

Ohio Test Of English Language Acquisition (OTELA)

Guide to Understanding Test Score Results

Spring 2008



LISTENING



SPEAKING



WRITING



READING

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)

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2008 Guide to Understanding Scores on the Ohio Test of English Language Acquisition (OTELA) Grades K-12

Introduction

In the spring of 2008, your students took the Ohio Test of English Language Acquisition (OTELA). This guide presents information about score reports that provide information at the student, school, and district level. All four reports provide information about performance in four areas: Reading, Writing, Listening, and Speaking, the four tests students took in the spring of 2008. In addition, the reports include Comprehension scores (based on Reading and Listening), Production scores (based on Writing and Speaking) and Composite scores (based on all four tests). Scale scores for Comprehension, Production and Composite are the mean scale scores of the tests that make them up. For example, the Comprehension scale score is the mean of the student's Reading and Listening scale scores; the Production scale score is the mean of the student's Writing and Speaking scale scores.

Proficiency levels for the four tests are based on standards recommended by groups of ELL teachers from around the country as part of the national project that developed the items and test scales used on the OTELA. Standards were set for five "grade clusters" of students (grades K, 1-2, 3-5, 6-8, and 9-12). In grades 3-12, there is no further differentiation of proficiency levels within a grade cluster. For example, the same standard that applies to a third grader applies to a fifth grader because they are both in the grade 3-5 cluster.

The group of ELL teachers that established the test scale also established rules for determining the proficiency levels for Comprehension, Production and Composite. These "rules" for deriving Comprehension and Production Levels and Composite proficiency are explained on pages 15-17 of this report. A variety of other information about the test score information, and the tests themselves, is also provided in this guide.

Brief Description of Test Score Reports

Individual Student Report

The Individual Student Report shows the scale score and proficiency level for the four tests and the scale score and proficiency level for Comprehension, Production and Composite.

Individual Student Score Labels

The Individual Student Score Labels shows the four test scores and the proficiency level for Composite. These scores are printed on an adhesive label which may be convenient for student record folders.

Student Roster Report

The Student Roster Report summarizes the performances of all students in a class or school. The scores and proficiency levels for the four tests and for Comprehension, Production and Composite of all students tested are provided. All explanations for the Individual Student Report apply to the Roster as well.

District Summary Report

The District Summary Report shows the numbers and percentages of students, and a mean (average) scale score for the four tests and for Comprehension, Production and Composite. The report also provides a measure of variability (standard deviation) as well as the lowest and highest scores for the four tests and for Comprehension, Production and Composite, to give a sense of range of student performance.

District Demographic Report

The Demographic Report breaks down student performance by gender and ethnicity. The District Demographic also lists general population students, IEP and 504 Plan students and migrant students. For each group, the report shows the total number of students in that group, the percentage of students in that group who scored at the Fully English Proficient (FEP) level, and the mean scale score for that group. The data in the **District Demographic Report** is provided for the four tests and Comprehension, Production and Composite.

State Summary Report

The State Summary Report shows the numbers and percentages of students and provides a mean (average) scale score for the four tests and for Comprehension, Production and Composite. The State Summary also provides a measure of variability (standard deviation) as well as the lowest and highest scores for the four tests and for Comprehension, Production and Composite, to give a sense of range of student performance.

A sample of each of the test score reports described above is provided on pages 6-11 of this Guide.

Sample Test Score Reports

Individual Student Report

Ohio Test of English Language Acquisition

Score Report for: Anspach, Amy L.
District: AIR School District (123456)
School: AIR School (654321)

Birth Date: 01/10/2001
Test Date: Spring 2008
Tested Grade Band: K
Enrolled Grade: K



This student received a composite level of:

1-Pre-functional
2-Beginning
3-Intermediate
4-Advanced
→ 5-Full English Proficiency

Composite							
Score				Level			
409				5			
Comprehension				Production			
Score		Level		Score		Level	
408		5		410		5	
Reading		Listening		Writing		Speaking	
Score	Level	Score	Level	Score	Level	Score	Level
383	5	432	5	391	5	429	5

The Ohio Test of English Language Acquisition (OTELA) measures the English language skills of students whose first language is other than English. Please refer to the Guide to Understanding OTELA Results, available on ODE's Web site, for more information.

