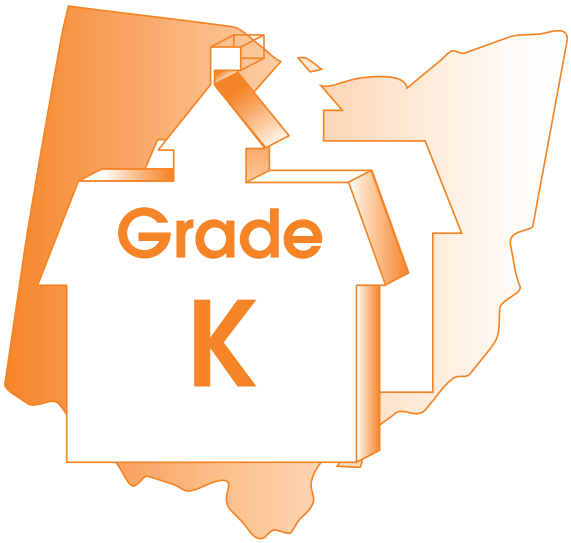
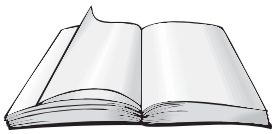
Ohio Department of Education

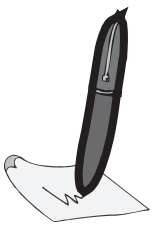
Ohio Test of English Language Acquisition (OTELA)



Directions for Administration Spring 2014

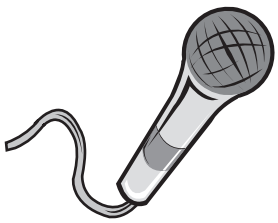


READING



WRITING

LISTENING



SPEAKING

Copyright © 2014 by the Ohio Department of Education. All rights reserved.

Items for the Ohio Test of English Language Acquisition (OTELA) were developed as part of a consortium in partnership with the Council of Chief State School Officers (CCSSO).

Copyright © 2014 by the Ohio Department of Education.
This test product is only authorized for use within schools in the State of Ohio.

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Table of Contents

Introduction 1
Security Concerns and Procedures 1
Test Dates 1
Abbreviations 1
Contact Information 2
Receiving Materials 2
Quick Start Guide 2
Overview of the Kindergarten Assessment 2
Overview of the Inventory 3
Recording Students' Scores 3
Who Can Administer the Inventories? 4
Support Materials 4
General Concerns 4
Tips for Administering the Assessments 5
Completing the Student Score Sheets 6
Student Score Sheet 6
Pre-ID Labels, Generic Labels and Demographic Information 6
Pre-ID Labels 6
Generic Labels 7
Bubbling Demographic Information 8
Testing Group Number 8
Returning OTELA Materials 8
Test Administrators 8
Kindergarten Administration Section: Guidelines for Completing the Inventories 9
Guidelines for Completing the Reading Inventory for Kindergarten Students 10
Guidelines for Completing the Writing Inventory for Kindergarten Students 13
Guidelines for Completing the Listening Inventory for Kindergarten Students 15
Guidelines for Completing the Speaking Inventory for Kindergarten Students 17
Kindergarten Administration Section: Inventory Tables 19
Kindergarten Reading Inventory Tables 20
Kindergarten Writing Inventory Tables 27
Kindergarten Listening Inventory Tables 30
Kindergarten Speaking Inventory Tables 34
Kindergarten Administration Section: Preliminary Score Sheets 38
OTELA Kindergarten Preliminary Score Sheet for Reading 39
OTELA Kindergarten Preliminary Score Sheet for Writing 41
OTELA Kindergarten Preliminary Score Sheet for Listening 42
OTELA Kindergarten Preliminary Score Sheet for Speaking 43
Appendix A: Performance Level Descriptors 44
Appendix B: English Language Proficiency Content Standards Represented in the Inventories 49

Introduction

This *Ohio Test of English Language Acquisition* (OTELA) *Directions for Administration Manual* (DFAM) contains information about administering the spring 2014 OTELA in Reading, Writing, Listening, and Speaking for kindergarten.

Test Administrators (TAs) should review the information in this DFAM to familiarize themselves with test administration procedures. This information is essential to the successful administration of the Kindergarten OTELA.

The 2014 OTELA for kindergarten does not include field-test questions. The K–2 materials are organized as they have been in years past, and this DFAM includes only kindergarten inventories that are available for 2014.

Security Concerns and Procedures

Maintaining assessment security is one of your most important responsibilities as a Test Administrator. At all times, district and state procedures for protecting secure assessment materials should be followed. It is illegal and unethical to reproduce or disclose any of this material or cause it to be reproduced or disclosed in any format. Assessment security is vital to the successful administration of the assessment. Thus, you are responsible for ensuring the security of not only the physical test booklets but also the individual assessment questions and materials. Your responsibility for maintaining the security of the assessment questions and materials continues even after the Student Score Sheets have been returned to your Building Test Coordinator (BTC) or District Test Coordinator (DTC). All staff should be familiar with the *Ohio Statewide Assessment Program Rules Book*, which is online. Go to education.ohio.gov and search keywords: *assessment rules book*.

Test Dates

Date	Activity
January 6, 2014	DTC receives materials from the American Institutes for Research (AIR)
January 13 – March 7, 2014	Test administration window
No later than March 10, 2014	DTC returns materials to AIR

NOTE: Materials not picked up by March 10, 2014, will ***not*** *be scored.*

Abbreviations

DFAM	Directions for Administration Manual	TA	Test Administrator
DTC	District Test Coordinator	AIR	American Institutes for Research
BTC	Building Test Coordinator	ODE	Ohio Department of Education

Contact Information

For information about …	Contact …
▪ OTELA policies ▪ Receiving and returning test materials ▪ Ordering additional materials ▪ Ordering special versions ▪ Accommodations	Your BTC or DTC

Receiving Materials
For the Kindergarten OTELA, BTCs will receive a box (or boxes) of materials from the DTC. Boxes will contain the Kindergarten DFAM, Kindergarten Student Score Sheets, pre-ID labels (for districts that pre-identified students), and generic labels. Additionally, the BTC will receive return shipment identification labels. BTCs should safely store the boxes and return shipment identification labels until it is time to return OTELA materials to the DTC.

Quick Start Guide

This DFAM shows you how to administer the OTELA for kindergarten students. The tests are actually observation inventories that you complete. Many of the inventory entries call for the use of prompts and other materials with which students will interact. Other samples are suggested, along with guidelines for selecting additional support materials.

Overview of the Kindergarten Assessment
The assessment for kindergarten is different from those for grades 3–12 in that it consists entirely of inventories rather than multiple-choice and constructed-response test items. Students do not respond to test items. Instead, the TA observes students in a variety of settings (classroom, cafeteria, playground, other settings) and records students' typical behaviors or responses to a set of tasks. Each language domain (Reading, Writing, Listening, and Speaking) has its own inventory, but all four inventories are assembled in the DFAM for kindergarten. Ideally, the classroom teacher or language resource teacher is the TA.

The kindergarten inventories are <u>not</u> timed activities. As such, there are no estimated test administration times. Please complete the inventories for each child within the test administration window.

The format of the kindergarten assessment reflects the fact that students at this grade level are emergent readers and writers. Moreover, even if the listening and speaking components do not necessarily require the ability to read and write, the format of the inventory is considered more appropriate for kindergartners. This assessment is designed with the belief that adjustment to the school environment is a sufficient challenge for these children.

Within each inventory, there are several descriptions of student behavior, each corresponding to a specific objective. For each description, there are four levels of student performance (0–3),

ranging from inability to engage in the behavior to complete mastery of the behavior. See the **Overview of the Inventory** section below for an illustration.

It is important to note that while each of the behaviors on which TAs will rate students is designated as 0, 1, 2, or 3, these levels do **NOT** correspond in any way to the proficiency levels students demonstrate with respect to overall performance:

Level 1 – Pre-Functional
Level 2 – Beginner
Level 3 – Intermediate
Level 4 – Advanced
Level 5 – Fully English Proficient (FEP)

Students performing at any one of these five levels overall may demonstrate almost any level of performance on a single behavior. More complete definitions of these levels, by subject, are included in Appendix A. Keep this in mind as you rate each student's performance on each skill or behavior. A student who is Fully English Proficient (Level 5) overall may have one or two skill deficiencies, and a student who is Pre-Functional (Level 1) overall may have one or two strengths, and you will certainly want to note them on the inventory. For complete information about how inventory scores relate to overall performance, please access the *Understanding OTELA Results* document, which can be found online. Go to education.ohio.gov and search keyword: *OTELA.*

Overview of the Inventory
The inventory is presented in tables, with each row of the tables representing student activities and behaviors that the TA will observe.

