

# NYSESLAT LISTENING Performance Level Descriptions – Grade K

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 1</b> Students can identify illustrated words, phrases, or sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few illustrated words, short phrases, or predictable sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some illustrated words, phrases, or a few simple sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most illustrated phrases, simple sentences, or a few expanded sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can identify most illustrated simple or some expanded sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of illustrated simple or expanded sentences that <b>signal important individuals, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 2</b> Students can identify illustrated words, phrases, or sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few illustrated words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some illustrated words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most illustrated phrases, simple sentences, or a few expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can identify most illustrated simple or some expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of illustrated simple or expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in grade-level spoken discourse.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the meaning of Tier 1 and some Tier 2 vocabulary</b> in grade-level spoken discourse.</p>	<p>Student may determine <b>the meaning of the most frequent Tier 1 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>the meaning of a few common Tier 1 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>the meaning of some common Tier 1 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>the meaning of some Tier 1 and a few common Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>the meaning of some Tier 1 and some common Tier 2 words</b> in grade-level spoken discourse.</p>

## NYSESLAT LISTENING Performance Level Descriptions – Grade K

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b> Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 4</b> Students can identify illustrated language structures in grade-level spoken discourse. Language structure is defined at this grade level as words, phrases, and sentences that <b>together develop a story, a character, or a description</b>.</p>	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most illustrated phrases, simple sentences, or a few expanded sentences that <b>together develop a story, a character, or a description</b> in grade-level spoken discourse.	Student can identify most illustrated simple or some expanded sentences that <b>together develop a story, a character, or a description</b> in grade-level spoken discourse.	Student can identify a variety of illustrated simple or expanded sentences that <b>together develop a story, a character, or a description</b> in grade-level spoken discourse.

# NYSESLAT LISTENING Performance Level Descriptions – Grade 1

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 1</b> Students can identify words, phrases, or sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can identify most simple or some expanded sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or some compound sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 2</b> Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can identify most simple or some expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or some compound sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in grade-level spoken discourse.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the meaning of Tier 1 and some Tier 2 vocabulary</b> in grade-level spoken discourse.</p>	Student may determine <b>the meaning of a few common Tier 1 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of some common Tier 1 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of some Tier 1 and a few common Tier 2 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of some Tier 1 and some common Tier 2 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of most Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.

# NYSESLAT LISTENING Performance Level Descriptions – Grade 1

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b> Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 4</b> Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade level as words, phrases, and sentences that <b>together develop a story, a description, or a relationship.</b></p>	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>together develop a story, a description, or a relationship</b> in grade-level spoken discourse.	Student can identify most simple or some expanded sentences that <b>together develop a story, a description, or a relationship</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or some compound sentences that <b>together develop a story, a description, or a relationship</b> in grade-level spoken discourse.

## NYSESLAT LISTENING Performance Level Descriptions – Grade 2

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 1</b> Students can identify words, phrases, or sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.</p>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can identify most simple or some expanded sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or compound sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in grade-level spoken discourse.
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 2</b> Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.</p>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can identify most simple or some expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or compound sentences that <b>signal or describe key details, sequence, and/or relationships</b> in grade-level spoken discourse.
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in grade-level spoken discourse.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the meaning of Tier 1 and some Tier 2 vocabulary</b> in grade-level spoken discourse.</p>	Student may determine <b>the meaning of a few Tier 1 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of some Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of most Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of most Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.	Student can determine <b>the meaning of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.

## NYSESLAT LISTENING Performance Level Descriptions – Grade 2

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b> Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 4</b> Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade level as words, phrases, and sentences that <b>together develop a story, a description, a sequence of events, or a relationship.</b></p>	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>together develop a story, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.	Student can identify most simple or some expanded sentences that <b>together develop a story, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or compound sentences that <b>together develop a story, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.

# NYSESLAT LISTENING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 1</b> Students can identify words, phrases, or sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in grade-level spoken discourse.</p>
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 2</b> Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in grade-level spoken discourse.</p>
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in grade-level spoken discourse.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary</b> in grade-level spoken discourse.</p>	<p>Student may determine <b>the literal meaning of some Tier 1 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal and figurative meanings of Tier 1 and some Tier 2 words</b> in grade-level spoken discourse.</p>

## NYSESLAT LISTENING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b> Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 4</b> Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship.</b></p>	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level spoken discourse.



# NYSESLAT LISTENING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 1</b> Students can identify words, phrases, or sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in grade-level spoken discourse.</p>
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 2</b> Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in grade-level spoken discourse.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in grade-level spoken discourse.</p>
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in grade-level spoken discourse.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary</b> in grade-level spoken discourse.</p>	<p>Student may determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words</b> in grade-level spoken discourse.</p>

## NYSESLAT LISTENING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b> Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 4</b> Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship.</b></p>	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> in grade-level spoken discourse.

# NYSESLAT LISTENING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 1</b> Students can identify words, phrases, or sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in grade-level spoken discourse.</p>
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 2</b> Students can identify words, phrases, or sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in grade-level spoken discourse.</p>
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in grade-level spoken discourse.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and its impact</b> in grade-level spoken discourse.</p>	<p>Student may determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in grade-level spoken discourse.</p>	<p>Student can determine <b>most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in grade-level spoken discourse.</p>

## NYSESLAT LISTENING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b> Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 4</b> Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship.</b></p>	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.

# NYSESLAT LISTENING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 1 Students can determine information in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 1</b> Students can identify words, phrases, or sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in grade-level spoken discourse.</p>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in grade-level spoken discourse.
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 2</b> Students can identify words, phrases, or sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine grade-level spoken discourse.</p>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine grade-level spoken discourse.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine grade-level spoken discourse.
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in grade-level spoken discourse.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact</b> in grade-level spoken discourse.</p>	Student may determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in grade-level spoken discourse.	Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in grade-level spoken discourse.	Student can determine <b>most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact</b> in grade-level spoken discourse.	Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact</b> in grade-level spoken discourse.	Student can determine <b>most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact</b> in grade-level spoken discourse.

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GENERAL CLAIM 2 Students can determine the development of ideas in grade-level spoken discourse.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b> Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse.</p> <p><b>Target of Measurement 4</b> Students can identify language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship.</b></p>	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level spoken discourse.