

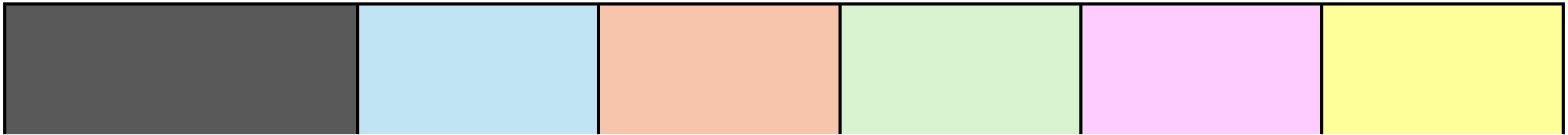
NYSESLAT

NYSESLAT	L1	L2	L3	L4	L5
<p>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p>	<p>Student does not respond or responds with words or short phrases</p>	<p>Student uses phrases and simple sentences</p>	<p>Student uses simple sentences</p>	<p>Student uses simple or expanded sentences</p>	<p>Student uses simple and/or expanded sentences and fluid language</p>
<p>Students can use grade-appropriate language</p>	<p>Response may contain errors that totally obscure meaning.</p>	<p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Response may contain errors in words and structure that partially obscure meaning.</p>	<p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Response contains few or no errors in word choice and structure that obscure meaning.</p>
<p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p>	<p>Student does not respond or responds with words or short phrases</p>				
<p>Students can use grade-appropriate language</p>	<p>Response may contain errors that totally obscure meaning</p>				

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

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Students can use grade-appropriate language to discuss a topic or text, with or without graphics.

Student does not respond or responds with words or short phrases

Student uses phrases and simple sentences

Student uses simple and/or expanded sentences

Student uses simple, expanded, and/or compound sentences



Students can use grade-appropriate language

Response may contain errors that totally obscure meaning.

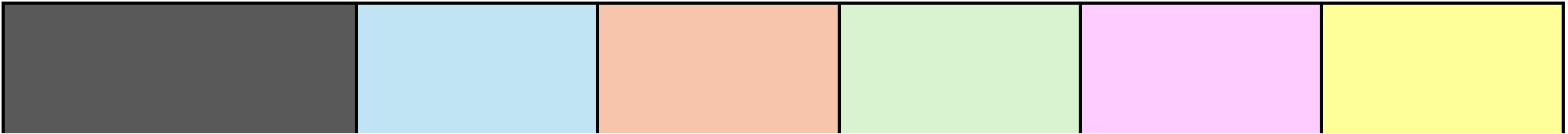
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Response may contain errors in words and structure that partly obscure meaning.

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Students can use grade-appropriate language to discuss a topic or text, with or without graphics.



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<p>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p> <p>Students can use grade-appropriate language</p>	<p>Student does not respond or responds with words or short phrases</p> <p>Response may contain errors that totally obscure meaning.</p>	<p>Student uses phrases and simple sentences</p> <p>Response may contain errors in words and structure that mostly obscure meaning.</p>	<p>Student uses simple and/or expanded sentences</p> <p>Response may contain errors in words and structure that partly obscure meaning.</p>	<p>Student uses simple, expanded, and/or complex sentences</p> <p>Response may contain some errors in words and structure that minimally obscure meaning.</p>	<p>Student uses simple, expanded, and complex sentences and fluid language</p> <p>Response contains few or no errors in word choice and structure that obscure meaning.</p>

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<p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p> <p>Students can use grade-appropriate language</p>	<p>Student does not respond</p>				