For each of the **inventories**, make sure you observe each student over a period of time (one to two weeks at least) before making any entries. The scores you enter (0, 1, 2, or 3) for each row should reflect typical student behaviors over time, not just a single observation. If the student has not yet demonstrated the behaviors required for score point 1, then observe at least one more time before entering a 0. In some instances, it will be absolutely necessary to observe a student at least twice if the student's response is not entirely clear or if you have difficulty assigning a score.

Recording Students' Scores

Students' scores should be recorded on the **orange** Kindergarten Student Score Sheet for the spring 2014 OTELA. You will rate each student on a variety of activities (a sample is provided on page 4). You will record **scores ranging from 0 to 3**, depending on the student's level of performance. Observe the student, compare the student's behavior to the three score point statements (1, 2, or 3), and enter the score. During observation, TAs **may** use the preliminary score sheets, which are provided in the kindergarten administration section, or they may use the section titled "*You may write the score in this column*" of the **orange** Kindergarten Student Score Sheet for the spring 2014 OTELA to record scores. However, final students' scores **must** be bubbled on the **orange** Kindergarten Student Score Sheet for

the spring 2014 OTELA using a No. 2 pencil. Failure to bubble the final student scores will result in a score of Did Not Attempt (DNA).

Each row in the preliminary score sheets also has room for you to enter **comments**. If you wish, you may use this space to describe any difficulties you had in arriving at a score, or you may describe how you arrived at the score.

Here is a **sample entry** for one row of the Listening inventory.

L01	*1.1 Follow simple 1–4-step directions in sequence to complete a task with and without visual support.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student follows simple 1-step directions given in English with or without visual support (pictures, gestures, modeling).	Student follows 2-step directions given in English with or without visual support.	Student follows at least 3-step directions given in English with or without visual support.	Record the students' scores on their Student Score Sheets.

Who Can Administer the Inventories?

The Kindergarten OTELA inventories should be administered by the classroom teacher, an English as a Second Language (ESL) teacher, or another qualified person familiar with the student and the objectives being assessed. Because the information recorded in the inventories will be collected over a period of time, it is likely that more than one person will enter some of the information. When two or more people enter information in an inventory, they should discuss roles and responsibilities in advance and also discuss the information they are entering.

Support Materials

We highly recommend that you use materials available in your classroom so that you and your students will be more familiar with them as you complete the inventories.

Pattern scoring of any materials you use after the scoring descriptors for each inventory row.

General Concerns

Before administering the inventories, there are three general concerns you should address: passage length, level of support, and grade appropriateness of individual words and reading texts. Because OTELA is administered throughout the state and because local curriculum materials vary, it is impossible to establish a single set of definitions that will work in all cases.

- In Reading and in Listening, there are references to passages or conversations that are short, medium or long. General guidelines are given below.

  Passage Length Guidelines for Kindergarten
  - Short passages = Up to 75 words in length
  - Medium passages = 75 to 100 words in length
  - Long passages = 100 to 125 words in length

- All four inventories refer to varying levels of teacher support. Support includes prompting and providing encouragement, clues or other assistance to get the student to make a desired response. For scores of 3 (highest score), students are generally expected to respond entirely unassisted. For the lowest score points, extensive support is offered. What constitutes low, moderate or high levels of support is left up to local discretion. As with passage length, consistency in applying whatever definition of support level you choose is the key to good administration.

- The Reading inventories contain several references to common or high-frequency words. Districts should use the common or high-frequency words used with regular classroom instruction. General guidelines on grade-level appropriateness are given below.

  Grade-Level Appropriateness for Kindergarten
  - Reading text and listening passages appropriate for kindergarten include informational and literary text containing content that is familiar to kindergarten students in the general academic classroom.
  - Informational text contains content that is familiar to kindergarten students: series of sequential events; categorical information; and one-syllable words.
  - Literary text contains content that is familiar to kindergarten students; stories contain people as characters; passages do not use anthropomorphisms when including animals in the story; and characters have easy one- or two-syllable names.

Tips for Administering the Assessments

The inventories are designed to record typical student behavior. Typical behavior is not generally observed at a single point in time. Instead, it will be necessary to observe students over a period of time before drawing a conclusion about a given student's typical behavior. In the sample from the Listening inventory in the **Overview of the Inventory** section, for example, it would not be appropriate simply to give each student a complex four-step direction, note the response and then record an observation. The TA should (1) give the student several different directions, in different situations for different purposes; (2) then observe the student interacting with other adults and other children in situations that require responding to directions (both academic and social); (3) draw a conclusion about the student's typical level of response; and finally (4) record that observation as a 0, 1, 2, or 3 on the inventory.

It is important that you become familiar with each of the inventories and the behaviors they address. All inventories and objectives are included in the DFAM for kindergarten. Make a point of observing each student over a period of time — one to two weeks. Also make a point of observing each student in more than one setting (e.g., regular classroom, resource room, media center, playground, cafeteria, non-language instruction such as math or art) and in more than one type of interaction (e.g., with peers, familiar adults, unfamiliar adults). Transitional times, such as returning from recess or the cafeteria, putting away personal items or getting supplies, are often rich with opportunities to observe listening and speaking behaviors. Be familiar with the behaviors in advance, be on the lookout for them in a variety of settings, and then record your observations. Some of the behaviors on some of the inventories are less likely to occur naturally than others and will need to be prompted.

Completing the Student Score Sheets

Student Score Sheet
During the observation period, TAs **may** use the preliminary score sheets, which are provided in the Kindergarten DFAM, or they may use the section titled "*You may write the score in this column*" of the **orange** Kindergarten Student Score Sheet for the spring 2014 OTELA to record scores. Failure to bubble the final scores on the Kindergarten Student Score Sheet will result in a score of Did Not Attempt (DNA).

NOTE: Final kindergarten students' scores must be bubbled on the orange Kindergarten Student Score Sheet for the spring 2014 OTELA using a No. 2 pencil.

Pre-ID Labels, Generic Labels and Demographic Information
For the spring 2014 administration, all schools will receive a set of generic labels for OTELA. Schools for which pre-ID data were uploaded will receive pre-ID labels with student information; the generic labels will be sent in addition to pre-ID labels.

Pre-ID Labels
Pre-ID labels are available to districts that successfully uploaded a pre-ID file during the on-time Test Information Distribution Engine (TIDE) order window. It is recommended that pre-ID labels be affixed to student score sheets after the test administration. If labels are affixed before testing, the TA might mark on the labels, which would affect the scanning of the student score sheets. TAs and BTCs should discuss whether pre-ID labels are available and should work together to ensure the demographic information is completed correctly. Be sure to apply demographic labels carefully, double-checking that the correct label is applied to the correct student's score sheet.

When using pre-ID labels:

- Double-check the accuracy of each pre-ID label. Discuss with the BTC whether to use pre-ID labels with incorrect information. Do not affix incorrect pre-ID labels unless your BTC advises you that the DTC will update the student's data in the TIDE record change

system. If pre-ID label data are incorrect, you must report it to the BTC, who must report it to the DTC so that he or she can update the student's record in TIDE during one of the record change windows. If the pre-ID label is affixed and the record is not updated in TIDE, the information on the pre-ID label will be reported.

- Note that the Statewide Student Identifier (SSID) is not printed on the pre-ID label but is included in TIDE. If you are using a pre-ID label, it is not necessary to bubble the student's SSID on the demographic page.
- The pre-ID label should be placed in Box N, which reads "Place the Student Pre-ID Label Here." Do not place the pre-ID label in Box A.
    - NOTE—Even when a pre-ID label is used, the following fields must be bubbled:
        - IEP/504 (if applicable)
        - Migrant status (if applicable)
        - Testing group number

Generic Labels

TAs should discuss with the BTC whether the district intends to use generic labels and the TIDE record change system. If the generic labels and TIDE record change system will be used for the spring 2014 OTELA administration, please follow the procedures in this section. Schools and districts that will not be utilizing the generic labels should destroy the labels.

The generic labels provided with the spring 2014 OTELA materials can be used for any student who did not receive a pre-ID label. If the generic label is applied to a student's score sheet, at a minimum, the student's first and last names must be bubbled for tracking purposes; the balance of the demographic information, including SSID, may be entered through the online TIDE record change system or bubbled on the document. Failure to enter information in the TIDE record change system or bubble information for student score sheets with a generic label affixed will result in empty demographic fields being reported.

The time period for DTCs to use the TIDE record change system to update generic labels with student demographic information is January 6, 2014, through March 14, 2014. Please follow these steps when working with generic labels:

- BTCs or TAs should use a No. 2 pencil to write the student's name on the generic label that has been affixed to the student's score sheet in Box N. Be sure that the name written on the label matches the student name written on the front of the student score sheet. Additionally, at a minimum, bubble the student's first and last names in Box B.
- BTCs should record the student's name on the generic label roster that was provided in the BTC Kit.
- BTCs should make a copy of the completed generic label roster for the DTC.
- The DTC must log into TIDE and update the generic label record with the appropriate student's information if fields on the back of the student's score sheet are not bubbled.