Explanation of Levels

Level 1 - Pre-functional indicates that the student who is limited English proficient:

- May understand some isolated spoken words and questions, but often requires non-verbal cues and frequent repetition
- May speak common phrases and words and ask one- to two-word questions
- Follows one-step directions depicted graphically
- Achieves written communication only through drawing pictures

Level 2 - Beginning indicates that the student who is limited English proficient:

- Understands short oral statements on familiar topics; follows simple directions; requires frequent rephrasing
- Responds to questions with one- to two-word answers
- Begins to recognize the different functions of words; follows multi-step directions depicted graphically
- Achieves written communication through drawing pictures or dictating words; commits frequent errors

Level 3 - Intermediate indicates that the student who is limited English proficient:

- Understands sentence-length statements and questions; is beginning to develop key vocabulary and interpret meaning
- Has limited vocabulary and marked errors in speech; uses language to retell, describe and question
- Comprehends simple text and simple sentences; recognizes the different functions of words
- Participates in writing activities with teacher support; writes simple and compound sentences; edits, usually with teacher support

Level 4 - Advanced indicates that the student who is limited English proficient:

- Understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms
- Uses language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations
- Reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements
- Participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent sentences; uses connective devices and grammatical structures, with some errors; writes and edits all text types

Level 5 - Full English Proficiency indicates that the student who is limited English proficient:

- Understands social and academic grade-level speech at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary
- Responds orally in a coherent manner; uses a variety of connective devices; understands and uses a range of grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level
- Participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary
- Participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary

Individual Student Score Label

Spring 2008		OHIO TEST OF ENGLISH LANGUAGE ACQUISITION		
SCHOOL: AIR School	IRN: 654321	NAME: Anspach, Amy L.		
DISTRICT: AIR School District	IRN: 123456	GRADE: K		
Reading	Listening	Writing	Speaking	Composite
LEVEL 5: FULL ENGLISH PROFICIENCY (383)	LEVEL 5: FULL ENGLISH PROFICIENCY (432)	LEVEL 5: FULL ENGLISH PROFICIENCY (391)	LEVEL 5: FULL ENGLISH PROFICIENCY (429)	LEVEL 5: FULL ENGLISH PROFICIENCY (409)

Student Roster Report

Ohio Test of English Language Acquisition

Student Roster



Grade Band: K
Test Date: Spring 2008

State: Ohio
District: AIR School District (123456)
School: AIR School (654321)

Student Name	Birth Date	Grade	Reading		Listening		Writing		Speaking		Comprehension*		Production**		Composite***	
			Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level	Score	Level
Anspach, Amy L.	01/10/2001	K	383	5	432	5	391	5	429	5	408	5	410	5	409	5
Deaton, Jamie L.	03/15/2002	K	304	3	399	5	280	2	380	4	352	3	330	2	341	2
Faison, Portia M.	05/03/2002	K	352	4	432	5	359	4	429	5	392	4	394	4	393	4
Sohn, Jihyun J.	02/12/2002	K	267	1	309	3	235	1	323	3	288	1	279	1	284	1

Level = Proficiency Level (1 = Pre-Functional; 5 = Fully English Proficient)

*Comprehension is derived from Reading and Listening.

**Production is derived from Writing and Speaking.

***Composite is derived from Reading, Listening, Writing and Speaking.

District Summary Report

Ohio Test of English Language Acquisition District Summary Report



Grade Band: K
Test Date: Spring 2008

State: Ohio
District: AIR School District (123456)
Score Range: 193-409
Grade: K

Proficiency Level	Total Students	Reading	Listening	Writing	Speaking	Comprehension*	Production**	Composite**
5	N	88	183	72	193	88	71	58
	%	15	30	12	32	15	12	10
4	N	68	158	115	144	68	114	86
	%	11	26	19	24	11	19	14
3	N	263	163	148	161	264	170	208
	%	43	27	24	27	44	28	34
2	N	131	82	190	69	131	175	171
	%	22	14	31	11	22	29	28
1	N	56	20	81	39	55	76	83
	%	9	3	13	6	9	13	14
Mean Scale Score	District	316	356	302	353	336	328	332
Standard Deviation	District	37	57	50	62	46	52	48
Lowest Score	District	213	195	175	187	204	181	193
Highest Score	District	383	432	391	429	408	410	409

Number of students may vary by test if some students did not complete all tests.

