

# NYSESLAT SPEAKING Performance Level Descriptions – Grade K

GENERAL CLAIM 1 Students can participate in discussions about academic topics. <sup>1</sup>	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p><b>Target of Measurement 1</b> Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple or expanded sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p><b>Target of Measurement 2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to describe or convey relevant details and/or narrate a story.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to describe or convey relevant details and/or partially narrate a story.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple sentences <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple or expanded sentences <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p><b>Target of Measurement 3</b> Students can use grade-appropriate language <b>to provide an opinion about a topic.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to provide an opinion about a topic.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to provide an opinion about a topic.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple sentences <b>to provide an opinion about a topic.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple or expanded sentences <b>to provide an opinion about a topic.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to provide an opinion about a topic.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>

<sup>1</sup> Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘bued’ instead of ‘bought’ may be a non-ELL error because it’s an irregular verb that all students may not have mastered.

# NYSESLAT SPEAKING Performance Level Descriptions – Grade 1

GENERAL CLAIM 1 Students can participate in discussions about academic topics. <sup>2</sup>	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p><b>Target of Measurement 1</b> Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and/or compound sentences and fluid language <b>to ask questions and contribute to a conversation.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p><b>Target of Measurement 2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to describe or convey relevant details and/or narrate a story.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to describe or convey relevant details and/or narrate a story.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple sentences <b>to describe or convey relevant details and/or narrate a story.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and/or compound sentences and fluid language <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p><b>Target of Measurement 3</b> Students can use grade-appropriate language <b>to provide details or facts about a topic and provide an opinion.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to provide details or facts about a topic and/or provide an opinion.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to provide details or facts about a topic and/or provide an opinion.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple sentences <b>to provide details or facts about a topic and/or provide an opinion.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to provide details or facts about a topic and provide an opinion.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and/or compound sentences and fluid language <b>to provide details or facts about a topic and provide an opinion.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>

<sup>2</sup> Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘buyed’ instead of ‘bought’ may be a non-ELL error because it’s an irregular verb that all students may not have mastered.

# NYSESLAT SPEAKING Performance Level Descriptions – Grade 2

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p><b>Target of Measurement 1</b> Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or compound sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and compound sentences and fluid language <b>to ask questions and contribute to a conversation.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p><b>Target of Measurement 2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to describe or convey relevant details and/or narrate a story.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to describe or convey relevant details and/or narrate a story.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or compound sentences <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and compound sentences and fluid language <b>to describe or convey relevant details and narrate a story.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p><b>Target of Measurement 3</b> Students can use grade-appropriate language <b>to provide details or facts about a topic and provide an opinion supported by a reason.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to provide details or facts about a topic and/or provide an opinion.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to provide details or facts about a topic and/or provide an opinion supported by a reason.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to provide details or facts about a topic and provide an opinion supported by a reason.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or compound sentences <b>to provide details or facts about a topic and provide an opinion supported by a reason.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and compound sentences and fluid language <b>to provide details or facts about a topic and provide an opinion supported by a reason.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>

# NYSESLAT SPEAKING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p><b>Target of Measurement 1</b> Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to ask questions and contribute to a conversation.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p><b>Target of Measurement 2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to describe or convey some details and narrate a story or process in sequence.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to describe or convey some relevant details and partially narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p><b>Target of Measurement 3</b> Students can use grade-appropriate language <b>to analyze a topic and provide an opinion supported by a reason.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to analyze a topic and provide an opinion supported by a reason.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to analyze a topic and partially provide an opinion which may be supported by a reason.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to analyze a topic and provide an opinion supported by a reason.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to analyze a topic and provide an opinion supported by a reason.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic and provide an opinion supported by a reason.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>

# NYSESLAT SPEAKING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p><b>Target of Measurement 1</b> Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to ask questions and contribute to a conversation.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to ask questions and contribute to a conversation.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p><b>Target of Measurement 2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to partially describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p><b>Target of Measurement 3</b> Students can use grade-appropriate language <b>to analyze a topic and provide an opinion or a claim supported by reasons.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to analyze a topic and provide an opinion or a claim supported by reasons.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to partially analyze a topic and provide an opinion or a claim which may be supported by reasons.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to analyze a topic and provide an opinion or a claim supported by reasons.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to analyze a topic and provide an opinion or a claim supported by reasons.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic and provide an opinion or a claim supported by reasons.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>

# NYSESLAT SPEAKING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p><b>Target of Measurement 1</b> Students can use grade-appropriate language <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p><b>Target of Measurement 2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to describe or convey relevant details and partially narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p><b>Target of Measurement 3</b> Students can use grade-appropriate language <b>to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to partially analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim which may be supported by reasons.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language <b>to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or claim supported by reasons.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>

# NYSESLAT SPEAKING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 1 Students can participate in discussions about academic topics.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p> <p><b>Target of Measurement 1</b> Students can use grade-appropriate language <b>to ask questions, paraphrase information and contribute to a conversation.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p><b>Target of Measurement 2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to describe or convey some relevant details and partially narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p><b>Anchor 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p><b>Target of Measurement 3</b> Students can use grade-appropriate language <b>to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.</b></p>	<p>Student does not respond or responds with words or short phrases <b>to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.</b></p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences <b>to partially analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.</b></p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences <b>to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.</b></p> <p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences <b>to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.</b></p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences <b>to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.</b></p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>