Bubbling Demographic Information
If a pre-ID label is not available and generic labels will **not** be used, bubbling all fields on the demographic pages is required. See Appendix E of the *Grades 3–12 Directions for Administration Manual* for information on completing the demographic pages.

Bubbling the demographic information is essential for the timely receipt of student score reports. Please make sure that all necessary information is bubbled completely and accurately.

Testing Group Number
The spring 2014 OTELA student score sheets for grades K–2 contain Box P for recording testing group numbers. This field is **required**. Box P is located on the scoring page of the student score sheets. The testing group number is the location of the test administration, not the test administrator.

Returning OTELA Materials

Test Administrators
Review **Completing the Student Score Sheets** on page 6. Upon completion of the test administration:

- Verify the kindergarteners' scores are bubbled on the **orange** Kindergarten Student Score Sheet for the spring 2014 OTELA using a No. 2 pencil. Failure to bubble the final student scores will result in a score of Did Not Attempt (DNA).
- Verify the demographic information on the **orange** Kindergarten Student Score Sheet for the spring 2014 OTELA.
- Return all Kindergarten Student Score Sheets (used and unused) to the BTC. You should keep the unused score sheets separate from the completed score sheets.

For the spring 2014 OTELA, there is no header sheet. Test administrators and BTCs do not need to complete a header sheet. AIR, the test contractor, will be tracking the bar codes on all Kindergarten Student Score Sheets to verify the number of Student Score Sheets returned by each school and district and to assign an IRN to student records if IRN information is not provided or is incorrectly bubbled.

Kindergarten Administration Section: Guidelines for Completing the Inventories

Guidelines for Completing the Reading Inventory for Kindergarten Students

The Kindergarten Reading Inventory contains 14 rows describing various reading and pre-reading behaviors. These behaviors represent varying degrees of mastery of content standards for Reading, which are included in Appendix B. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 (see the **Quick Start Guide** in this DFAM for instructions on recording students' scores).

On the Kindergarten Reading Inventory, the rows are numbered R01–R14. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the Reading Inventory, study the 14 rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Reading Inventory

The skills in the Reading Inventory build from R01 to R14 from very simple letter recognition to comprehension of text meaning in a variety of genres. Rules and strategies introduced in an earlier row typically continue to apply to later rows. For example, if higher scores are associated with greater consistency in the application of a skill early in the Inventory, the same scoring rule will generally apply in a later row, unless there are specific directions to the contrary.

R01 Few, some and all are defined in R01. Because the inventories are to be administered over time, it may be helpful to maintain a chart to keep track of which students are mastering each letter-sound relationship.

R02 This skill builds on the one in R01. Here students must recognize different forms of the same letter.

R03 Building further, this skill focuses on increasing mastery of letter sounds. A score of 3 indicates a mastery of nearly all letter sounds, with particular emphasis on distinguishing between sounds that are different but close. Note in particular the different materials for different score points. Other materials may be substituted, but these scoring guidelines should be followed.

R04 Here the focus is using word recognition skills to figure out new words of similar form. Higher scores indicate not just more words but more word parts. The difference between a 2 and a 3 is degree of consistency. Thus, it is necessary to observe this skill over time to determine how consistently the student recognizes prefixes, suffixes, and other more complex forms.

R05 The student recognizes high-frequency words. A score of 3 indicates mastery of nearly all grade-appropriate high-frequency words; a 2 indicates significant gaps in mastery; and a 1 indicates recognition of a limited number of high-frequency words.

R06 Here we focus on using printed materials. Note that the primary difference between score points 2 and 3 is **consistency**. This distinction separates 2s from 3s for many of the skills in this Inventory.

R07 We now move to pre-reading and reading strategies. Here, the scores reflect the number of strategies the student can use effectively.

R08 The student begins to differentiate nouns from verbs and understand that each has particular meaning in print. Any grade-level text should be appropriate for this activity. The importance of the word in context is most important given that many words with identical spelling in English can be either verb or noun depending on usage.

R09 Although the content standard refers to other types of words, the focus for kindergarten students is synonyms and antonyms at the word level, rather than in context. Students should be able to tell whether given word pairs have the same or different meaning. For this row, independence and accuracy = 3. Less accuracy/more prompting = 2. Low accuracy, even with prompting = 1. The synonyms and antonyms should be drawn from your standard course of study or a graded word list to avoid penalizing students for not being able to decipher words that are above grade level.

R10 While scoring may seem straightforward (essentially one point per step), keep in mind that these scores represent typical or average student behavior over time. Assign the score that represents the student's behavior most of the time or the highest level demonstrated with some consistency (for students whose skill level is rapidly developing). For kindergarten students, the focus is on being able to recognize a set of events in a particular order (1, 2, or 3 steps).

R11 Students earn higher scores by identifying story elements from a wider variety of texts and text types. Note that response mode also plays a key role in scoring. A score of 3 is reserved for correct responses in complete sentences, while a similarly correct response in phrase form would be scored a 2. For this activity, the read-aloud activity is based on the teacher or aide reading, not the student. The adult reads, and the student identifies story elements.

R12 The student must use a variety of resources available within the selection as well as prior knowledge to earn a 3. Note that the scoring progression also reflects the length and complexity of the text, with 3 reserved for longer, grade-appropriate texts of varying types. Scoring for this skill will require observation over several reading events.

R13 This is another high-level reading skill: cause/effect and problem/solution. As with other reading skills, make sure you select passages that contain identifiable causes and effects, and let the student respond to more than one passage. As in R11, the adult reads, and the student identifies story elements.

R14 This is a very sophisticated skill that requires the student to detect patterns. These are not simple concepts, even when the focus is on grade-appropriate activities such as rhyming or repetition. It may be easiest to assess this skill with grade-appropriate poetry. Activities might include asking students to recognize the effect of nonsense syllables such as rat-a-tat-tat or the patterns evident in a Dr. Seuss book. At the lowest level (1), the student recognizes that some words in a simple sentence rhyme or that there is a particular pattern to the words. The student will not necessarily recognize their effects. At score point 2, the student will recognize rhyming and repetition in longer selections (paragraphs, short poems). At score point 3, the student will recognize and understand the effects of these devices in multi-paragraph selections and longer (though grade-appropriate) poems.

Guidelines for Completing the Writing Inventory for Kindergarten Students

The Kindergarten Writing Inventory contains nine rows describing various writing and pre-writing behaviors. These behaviors represent varying degrees of mastery of content standards for writing, which are included in Appendix B. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 (see the **Quick Start Guide** in this DFAM for instructions on recording students' scores).

On the Kindergarten Writing Inventory, the rows are numbered W01–W09. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set. Table 3 in Appendix B shows how the various rows of the Writing Inventory correspond to the Writing benchmarks and standards.

To complete the Writing Inventory, study the nine rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Writing Inventory

W01 This pre-writing skill ranges from graphic or oral organizers to written ones. It is not necessary for the student to use these organizers effectively to get a 3 on this skill. Written words are required for a score of 2, and phrases (effectively expressed or not) or well-written single words are required for a score of 3.

W02 This is a transitional skill. Rather than write, the student may draw a picture. To move from a score of 1 to a score of 3, the student will demonstrate higher and higher levels of fluency by combining pictures and words or using word combinations such as sentences.

W03 Here the focus shifts from putting thoughts on paper to connecting them. A score of 3 is reserved for student writing that is consciously connected by transition phrases and other linguistic devices. Devices such as "then A, then B, then C" would not warrant a score of 3, while "First we did A. Later we did B. Finally we did C." would warrant a score of 3. At score point 3, the student must at least dictate in English sentences containing connecting words (e.g., and, but, then). Even proper English phrases or sentences lacking transition words would only warrant a score of 2.

W04 This editing skill focuses on specific rules/mechanics. A score of 3 is reserved for work with no or very few mechanical errors and none that detract from meaning. Other errors unrelated to mechanics (e.g., an inappropriate word choice that does not seriously alter the meaning of the text) should not be penalized. Scoring for this skill should represent a range of tasks, rather than a single task. Keep in mind that the student is editing kindergarten-level material (preferably his or her own) rather than material that is above grade level.

W05 As dependence on teacher support decreases, scores go up for this skill. Also note that the nature of the task escalates as scores go up. A student who edits words or phrases only, even without teacher support, would only receive a 2. A score of 3 is reserved for independent editing of sentences.

W06 Give the score at the highest level at which the student consistently performs over time, even if that is a 1.

W07 Here the focus shifts from copying to independently producing words that are correctly capitalized. If a student routinely performs one higher-level task (e.g., capitalizing sentences) correctly but is inconsistent with others (e.g., proper nouns), that student's score should be 2.