*Comprehension scores are available only for students who took both the Reading and Listening tests.

**Production scores are available only for students who took both the Writing and Speaking tests.

***Composite scores are available only for students who took all four tests.

District Demographic Report



Ohio Test of English Language Acquisition District Demographic Report

State Name: Ohio
 District: AIR School District (123456)
 Grade Band: K
 Test Date: Spring 2008

Grade: K

	# Valid Scores	Reading		Listening		Writing		Speaking		Comprehension*		Production**		Composite***	
		% FEP****	Mean Scale Score	% FEP****	Mean Scale Score	% FEP****	Mean Scale Score	% FEP****	Mean Scale Score	% FEP****	Mean Scale Score	% FEP****	Mean Scale Score	% FEP****	Mean Scale Score
Total Students	606	15	316	30	356	12	302	32	353	15	336	12	328	10	332
General Students	602	15	316	30	357	12	302	32	354	15	337	12	328	10	332
504 Plan	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
IEP	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Migrant	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Gender															
Female	285	16	320	33	361	14	308	34	356	16	340	14	332	11	336
Male	321	13	313	28	353	10	296	30	351	13	333	10	324	8	328
Other/Missing	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Ethnicity															
American Indian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian/Pacific Islander	68	13	321	38	369	9	311	32	362	13	345	9	337	9	341
Black/African American	235	15	317	31	357	12	299	34	358	15	337	12	329	10	333
Hispanic	266	13	311	24	348	11	299	27	343	13	330	11	321	8	326
White	18	11	323	39	374	17	309	22	361	11	348	17	336	6	342
Multi-Racial	19	37	338	68	403	26	329	74	402	37	371	26	366	26	368
Other/Missing	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

*This table does not display data when there are fewer than 10 students in any given category.

*Comprehension is derived from Reading and Listening.

**Production is derived from Writing and Speaking.

***Composite is derived from Reading, Listening, Writing and Speaking.

****%FEP: Percent of students Fully English Proficient

State Summary Report

Ohio Test of English Language Acquisition State Summary Report

State: Ohio
Score Range: 193-409
Grade: K

Grade Band: K
Test Date: Spring 2008



Proficiency Level	Total Students	Reading	Listening	Writing	Speaking	Comprehension*	Production**	Composite***
5	N	293	762	189	760	287	182	137
	%	7	19	5	19	7	5	3
4	N	392	1080	517	999	396	512	384
	%	10	27	13	25	10	13	10
3	N	1911	1330	940	1220	1925	1056	1211
	%	48	33	23	30	48	26	30
2	N	1012	643	1574	645	997	1528	1537
	%	25	16	39	16	25	38	38
1	N	412	194	793	389	400	726	729
	%	10	5	20	10	10	18	18
Mean Scale Score	State	308	342	285	334	325	310	318
Standard Deviation	State	33	56	46	61	43	50	45
Lowest Score	State	213	195	175	187	204	181	193
Highest Score	State	383	432	391	429	408	410	409

Number of students may vary by test if some students did not complete all tests.

*Comprehension scores are available only for students who took both the Reading and Listening tests.

