, and place period and question mark appropriately at the end of simple sentences. They write two-syllable words and write a word based on a story read out loud.
Early Advanced	Students who perform at this level on the CELDT typically name all letters, recognize most English phonemes, and identify letter-sound correspondences to read one- and some two-syllable words. They recognize many high-frequency words, apply decoding skills to read most short words, and demonstrate reading comprehension of some grade-level text on familiar topics.	Students who perform at this level on the CELDT typically copy most words with lowercase and uppercase letters (letter reversals may occur), capitalize some proper nouns, and use some ending punctuation. They write high-frequency, one-syllable words and write a letter or sound based on a story read out loud.
Intermediate	Students who perform at this level on the CELDT typically name most letters, recognize some English phonemes, and identify letter-sound correspondence for initial and some final consonants. They recognize some high-frequency words, apply basic knowledge of English morphemes, phonics, and syntax to decode one-syllable words, and demonstrate reading comprehension limited to short words.	Students who perform at this level on the CELDT typically copy most letters of the alphabet and some words legibly. They write some one-syllable words correctly or use phonetic spelling.
Early Intermediate	Students who perform at this level on the CELDT typically name some letters, recognize a few English phonemes, and identify letter-sound correspondence for some initial consonants. They recognize a few simple, high-frequency words, and apply basic knowledge of English morphemes, phonics, and syntax to accomplish decoding tasks such as identifying initial sounds.	Students who perform at this level on the CELDT typically copy some letters of the alphabet legibly and write the first or last letter when attempting to write a word.
Beginning	Students who perform at this level on the CELDT have little or **no** receptive skills, or **may** recognize basic concepts of print (e.g., following words left to right, top to bottom; title). They name a few uppercase and lowercase letters, recognize English phonemes that correspond to phonemes in primary language, and rely on graphic support to read high-frequency words.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language.

Domain Performance Level Descriptors, Grade 2

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary. They understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax. They understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language. They understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language. They understand and follow some simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT have little or **no** receptive skills, or **may** demonstrate limited comprehension of a few basic words and phrases. They understand and follow few simple oral directions.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

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Domain Performance Level Descriptors, Grade 2 *(continued)*

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms. They read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.	Students who perform at this level on the CELDT typically identify a complex verb tense. They write a complete sentence appropriate to a picture prompt. The sentence contains few or no mechanical errors. They write a short story in response to a picture sequence. The story contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors.
Early Advanced	Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals and identify antonyms; use context clues to complete sentences in a short passage with words appropriate to the topic; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences after reading a story; recognize common abbreviations; and recognize more complex grammar and spelling patterns.	Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; and write a complete sentence appropriate to a picture prompt. The sentence may contain minor grammatical, syntactical, mechanical, or spelling errors. They write a short story in response to sequenced pictures. The story contains clear ideas and accurate transitions with few errors.
Intermediate	Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.	Students who perform at this level on the CELDT typically begin to use standard writing conventions, such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use vocabulary that is common but may lack complexity; and write a simple sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a short story by listing events or ideas in response to sequenced pictures. The story may contain repetitive transitional words and errors that do not affect meaning.
Early Intermediate	Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed version from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; and use phonemic awareness and phonics skills at a higher level, such as rhyming.	Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt. The response may contain numerous errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** identify the letter that corresponds to the initial sound of a simple spoken word. They begin to recognize some basic groups of related words.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** use a few standard writing conventions. They attempt to write a short story in response to a picture sequence. The writing is minimal and contains some isolated English words.

Domain Performance Level Descriptors, Grades 3–5

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension. They understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow some simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** understand some basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

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Domain Performance Level Descriptors, Grades 3–5 *(continued)*

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning, medial, or ending sounds; use context clues to determine/negotiate the meaning of complex vocabulary; and sequence events, make inferences, and make predictions and generalizations based on a given text.	Students who perform at this level on the CELDT typically write a complete sentence in response to a picture prompt. The sentence has few or no mechanical errors. They write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt. The composition contains minimal errors in grammar and mechanics.
Early Advanced	Students who perform at this level on the CELDT typically interpret figures of speech; recognize more complex synonyms and antonyms; identify root words; identify the number of syllables in a word; use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings; and distinguish between fact and opinion and make more subtle inferences from a text.	Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence. They write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that clearly communicates a series of events or ideas based on a prompt. The composition has relevant details connected by accurate transitional words and may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure; recognize synonyms and antonyms; use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings; match more difficult vocabulary words to pictures; and answer factual comprehension questions, identify events, draw conclusions, or make inferences based on a given text.	Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence. They write a complete sentence in response to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition based on a prompt. The composition may have a disorganized sequence of events, containing some details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically match vocabulary words to pictures; recognize sound/symbol relationships; use context clues to choose the correct word to complete a sentence; answer some factual comprehension questions after reading a simple text; recognize some basic groups of related words; and recall minimal details from a simple text.	Students who perform at this level on the CELDT typically choose the appropriate word to complete a sentence; use some capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence includes a simple subject and predicate, but errors obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** recognize some sound/symbol relationships. They match commonly used nouns to pictures.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Domain Performance Level Descriptors, Grades 6–8

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension. They understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

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Domain Performance Level Descriptors, Grades 6–8 *(continued)*

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly. They write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well-organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
Early Advanced	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** recognize some sound/symbol correspondences; match commonly used nouns to pictures; and recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** use correct capitalization and punctuation. They attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Domain Performance Level Descriptors, Grades 9–12

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension. They understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors. They tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.
Intermediate	Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension. They understand and follow complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication. They tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.
Early Intermediate	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension. They understand and follow simple multi-step oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication. They tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

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Domain Performance Level Descriptors, Grades 9–12 *(continued)*

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters, intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.	Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt. The sentence has some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.
Early Advanced	Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author's purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.	Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; and write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses. They write a composition that contains relevant details and a logical sequencing of events. The sentences may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative; identify stated and implied themes in literary passages; demonstrate knowledge of antonyms and synonyms; identify the correct meaning of a word in a given context; make logical inferences in narrative passages; infer meaning from commonly used idioms; and use an expanded vocabulary.	Students who perform at this level on the CELDT typically demonstrate basic knowledge of more complex sentence structure, including simple gerunds and infinitives; use appropriate articles, possessives, prepositions, and plural endings; demonstrate basic knowledge of pronouns, adjectives, and auxiliary verb usage; and use correct grammar, such as present tense verbs and subject/verb agreement. They write at least one complete sentence in response to a picture prompt. The response may contain a few errors in vocabulary, grammar, and/or syntax. They write a composition by producing a simple sequence of events or ideas that may be disorganized and use details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage; use irregular plurals and words with multiple meanings; identify the number of syllables in a word; identify the sequence of events in a passage; demonstrate simple decoding skills; and demonstrate knowledge of simple synonyms and simple antonyms.	Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt. The response may contain correct word order, but may include errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** recognize some sound/symbol relationships. They locate information in a simple text.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** use correct capitalization and punctuation; begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.