W08 Consult your school or district language arts supervisor for guidance with respect to grade-appropriate words to use to make sure you score this skill accurately. [See the *General Concerns* section of this DFAM for more information.] There are two issues: attempting and succeeding. Students must successfully spell grade-level words and attempt higher-level words. Attempting higher-level words while still misspelling common grade-level words should be scored as a 2.

W09 Students move from highly structured spelling situations to independent discovery of correct spellings of words, moving from teacher support to their own use of classroom resources such as word walls, word banks, picture dictionaries, or other resources.

Guidelines for Completing the Listening Inventory for Kindergarten Students

The Kindergarten Listening Inventory contains seven rows describing various listening behaviors. These behaviors represent varying degrees of mastery of content standards for listening, which are included in Appendix B. Each behavior is scored on a 0–3 scale. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 (see the **Quick Start Guide** in this DFAM for instructions on recording students' scores).

On the Kindergarten Listening Inventory, the rows are numbered L01–L07. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the Listening Inventory, study the seven rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Listening Inventory

L01 To move from a score of 0 to 3, the student needs to follow more and more detailed instructions. A one-step instruction might be something like "close the door," while a three-step instruction might include, "Go to the door, get the note from the assistant, and bring it to me."

L02 The examples in L02 range from simple to more abstract. The focus is the student's response, which can be verbal or nonverbal. A score of 3 for a nonverbal response to a complex, abstract question or command is quite appropriate. Nonverbal responses may include pointing (such as to an appropriate picture), acting out a portion of a conversation (e.g., pretending to give a book to someone after hearing a conversation in which this action was mentioned), or demonstrating an emotion that was described in a conversation.

L03 While L02 focuses on familiar topics, L03 may require the student to respond to new or unfamiliar topics as well as familiar ones. Again, the response may be nonverbal (see L02 above), as long as it is appropriate to the situation. For example, a student might tell you what someone meant (paraphrase or summarize) or respond to a question from you, such as, "Did Henry mean for you to help him or leave him alone?"

L04 As with L03, the focus can be new or unfamiliar, as well as familiar, content. The student needs to attend to details and respond to them in an appropriate verbal or nonverbal way. For example, if you tell the student to bring four different toys from a shelf, the student can retain the directions and return to you with all four toys. That would be a 3. The student may or may not discuss the details of the situation.

L05 In L05, the focus has shifted to school social conversation; i.e., interacting with adults and other students in the school. For a top score, the student should participate in conversations, listen to what others are saying and respond either verbally or nonverbally to what is said. Appropriate responses involve behaviors that are not rote or generic. For example, smiling when someone says something complimentary does not necessarily indicate understanding.

L06 In L06, the focus shifts from social to academic and requires the student to respond to classroom instruction in a content area. At score point 1, “frequent repetition” refers to repetition over time, not at a single point in time. If you have covered the material on two or more occasions in the recent past and the student is unable to respond correctly today, a score of 1 is indicated. Repeating the question and incorrect answer over and over is not good assessment or good instruction. Rephrasing, on the other hand, may be appropriate if not taken to extremes. After one or two rephrasings without success, it may be time to assign a score of 1 (or even 0) and move on. A score of 3 indicates that the student understands the lesson, though thoughtful questions about portions of the lesson that the student does not understand would also be scored as 3s.

L07 This is the most complex skill students are asked to demonstrate, as it requires drawing conclusions or generalizations. While most responses scored as 3s would be verbal, the student might also draw a picture or create a craft product that demonstrates understanding of a complex story.

Guidelines for Completing the Speaking Inventory for Kindergarten Students

The Kindergarten Speaking Inventory contains eight rows describing various speaking behaviors. Each behavior is scored on a 0–3 scale. These behaviors represent varying degrees of mastery of content standards for speaking, which are included in Appendix B. Descriptions of scale points 1–3 are given in the cells for each row. If the student performs below the level of scale point 1, you should enter a 0 (see the **Quick Start Guide** in this DFAM for instructions on recording students' scores).

On the Kindergarten Speaking Inventory, the rows are numbered S01–S08. In general, a score of 0 indicates that the student has not yet begun to acquire this skill or behavior. A score of 1 represents minimal demonstration of the behavior set, evident either in a very limited range of behaviors or a wider range of behaviors at a very low level. A score of 2 represents considerable progress in the behavior set but not mastery of it. A student may have actually mastered some of the behaviors listed in the set but demonstrate considerably less progress on others at the score level of 2. A score of 3 indicates mastery or near mastery of all or nearly all of the behaviors listed in the set.

To complete the Speaking Inventory, study the rows to make sure you have a thorough understanding of the types of student behaviors you want to observe. Make your observations over a period of one to two weeks, making sure you observe the student in a variety of settings, interacting not only with you and other adults but with other students as well. It should be possible to observe two or more students at once, particularly if you are collecting information about student interactions with other students.

Tips for Completing the Speaking Inventory

S01 The student asks a question in both social and academic settings. Scores increase as the student demonstrates mastery of content (2) and grammar (3). Meaningful but grammatically incorrect questions score only a 2.

S02 The emerging English-language speaker uses common greetings and other common utterances. Moving from 1 to 3, the student continues to use rote expressions but in a wider variety of settings and approaching native use.

S03 The student responds to questions but at a higher level than observed in S01 or S02. By score point 3, the student is responding in complete English sentences that are grammatically correct.

S04 This skill focuses on basic vocabulary in a variety of settings. Scores increase as the student uses the skill with greater precision in a wider variety of settings. A score of 3 is reserved for consistent demonstration of this skill in both social and academic settings.

S05 This skill requires the student to answer “how to” questions and to give simple directions. Scores increase with fluency: one word — one point; phrases or simple sentence responses — two points; and complete, cohesive sentences — three points.

S06 Here we expect the student to elaborate and provide examples, providing evidence of processing information and producing a unique communication. The example provided under score point 1 applies to score points 2 and 3. As in many other rows, scores increase as the student moves from single words (1) to phrases (2) to complete sentences in English (3).

S07 This is a very sophisticated skill (implied meaning). The student who demonstrates mastery of it will be able to convey original thoughts, as well as the processed thoughts of others, in clear English sentences which should have some degree of complexity (e.g., “I thought the boy was bad because he cut down the tree.”).

S08 This is the most sophisticated skill we ask kindergartners to demonstrate: justify, organize, agree, and disagree. Keep in mind that this skill is to be demonstrated at the level of kindergartners and first and second graders. We do not expect a closing argument before a jury for a score of 3. However, even children this age can organize thoughts and provide examples to support a point of view and must do so to receive a score of 3. Scoring progresses from single English words (1) to English phrases (2) to complete, cohesive English sentences (3).

Kindergarten Administration Section: Inventory Tables

Kindergarten Reading Inventory Tables

R01	*1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student demonstrates understanding of letter-sound correlation for a FEW consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. Consonants (10–14)	Student demonstrates understanding of letter-sound correlation for SOME vowels and consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. Consonants (15–20) Short vowels (3)	Student demonstrates understanding of letter-sound correlation for nearly ALL vowels and consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. Consonants (21+) Short vowels (5)	Record the students' scores on their Student Score Sheets.

R02	*1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Using visuals and with teacher prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying (verbally or nonverbally): Upper/Lower-case letters (at least 13)	Using visuals and with teacher prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying verbally: Upper/Lower-case letters (at least 20)	Using visuals and with teacher prompting, student demonstrates letter recognition in written and spoken context by recognizing and identifying verbally: Upper/Lower-case letters (at least 26)	Record the students' scores on their Student Score Sheets.

R03	*1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Using visuals and with teacher prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context. • initial sounds	Using visuals and with teacher prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context. • initial sounds • ending sounds	Using visuals and with teacher prompting, student demonstrates phonemic awareness by recognizing and identifying sounds, combinations of sounds, and meaningful differences between sounds in written and spoken context. • initial sounds • ending sounds • medial sounds	Record the students' scores on their Student Score Sheets.

R04	*1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Using visuals and with teacher prompting, student identifies new words in a written context by using THREE roots or spelling patterns: Examples: • at – bat, cat, hat • in – pin, tin, win • op – mop, top, hop	Using visuals and with teacher prompting, student identifies new words in a written context by using FOUR roots or spelling patterns: Examples: • at – bat, cat, hat • in – pin, tin, win • op – mop, top, hop • un – bun, fun, run	Using visuals and with teacher prompting, student identifies new words in a written context by using FIVE roots or spelling patterns: Examples: • at – bat, cat, hat • in – pin, tin, win • op – mop, top, hop • un – bun, fun, run • et – get, jet, wet	Record the students' scores on their Student Score Sheets.

