

**English Language Proficiency Assessment  
Evaluation Rubric**

**Virginia Department of Education**

**March 2003**

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English Language Proficiency Assessment Evaluation Rubric**

<b>Oral Strand (Listening/Speaking)</b>				
	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<b>Level 1</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ comprehend simple statements and questions.</li> <li>▪ understand the general idea of basic messages and conversations.</li> <li>▪ comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations.</li> <li>▪ initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 2</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ comprehend short conversations on simple topics.</li> <li>▪ understand frequently used verb tenses and word-order patterns in simple sentences.</li> <li>▪ demonstrate a detailed understanding of short conversations and messages, but only have a general understanding or longer conversations or messages.</li> <li>▪ initiate and sustain a conversation although they often speak with hesitation and rely on a known vocabulary.</li> <li>▪ typically use the more common verb tense forms (present, past, and future), but make numerous errors in tense formation and proper selection of verbs.</li> <li>▪ express some details and nuances by using appropriate modifiers.</li> </ul>				

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	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<ul style="list-style-type: none"> <li>▪ use word order accurately in simple sentences, but make errors when using complex patterns.</li> <li>▪ often have to repeat themselves to be understood.</li> <li>▪ rely on familiar structures and utterances.</li> <li>▪ use repetition, gestures, and other nonverbal cues to sustain conversation.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 3</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ understand standard speech delivered in most settings with some repetition and rewording.</li> <li>▪ understand the main ideas and relevant details of extended discussions of presentations.</li> <li>▪ draw on a wide range of language forms, vocabulary, idioms, and structures.</li> <li>▪ comprehend many subtle nuances with repetition and/or rephrasing.</li> <li>▪ begin to detect affective undertones and they understand inferences in spoken language.</li> <li>▪ communicate orally in most situations.</li> <li>▪ experience difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in-depth without prior preparation.</li> <li>▪ engage in extended conversations on a broad range of topics.</li> <li>▪ have mastered basic sentence structure and verb tenses.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				

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<b>Oral Strand (Listening/Speaking)</b>				
	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<b>Level 4</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ understand most standard speech.</li> <li>▪ understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones.</li> <li>▪ understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm.</li> <li>▪ engage in most communicative situations with minimal errors.</li> <li>▪ have a high degree of fluency and accuracy when speaking although they may make errors with some language forms that do not interfere with meaning.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				

<b>Reading Strand</b>				
	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<b>Level 1</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ understand the general message of basic reading passages that contain simple language structure and syntax.</li> </ul>				

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<b>Reading Strand</b>				
	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<ul style="list-style-type: none"> <li>▪ rely on visual cues and prior knowledge or experience with the topic.</li> <li>▪ comprehend simple language containing a high-frequency vocabulary and predictable grammatical patterns.</li> <li>▪ use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 2</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ understand basic narrative text and authentic materials.</li> <li>▪ use contextual and visual cues to derive meaning from texts what contain unfamiliar words, expressions, and structures.</li> <li>▪ comprehend passages written in basic sentence patterns.</li> <li>▪ frequently guess at the meaning of more complex materials.</li> <li>▪ make informed guesses about meaning from context.</li> <li>▪ identify the main idea and supporting details of passages.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 3</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ comprehend the context of many texts independently.</li> </ul>				

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<b>Reading Strand</b>				
	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<ul style="list-style-type: none"> <li>▪ require support in understanding texts in the academic content areas.</li> <li>▪ have a high degree of success with factual information in non-technical prose.</li> <li>▪ read many literature selections for pleasure.</li> <li>▪ separate main ideas from supporting ones.</li> <li>▪ begin to analyze passages written at a level appropriate for the general public.</li> <li>▪ use the context of a passage and prior knowledge to increase comprehension.</li> <li>▪ detect overall tone and intent of text.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 4</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ understand and obtain meaning from a wide range of texts.</li> <li>▪ use the same reading strategies as their native English-speaking peers to derive meaning from text.</li> <li>▪ approach grade-level mastery of the language structures and vocabulary necessary for understanding academic content subject area texts.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				

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<b>Writing Strand</b>				
	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<b>Level 1</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ express basic personal needs.</li> <li>▪ compose short passages on familiar topics.</li> <li>▪ use basic vocabulary and structures in simple sentences and phrases.</li> <li>▪ demonstrate frequent errors in spelling and grammar as characteristic of the age.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 2</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures.</li> <li>▪ express ideas in the present, future, and past tenses.</li> <li>▪ demonstrate frequent errors when trying to express thoughts that require more complex language structures.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 3</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ write multi-paragraph compositions, journal entries, personal and business letters, and creative passages.</li> <li>▪ can present their thoughts in an organized manner that is easily understood by the reader.</li> </ul>				

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<b>Writing Strand</b>				
	Fully Demonstrated	Adequately Demonstrated	Inadequately Demonstrated	Not Demonstrated
<ul style="list-style-type: none"> <li>▪ demonstrate good control of English word structure and of the most frequently used grammatical structures, but errors are still present.</li> <li>▪ express complex ideas and use a wide range of vocabulary, idioms, and structures including the full range of verb tenses.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				
<b>Level 4</b>				
1. Demonstrates that students at this proficiency level can: <ul style="list-style-type: none"> <li>▪ use language structures and content vocabulary required from each academic subject, although they may make errors.</li> <li>▪ Begin to use subtleties of written language and can write for different audiences and purposes.</li> </ul>				
2. Is appropriate for students in grades K-12.				
3. Shows progress within the level.				