R05	*1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Using visuals and with teacher prompting, student identifies a limited number of high-frequency words. Examples: ball, boy, girl, jet, car	Using visuals and with teacher prompting, student is able to identify many but not all high-frequency words.	Using visuals and with teacher prompting, student is able to consistently identify a wide range of high-frequency words.	Record the students' scores on their Student Score Sheets.

R06	*2.2 Demonstrate understanding of directionality of print.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With teacher prompting, student shows an initial awareness of print as a form of meaningful communication by consistently demonstrating the following skills: • Holds book correctly • Turns pages sequentially	With teacher prompting, student shows an increased awareness of print as a form of meaningful communication, but is NOT consistent in demonstrating all of the following skills: • Holds book correctly • Turns pages sequentially • Follows print from top to bottom • Follows print from left to right	With teacher prompting, student shows an awareness of print as a form of meaningful communication by CONSISTENTLY demonstrating all of the following skills: • Holds book correctly • Turns pages sequentially • Follows print from top to bottom • Follows print from left to right	Record the students' scores on their Student Score Sheets.

R07	*2.4 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With visuals and teacher prompting, student demonstrates ability to use at least ONE pre-reading and reading strategy to read written text. Examples: • Group discussion – purpose for reading • Drawing pictures • Picture dictionary • Graphic organizers • Picture clues to predict a story • Title of text to predict	With visuals and teacher prompting, student demonstrates ability to use at least TWO pre-reading and reading strategies to read written text. Examples: • Group discussion – purpose for reading • Drawing pictures • Picture dictionary • Graphic organizers • Picture clues to predict a story • Title of text to predict	With visuals and teacher prompting, student demonstrates ability to use at least THREE or more pre-reading and reading strategies to read written text. Examples: • Group discussion – purpose for reading • Drawing pictures • Picture dictionary • Graphic organizers • Picture clues to predict a story • Title of text to predict	Record the students' scores on their Student Score Sheets.

R08	*3.2 Identify words that name persons, places, or things, and words that name actions.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Using pictures and teacher prompting, student is able to identify the verbs (action words) and nouns (words that name persons, places, or things), but is not always consistent in classification.	Using pictures and teacher prompting, student is able to identify the verbs (action words) and nouns (words that name persons, places, or things) with increasing consistency.	Using pictures and teacher prompting, student is able to identify the verbs (action words) and nouns (words that name persons, places, or things) with a high degree of consistency.	Record the students' scores on their Student Score Sheets.

R09	*3.4 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With visual support and teacher prompting, student identifies and uses the following in an isolated (word-level) context with low accuracy and consistency: • synonyms • antonyms	With or without teacher prompting, student identifies and uses the following in an isolated (word-level) context with a low to developing degree of accuracy and consistency: • synonyms • antonyms	Without teacher prompting, student identifies and uses the following in an isolated (word-level) context with a high degree of accuracy and consistency: • synonyms • antonyms	Record the students' scores on their Student Score Sheets.

R10	*4.1 Read and follow 1–4-step directions to complete a simple task.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student follows or explains 1-step directions, depicted graphically, to complete a simple task.	Student follows or explains 2-step directions, depicted graphically, to complete a simple task.	Student follows or explains 3-step directions, depicted graphically, to complete a simple task.	Record the students' scores on their Student Score Sheets.

R11	*5.3 Identify story elements such as characters, setting, and sequence of events.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With a read-aloud, student identifies at least ONE story element from a simple text using one word or a series of single words. • Characters – teacher asks "who" is in the story? • Setting • Sequence of events • Plot • Theme • Speaker • Problems/solutions	With a read-aloud, student identifies at least TWO story elements from a simple text using one word or a series of single words. • Characters – teacher asks "who" is in the story? • Setting • Sequence of events • Plot • Theme • Speaker • Problems/solutions	With a read-aloud, student identifies THREE story elements from a simple text using one word or a series of single words. • Characters – teacher asks "who" is in the story? • Setting • Sequence of events • Plot • Theme • Speaker • Problems/solutions	Record the students' scores on their Student Score Sheets.

R12	*5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge).*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With teacher prompting, student uses various strategies to construct meaning of short narrative passages (words to 2–3 sentences). Examples: • Illustrations • Context clues • Prior knowledge • Retelling	With teacher prompting, student uses various strategies to construct meaning of short to medium passages (up to one paragraph). Examples: • Illustrations • Context clues • Prior knowledge • Retelling	With teacher prompting, student uses various strategies to construct meaning of grade-appropriate passages of various types. Examples: • Illustrations • Context clues • Prior knowledge • Retelling	Record the students' scores on their Student Score Sheets.

R13	*6.4 Recognize cause and effect, problem and solution, and use text for support.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	In a read-aloud with visual support and teacher prompting, student recognizes cause and effect, and problem and solution in a text consisting of simple sentences.	In a read-aloud with visual support and teacher prompting, student recognizes cause and effect, and problem and solution in a short to medium length text.	In a read-aloud with visual support and teacher prompting, student recognizes cause and effect, and problem and solution in medium length and longer texts.	Record the students' scores on their Student Score Sheets.

R14	*6.5 Identify patterns and style in text, such as rhyming and repetition.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With visual support and teacher prompting, student identifies patterns and style within text consisting of a simple sentence. Examples: • Rhyming • Repetition	With or without teacher prompting, student identifies patterns and style within text consisting of sentences or paragraphs. Examples: • Rhyming • Repetition	With or without teacher prompting, student identifies patterns and style within a variety of texts. Examples: • Rhyming • Repetition	Record the students' scores on their Student Score Sheets.

Kindergarten Writing Inventory Tables

W01	*1.1 Generate ideas before writing by using graphic organizers, discussions, and drawings.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	As a pre-writing activity, student generates ideas by drawing pictures or dictating to the teacher. (Student must generate at least one idea.)	As a pre-writing activity, student generates ideas by generating key words.	As a pre-writing activity, student generates ideas by independently listing key words or phrases.	Record the students' scores on their Student Score Sheets.

W02	*2.1 Write to convey ideas or stories using pictures, marks, letters, words, and simple sentences.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student draws a picture to convey a story.	Student draws a picture and writes or dictates one or more words in English about the picture.	Student draws a picture and writes or dictates a sentence in English about the picture.	Record the students' scores on their Student Score Sheets.

W03	*2.2 Write a variety of text types (for example: narrative, descriptive, letter, poem).*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Using a picture prompt generated by the student or provided by the teacher, student writes or dictates (as developmentally appropriate) a story in English using a series of individual words or short phrases relating to the picture.	Using a picture prompt provided by the teacher, student writes or dictates (as developmentally appropriate) a story in English using short sentences that may be unconnected by linguistic devices such as connectors, transition words, etc.	Using a picture prompt provided by the teacher, student writes or dictates (as developmentally appropriately) a story in English using sentences that are connected by linguistic devices such as connectors and transition words.	Record the students' scores on their Student Score Sheets.

W04	*3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student edits an individual word or series of words related to a visual prompt with teacher support. • words related to a visual prompt Example: use sentence strips	Student edits writing with teacher support for the basic conventions: • ending punctuation • capitalization	Student edits writing with teacher support for the basic conventions: • punctuation (ending and within the sentence) • capitalization • spelling at appropriate age/grade level	Record the students' scores on their Student Score Sheets.

W05	*3.5 Edit writing for complete sentences.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student edits writing for words or phrases with teacher support.	Student edits writing for complete sentences **with** teacher support.	Student edits writing for complete sentences **without** teacher support.	Record the students' scores on their Student Score Sheets.

W06	*4.2 Print upper- and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Using a model, student prints upper- and lower-case letters.	Student independently prints all upper- and lower-case letters without consistent correct positioning within a word and within sentences.	Student prints all upper- and lower-case letters in the correct position within a word and within a sentence.	Record the students' scores on their Student Score Sheets.

W07	*4.3 Capitalize letters appropriately in sentences and proper nouns.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student writes his or her first name with capital letters used correctly.	Student uses capital letters to begin sentences.	Student uses capital letters to begin sentences and age-appropriate proper nouns.	Record the students' scores on their Student Score Sheets.

W08	*4.4 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade-appropriate words effectively.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student makes phonetic attempts to spell grade-appropriate words yet rarely spells these grade-appropriate words correctly.	Student spells some grade-appropriate words correctly. Also, the student makes phonetic attempts to spell words at grade level.	Student consistently spells grade-appropriate words correctly and makes phonetic attempts to spell words at or above grade level.	Record the students' scores on their Student Score Sheets.

W09	*4.6 Use resources to find correct spelling (for example: dictionaries, word walls, picture dictionaries).*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With teacher support, student finds correct spelling of a few simple words.	With teacher support, student uses classroom resources to find correct spelling.	Student uses classroom resources to find correct spelling independently.	Record the students' scores on their Student Score Sheets.

Kindergarten Listening Inventory Tables

L01	*1.1 Follow simple 1–4-step directions in sequence to complete a task with and without visual support.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student follows simple 1-step directions given in English with or without visual support (pictures, gestures, modeling).	Student follows 2-step directions given in English with or without visual support.	Student follows at least 3-step directions given in English with or without visual support.	Record the students' scores on their Student Score Sheets.

L02	*1.2 Respond to questions in a verbal and nonverbal manner.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student responds to simple questions asked in English with a non-verbal (gestures or written responses) or verbal response in English. Example: • yes/no questions • either/or questions	Student responds to concrete questions asked in English with a non-verbal (gestures or written responses) or verbal response in English. Example: • concrete questions (who, what, when, where)	Student responds to abstract questions asked in English with a non-verbal (gestures or written responses) or verbal response in English. Example: • abstract questions (how and why)	Record the students' scores on their Student Score Sheets.

L03	*2.1 Identify main points from spoken language (with and without visual support).*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the main point of a short conversation or simple text (or other media) presented in English on a FAMILIAR topic.	With or without visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation (or other media) presented in English on a FAMILIAR topic.	With or without visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation (or other media) presented in English on an UNFAMILIAR topic.	Record the students' scores on their Student Score Sheets.

L04	*2.2 Identify details from spoken language (with and without visual support).*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	With visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the details of a short conversation or text (or other media) presented in English on a FAMILIAR topic. Media examples: film, play, television, etc.	With or without visual support, a student responds non-verbally (gestures or written responses) or verbally in English to identify the details of a longer conversation or short text (or other media) on a FAMILIAR topic. Media examples: film, play, television, etc.	Student responds non-verbally (gestures or written responses) or verbally in English to identify the details of a longer conversation or more complex text (or other media) presented in English on an UNFAMILIAR topic. Media examples: film, play, television, etc.	Record the students' scores on their Student Score Sheets.

L05	*3.1 Understand common expressions and vocabulary related to school social interaction. (For example: school social interaction)*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student has difficulty responding verbally or non-verbally to school social conversation. Relies on gestures, facial expression, and frequent repetition and rephrasing from the speaker.	Student responds appropriately in English verbally or non-verbally to school social conversation spoken with limited repetition and rephrasing from the speaker.	Student responds appropriately in English verbally or non-verbally to school social conversations in a variety of settings.	Record the students' scores on their Student Score Sheets.

L06	*3.2 Understand content specific vocabulary and discourse features of the content area. (For example: add, subtract, character)*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student has difficulty responding appropriately in English verbally or non-verbally to academic content presented in English even with frequent repetition, rephrasing, and visual support from the speaker.	Student responds appropriately in English verbally or non-verbally to academic content presented in English and when provided with limited repetition, rephrasing, and visual support from the speaker.	Student responds appropriately in English verbally or non-verbally to academic content presented in English.	Record the students' scores on their Student Score Sheets.

L07	*4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	After listening to a simple direction presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions. Example: • sorting pictures into groups indicating generalization • drawing pictures to indicate a prediction or draw a conclusion	After listening to a simple short story or conversation presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.	After listening to a complex long story or conversation presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.	Record the students' scores on their Student Score Sheets.

Kindergarten Speaking Inventory Tables

S01	*1.2 Ask a simple question.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student asks questions (social and/or academic) in English with one word or simple phrase. Examples: • Lunch? • How you?	Student asks questions (social and academic) in English that may be grammatically incorrect but convey meaning. Examples: • We play outside? • Teacher gived work, no?	Student asks questions (social and academic) in English approximating native English language. Examples: • Would you like to eat lunch with me? • What are we doing?	Record the students' scores on their Student Score Sheets.

S02	*1.3 Use formulaic language (language chunks).*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student uses common social greetings in English and other common utterances. Example: • Social greetings • Isolated slang • Stock responses • Routine questions	In conversation/ class discussion, student routinely uses short speech patterns/ simple repetitive phrases in English. Student may not use formulaic language correctly in new situations.	In conversation/ class discussion, student uses formulaic sentences appropriately.	Record the students' scores on their Student Score Sheets.

S03	*2.1 (Ask pertinent questions) respond to questions with basic facts.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student responds in a developmentally appropriate manner to questions with one–two word utterances in English. Even with additional teacher prompting, student does not provide additional details. Examples: Q: What do you like to eat for lunch? A: Rice. Q: What do you like to do on the playground? A: Swing. Q: What do you like to do with your family? A: Sing.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. When prompted, student provides additional details, which may be one–two word utterances. Examples: Q: What do you like to eat for lunch? A: Beans. Apple-sauce. Q: What do you like to do on the playground? A: Swing. Slide. Q: What do you like to do with your family? A: Eat. Dance.	Student responds in a developmentally appropriate manner to questions with phrases or simple sentences in English. Student provides additional details without teacher prompting. Examples: Q: What do you like to eat on your hot dog? A: I like ketchup, relish and mustard. Q: Why do you like to go on the slide? A: Sliding fast is fun.	Record the students' scores on their Student Score Sheets.

S04	*2.4 Student begins to use basic English vocabulary with prompting by the teacher.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student begins to use basic English vocabulary with prompting by the teacher. Example: people, places, actions, objects	Student uses basic English vocabulary in social settings with prompting by the teacher. Example: people, places, actions, objects	Student is able to use basic English vocabulary in social AND academic conversations with prompting by the teacher. Example: people, places, actions, objects, numbers, days of the week	Record the students' scores on their Student Score Sheets.

S05	*2.6 Give directions and/or instructions.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student gives one–two word directions and/or instructions in English. Example: • Stop • Go ahead • Wait	Student gives simple directions and/or instructions in English using phrases and simple sentences with few details. Example: • Stand up. • Go to the door.	Student gives directions and/or instructions in English using complete cohesive sentences with elaboration. Example: • Stand up. • Go to the door. • Open the door.	Record the students' scores on their Student Score Sheets.

S06	*3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student begins to clarify his or her ideas in responding to questions using one or two word utterances in English. Example: • Why did you like the story? • How did you get to school?	Student clarifies his or her ideas in responding to questions using phrases and simple sentences in English.	Student can clarify his or her ideas in responding to questions with complete, cohesive sentences using elaboration and examples in English.	Record the students' scores on their Student Score Sheets.

S07	*3.3 Use logically connected language and discuss implied meanings.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student begins to convey thoughts on implied meanings of written or spoken language such as stories or conversations using one–two word responses in English.	Student begins to convey thoughts on implied meanings of written or spoken language such as stories or conversations using short phrases and simple sentences in English.	Student conveys thoughts on implied meanings of written or spoken language such as stories or conversations using complex sentences in English.	Record the students' scores on their Student Score Sheets.

S08	*4.3 Use language to justify, organize, agree and disagree.*			
Score Point 0	**Score Point 1**	**Score Point 2**	**Score Point 3**	**Score (0–3)**
Does not meet Score Point 1.	Student begins to justify, organize, agree, or disagree with questions using one–two word utterances in English.	Student begins to justify, organize, agree, or disagree to questions using short phrases and simple sentences in English.	Student justifies, organizes, agrees, or disagrees to questions using complete, cohesive sentences with examples in English.	Record the students' scores on their Student Score Sheets.

Kindergarten Administration Section: Preliminary Score Sheets

OTELA—Preliminary Score Sheet
Duplicate As Needed

Remember: Bubble the final scores on the Orange Kindergarten Student Score Sheet

Student Name:_____
Grade: Kindergarten
Month/Year:_____

OTELA Kindergarten Preliminary Score Sheet for Reading

Reading Inventory Row Number	Inventory Objective Item Descriptor	Inventory Item Score (0, 1, 2, or 3)	Comments
R01	1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.		
R02	1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.		
R03	1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.		
R04	1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions.		
R05	1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax, and common spelling patterns to recognize new words. Recognize compound words and contractions.		
R06	2.2 Demonstrate understanding of directionality of print.		
R07	2.4 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.		
R08	3.2 Identify words that name persons, places, or things, and words that name actions.		
R09	3.4 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.		

R10	4.1 Read and follow 1–4-step directions to complete a simple task.		
R11	5.3 Identify story elements such as characters, setting, and sequence of events.		
R12	5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge).		
R13	6.4 Recognize cause and effect, problem and solution, and use text for support		
R14	6.5 Identify patterns and style in text, such as rhyming and repetition.		
Total Score for Reading (Sum of Rows R01–R14)			

OTELA—Preliminary Score Sheet
Duplicate As Needed

Remember: Bubble the final scores on the Orange Kindergarten Student Score Sheet

Student Name:_____
Grade: Kindergarten
Month/Year:_____

OTELA Kindergarten Preliminary Score Sheet for Writing

Writing Inventory Row Number	Inventory Objective Item Descriptor	Inventory Item Score (0, 1, 2, or 3)	Comments
W01	1.1 Generate ideas before writing by using graphic organizers, discussions, and drawings.		
W02	2.1 Write to convey ideas or stories using pictures, marks, letters, words, and simple sentences.		
W03	2.2 Write a variety of text types (for example: narrative, descriptive, letter, poem).		
W04	3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling.		
W05	3.5 Edit writing for complete sentences.		
W06	4.2 Print upper- and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.		
W07	4.3 Capitalize letters appropriately in sentences and proper nouns.		
W08	4.4 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade-appropriate words effectively.		
W09	4.6 Use resources to find correct spelling (for example: dictionaries, word walls, picture dictionaries).		
	Total Score for Writing (Sum of Rows W01–W09)		

OTELA—Preliminary Score Sheet
Duplicate As Needed

Remember: Bubble the final scores on the Orange Kindergarten Student Score Sheet

Student Name:_____
Grade: Kindergarten
Month/Year:_____

OTELA Kindergarten Preliminary Score Sheet for Listening

Listening Inventory Row Number	Inventory Objective Item Descriptor	Inventory Item Score (0, 1, 2, or 3)	Comments
L01	1.1 Follow simple 1-4-step directions in sequence to complete a task with and without visual support.		
L02	1.2 Respond to questions in a verbal and nonverbal manner.		
L03	2.1 Identify main points from spoken language (with and without visual support).		
L04	2.2 Identify details from spoken language (with and without visual support).		
L05	3.1 Understand common expressions and vocabulary related to school social interaction. (For example: school social interaction).		
L06	3.2 Understand content specific vocabulary and discourse features of the content area. (For example: add, subtract, character)		
L07	4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.		
	Total Score for Listening (Sum of Rows L01–L07)		

OTELA—Preliminary Score Sheet
Duplicate As Needed

Remember: Bubble the final scores on the
Orange Kindergarten Student Score Sheet

Student Name:_____
Grade: Kindergarten
Month/Year:_____

OTELA Kindergarten Preliminary Score Sheet for Speaking

Speaking Inventory Row Number	Inventory Objective Item Descriptor	Inventory Item Score (0, 1, 2, or 3)	Comments
S01	1.2 Ask a simple question.		
S02	1.3 Use formulaic language (language chunks).		
S03	2.1 (Ask pertinent questions) respond to questions with basic facts.		
S04	2.4 Student begins to use basic English vocabulary with prompting by the teacher.		
S05	2.6 Give directions and/or instructions.		
S06	3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.		
S07	3.3 Use logically connected language and discuss implied meanings.		
S08	4.3 Use language to justify, organize, agree and disagree.		
	Total Score for Speaking (Sum of Rows S01–S08)		

Appendix A:
Performance Level Descriptors

READING

Entry into 5 (Fully English Proficient (FEP))
Students at this level participate in reading activities with little teacher support at a level comparable to their English-speaking peers. They read for different purposes across a variety of text types. They have an increasing range of receptive nonacademic and academic vocabulary that allows them to read with greater fluency. They understand multiple word meanings. They have greater comprehension as a result of their increasing control of the structures of English. They can make connections between what they read and other experiences and tasks.

Entry into 4 (Advanced)
Students at this level can read familiar text with little teacher or visual support. However, they still need those supports when reading to comprehend unfamiliar text. They can apply their phonemic awareness skills to read more complicated text. They have oral fluency and use self-monitoring and self-correction strategies when necessary. They use pre, during, and post reading strategies but still need teacher prompting to use these skills. They can identify all story elements and can recognize cause and effect relationships in the texts they read. They make connections between the texts they read and themselves, the world and other texts. They comprehend text in read aloud and can participate in the majority of read-aloud activities. They are beginning to read across text types and apply what they read to other activities.

Entry into 3 (Intermediate)
Students at this level are developing phonemic awareness skills that allow them to read single words and simple text with comprehension. Reading is aided by visual and teacher supports. At this stage oral reading is hesitant and difficult to understand due to a lack of oral language proficiency. These students have a small repertoire of high-frequency words. They are beginning to use simple reading strategies and to make self, world and other text connections to the text they are reading. They comprehend simple sentence structure and sentences with simple compounding. They recognize that words serve different functions, have multiple meanings, and have both synonyms and antonyms. In read aloud, with teacher support, they can identify some story elements and retell the majority of the story.

Entry into 2 (Beginning)
Students at this level begin to identify the names of both upper- and lower-case letters of the alphabet. They use juncture to identify where words begin and end. They begin to recognize that words serve different functions (e.g., nouns, verbs). They can follow multi-step directions depicted graphically. During read aloud they get meaning primarily from pictures and the teacher’s tone of voice and gestures.

0–1 (Pre-functional)
Students at this level demonstrate an understanding of concepts of print (e.g., front-to-back, top-to-bottom, left-to-right) and begin to track print. They can distinguish letters from other symbolic representations. They can follow one-step directions depicted graphically. They can imitate the act of reading (e.g., holding a book and turning pages); however, they get meaning only through pictures.

WRITING

Entry into 5 (FEP)
Students at this level participate in writing activities with no teacher support. They write across all text types. They edit for sentence-level structure, spelling, and mechanics and revise for content, organization and vocabulary. They can use complex sentence structures, with some errors, and can edit for syntax and grammar. They have a range of nonacademic and academic vocabulary that allows for precision, and they begin to use nuanced and alternative word meanings. They employ subtleties for different audiences and purposes. They can use appropriate writing conventions with some errors that do not affect comprehensibility.

Entry into 4 (Advanced)
Students at this level participate in writing activities with minimal teacher support. They are able to restructure in writing the language they know to meet the creative demands of most social and academic situations. They can write mostly coherent, unified and appropriately sequenced sentences. They use devices to connect ideas logically. They use a range of grammatical structures and can switch appropriately from one tense to another as required by the time frame of their text. They make some errors in modality, tense, agreement, pronoun use, and inflections. Students have a strong Basic Interpersonal Communication Skills (BICS) vocabulary and a functional academic vocabulary that allow them to participate meaningfully in content classes. They write using all text types, at a developmentally appropriate level. They edit for sentence-level structure, spelling and mechanics and revise for content, organization and vocabulary.

Entry into 3 (Intermediate)
Students at this level participate in writing activities with some teacher support. They can write simple and compound sentences and are beginning to write with phrases. They use simple tenses, numbers and agreement with random errors. They use transition words to link sentences and order these in a developmentally appropriate manner. They begin to edit for sentence-level structure, spelling and mechanics and revise for content, organization and vocabulary, usually with the support of the teacher. They have a good range of BICS vocabulary and are beginning to use more academic content-specific words. They write mostly descriptive, expository, procedural, and narrative text. Their writing is less dependent on visual supports, shared experiences and scaffolding.

Entry into 2 (Beginning)
Students at this level participate in writing activities by drawing pictures or dictating words. They are able to write connected words and short telegraphic sentences. They are able to revise or edit their writing with teacher support. Their writing is marked by the lack of tense, number and agreement. They may use some simple transitional markers—usually “and”—to link ideas.

Their vocabulary reflects what they can say orally. They make frequent errors in mechanics such as punctuation and capitalization. They write mostly descriptive, expository and procedural text. Their writing is most effective when supported by a visual, a shared experience or scaffolding.

0–1 (Pre-functional)
Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g., scribbling); however, their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

LISTENING

Entry into 5 (FEP)
Students at this level understand most grade-level appropriate content-area and school/social speech. They understand the main ideas and relevant details of extended discussions or oral presentations on a range of familiar and unfamiliar topics comparable to a native English speaker at the same grade level. They are capable of making interpretations of what they hear. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating to both content areas and school/social environments.

Entry into 4 (Advanced)
Students at this level understand conversations in most school/social settings. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They are able to comprehend conversations and orally delivered texts involving description and narration in different time frames or conditions. They understand most of the basic language forms of spoken English including timeless conditionals and sentences using clauses and phrases. They are able to understand cohesive devices to follow the sequence in an oral presentation or text. They comprehend most grade-level vocabulary and idioms, especially school/social environments, and are beginning to develop a wide range of academic vocabulary related to content areas, with limited supports such as visuals and rephrasing. They understand multiple meanings of words and can use context clues to understand messages.

Entry into 3 (Intermediate)
Students at this level understand sentence-length statements and questions that include recombinations of learned language structures and on a variety of social and academic topics. They understand simple and compound sentences. They understand time through the use of simple tenses that may not be supported by adverbials of time. They are able to understand multi-step directions. They also understand the difference between statements and questions by intonation, word order and interrogative words. They understand and are able to identify main ideas and some details from conversations and simple/age-appropriate, orally delivered text, usually with visual supports in familiar communicative situations and in academic content areas. They begin to interpret meaning from conversations and orally delivered text, making predictions and drawing conclusions. They understand some idioms, mostly related to

school/social environments, and have key vocabulary from content areas. They are aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Entry into 2 (Beginning)
Students at this level understand simple, short statements and questions on a well-known topic within a familiar context. Tense is understood through the use of adverbials or situation rather than inflectional endings. They are able to follow simple multi-step directions. They identify the main idea and some details of short conversations or simple orally delivered text on a familiar topic. They understand basic grammatical structures and vocabulary in the school and social environment. Students at this level still need frequent repetition and rephrasing. They understand what they have heard but not variations or recombinations of what they have heard.

0–1 (Pre-functional)
Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high frequency social conventions, and simple (single word or short phrase) directions, commands and questions. They rely on non-verbal cues such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language. They need strong situational support to understand most oral language.

SPEAKING

Entry into 5 (FEP)
Students who are ready to enter Level 5, Fully English Proficient, can supply coherent, unified and appropriately sequenced responses to an interlocutor. They use a variety of devices to connect ideas logically. They understand and can use a range of complex and simple grammatical structures, as appropriate for topic and type of discourse. Their grammar and vocabulary is comparable to that of a minimally proficient native English speaker—grammar errors very seldom impede communication and their range of school-social and academic vocabulary allows a precision of speech comparable to a native English speaker. They can effectively engage in non-interactive speech. They can use language effectively to connect, tell, expand, and reason. They show flexibility, creativity and spontaneity in speech in a variety of contexts.

Entry into 4 (Advanced)
Students entering proficiency Level 4, the Advanced level, are able to restructure the language they know to meet the creative demands of most social and academic situations. They can supply mostly coherent, unified and appropriately sequenced responses to an interlocutor. They use some devices to connect ideas logically, and they use a range of grammatical structures. They make some errors in modality, tense, agreement, pronoun use, and inflections. Students have sufficient vocabulary to communicate in non-academic situations and most academic ones. They can engage in extended discussions. They can often use language to connect, tell and expand on a topic; and they can begin to use it to reason. They are fluent but may still hesitate in spontaneous communicative situations.

Entry into 3 (Intermediate)
Students entering proficiency level 3, the Intermediate level, are no longer wholly dependent on practiced, memorized or formulaic language. They restructure learned language to communicate on a range of subjects. Their speech is still marked by errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication in simple sentences but do interfere in complex constructions. Intermediate level students are limited in vocabulary, especially academic vocabulary. They can retell, describe, narrate, question, and give instructions, although they lack fluidity and fluency when not using practiced or formulaic language. They often use language to connect, tell and sometimes expand on a known topic.

Entry into 2 (Beginning)
Students who are just entering proficiency level 2, the Beginning level, predominantly use formulaic patterns and memorized phrases. When they deviate from formulaic language, their speech imitates telegraphic language due to the omission of some meaningful linguistic components. Their language is also marked by the lack of tense, number, and agreement. They may use some very simple transitional markers, usually “and” to link ideas. They rely on schemata in L1. Their school-social vocabulary is limited to key words and they have little or no academic vocabulary. They respond to questions usually with one- or two-word answers. They can connect and tell on a known topic.

0–1 (Pre-functional)
Students at this level may say or repeat common phrases, words and formulaic language. They may be able to provide some basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation.

Appendix B: English Language Proficiency Content Standards Represented in the Inventories

Table B-1
Correspondence Between Reading Inventory Rows and English Language Proficiency Content Standards for Reading

K	1–2	English Language Proficiency Content Standard for Reading
R03	R02	1.1. Phonemic awareness: Recognize sounds, combinations of sounds and meaningful differences between sounds in context.
R01 R02	R01	1.2. Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.
R04 R05	R03 R04	1.3. Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.
	R05	1.4. Fluency: Read text fluidly and with appropriate intonation.
R06		2.1 Demonstrate initial print awareness (e.g., print conveys meaning, spacing between words, letters are combined to produce words and words form sentences). 2.2 Demonstrate understanding of directionality of print across content areas.
	R06	2.3. Identify parts of books such as front and back of book, title, author, illustrator, table of contents, and glossary.
R07	R07	2.4. Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.
		3.1. Use environmental print to derive meaning.
R08		3.2. Identify words that name persons, places, or things and words that name actions.
	R08	3.3. Use prior knowledge, context, sentence structure, multiple meanings, and illustrations to read unfamiliar words.
R09	R09	3.4. Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.
		3.5. Use resources (e.g., dictionaries, picture dictionaries, glossaries) to derive meaning of unknown words.
R10	R10	4.1. Read and follow 1 – 4-step directions to complete a simple task.

		5.1. Identify main points from written language (with and without visual support).
		5.2. Identify details from written language (with and without visual support).
R11	R11	5.3. Identify story elements such as characters, setting, and sequence of events.
R12	R12	5.4. Demonstrate use of various strategies to construct meaning (e.g., context, illustrations, prior knowledge).
		6.3. Demonstrate comprehension of written language by drawing conclusions, making generalizations, making predictions, etc.
R13	R13 R14	6.4. Recognize cause and effect, problem, and solution and distinguish fact from opinion in text and use text for support.
R14		6.5. Identify patterns and style in text, such as rhyming and repetition.
		6.6. Identify purpose and type of text (e.g., narrative, informational, poems).

Table B-2
Correspondence Between Listening Inventory Rows and
English Language Proficiency Content Standards for Listening

K	1–2	English Language Proficiency Content Standard for Listening
L01	L01	1.1. Follow simple 1 – 4-step directions in sequence to complete a task with and without visual support.
L02	L02	1.2. Respond to questions in a verbal and nonverbal manner. 1.3. Understand basic structure of spoken language.
L03	L03	2.1. Identify main points from spoken language (with and without visual support).
L04	L04	2.2. Identify details from spoken language (with and without visual support). 2.3. Demonstrate use of various strategies to construct meaning (e.g., context, nonverbal clues, prior knowledge).
L05	L05	3.1. Understand common expressions and vocabulary related to school social Interaction (e.g., school social interaction).
L06	L06	3.2. Understand content specific vocabulary and discourse features of the content area (e.g., add, subtract, character).
		4.1. Demonstrate understanding of figurative language in context.
L07	L07	4.2. Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.

Table B-3
Correspondence Between Writing Inventory Rows and
English Language Proficiency Content Standards for Writing

K	1–2	English Language Proficiency Content Standard for Writing
W01	W01	1.1. Generate ideas before writing on assigned tasks.
		1.2. Organize ideas for writing by using prewriting techniques such as drawing and listing key thoughts.
W02	W02	2.1 Write to convey ideas or stories using pictures, marks, letters, words, and simple sentences.
W03	W03	2.2. Write a variety of text types (e.g., narrative, descriptive, persuasive, expository, procedural).
		2.3. Demonstrate appropriate use of morphology and syntax.
	W04	3.1. Revise drafts according to a model or rubric. 3.2. Add on to drafts with teacher support. 3.3. Revise drafts to achieve organization and sense of audience and to improve word choices, comprehensibility, and legibility.
W04		3.4. Edit writing for basic conventions such as punctuation, capitalization, and spelling.
W05	W05	3.5. Edit writing for complete sentences.
		4.1. Copy letters and/or words from a model.
W06	W06	4.2. Print upper- and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.
W07	W07	4.3. Capitalize letters appropriately in sentences and proper nouns.
W08	W08	4.4. Spell grade-appropriate words correctly and make phonetic attempts of beyond grade-appropriate words effectively.
		4.5. Use periods, question marks, and exclamation points correctly at the end of sentences.
W09	W09	4.6. Use resources to find correct spelling (e.g., dictionaries, word walls).

Table B-4
Correspondence Between Speaking Inventory Rows and
English Language Proficiency Content Standards for Speaking

K	1-2	English Language Proficiency Content Standard for Speaking
		1.1. Ask and give simple information.
S01	S01	1.2. Ask a simple question.
S02	S02	1.3. Use formulaic language.
S03	S03	2.1. Ask pertinent questions; respond to questions with basic facts.
	S04	2.2. Tell, summarize, and/or retell ideas and/or stories. 2.3. Describe familiar settings and events.
S04		2.4. Identify basic vocabulary (e.g., people, places, actions, objects, numbers, days of the week).
		2.5. In context, produce appropriate sounds and intonation patterns of English.
S05	S05	2.6. Give directions and/or instructions.
		3.1. Retell a spoken message with details.
S06	S06	3.2. Clarify and support spoken ideas with evidence, elaborations, and examples.
S07	S07	3.3. Use logically connected language and discuss implied meanings.
S08	S08	4.1. Choose appropriate evidence, proofs, or examples to support claims. 4.2. Express and defend a point of view using appropriate language and detail. 4.3. Use language to clarify, organize, agree, and disagree.