**Production scores are available only for students who took both the Writing and Speaking tests.

***Composite scores are available only for students who took all four tests.

Scale Score Ranges for the OTELA 2008

Subject	Grade Level Cluster	Level 1: Pre-functional	Level 2: Beginners	Level 3: Intermediate	Level 4: Advanced	Level 5: Full English Proficiency
Reading	K	Below 270	270 – 299	300 – 337	338 – 358	359 and Above
	1-2	Below 262	262 – 299	300 – 327	328 – 363	364 and Above
	3-5*	Below 450	450 – 579	580 – 647	648 – 769	770 and Above
	6-8*	Below 460	460 – 611	612 – 689	690 – 828	829 and Above
	9-12*	Below 545	545 – 629	630 – 717	718 – 849	850 and Above
Listening	K	Below 248	248 – 299	300 – 354	355 – 398	399 and Above
	1-2	Below 254	254 – 299	300 – 347	348 – 381	382 and Above
	3-5*	Below 450	450 – 543	544 – 644	645 – 724	725 and Above
	6-8*	Below 554	554 – 625	626 – 717	718 – 805	806 and Above
	9-12*	Below 556	556 – 631	632 – 728	729 – 849	850 and Above
Speaking	K	Below 255	255 – 299	300 – 348	349 – 393	394 and Above
	1-2	Below 266	266 – 299	300 – 343	344 – 387	388 and Above
	3-5*	Below 450	450 – 546	547 – 667	668 – 808	809 and Above
	6-8*	Below 458	458 – 610	611 – 718	719 – 824	825 and Above
	9-12*	Below 570	570 – 649	650 – 764	765 – 849	850 and Above
Writing	K	Below 251	251 – 299	300 – 327	328 – 374	375 and Above
	1-2	Below 245	245 – 299	300 – 328	329 – 368	369 and Above
	3-5*	Below 450	450 – 576	577 – 668	669 – 784	785 and Above
	6-8*	Below 553	553 – 652	653 – 721	722 – 893	894 and Above
	9-12*	Below 509	509 – 630	631 – 718	719 – 849	850 and Above

Brief Explanation of Composite Proficiency Levels for Grades K-2

Level 1 – Pre-functional indicates that the student who is limited English proficient:

- may understand some isolated spoken words, commands, and questions, but often requires non-verbal cues and frequent repetition
- may speak or repeat common phrases and words and can ask one- to two-word questions
- demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions depicted graphically
- achieves written communication only through drawing pictures; may be able to copy letters or words successfully; or may form letters from memory but is unable to transmit meaning

Level 2 – Beginning indicates that the student who is limited English proficient:

- understands short, simple oral statements on familiar topics; follows simple multi-step directions; requires frequent repetition and rephrasing
- predominantly uses formulaic speech patterns and memorized phrases; responds to questions with one- to two-word answers
- begins to identify the names of letters; begins to recognize the different functions of words; can follow multi-step directions depicted graphically
- achieves written communication through drawing pictures or dictating words; can revise or edit with teacher support; commits frequent mechanical errors

Level 3 – Intermediate indicates that the student who is limited English proficient:

- understands sentence-length statements and questions; understands main idea and some details from conversations and simple oral texts; is beginning to develop key vocabulary, interpret meaning, and understand some idioms
- restructures learned language into original speech; has limited vocabulary and marked errors in speech; can use language to retell, describe, narrate, question, and instruct, but not fluently
- comprehends single words and simple text, as well as simple sentence structure and simple compounding; recognizes the different functions of words, and that words have multiple meanings
- participates in writing activities with teacher support; writes simple and compound sentences; is beginning to write with phrases; uses transition words; can edit, usually with teacher support; most writing is descriptive, expository, procedural, or narrative

Level 4 – Advanced indicates that the student who is limited English proficient:

- understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms; is developing a wide range of vocabulary
- restructures language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations; is fluent but may hesitate or make errors in spontaneous communicative situations
- reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements; is beginning to read across text types and apply knowledge to other activities
- participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent, unified, and sequenced sentences; uses connective devices and a range of grammatical structures, with some errors; possesses a strong social vocabulary and a functional academic vocabulary; writes and edits all text types

Level 5 – Full English Proficiency indicates that the student who is limited English proficient:

- understands most grade-level speech, both social and academic; understands main ideas and relevant details at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary including idiomatic language
- responds orally in a coherent, unified, and sequenced manner; uses a variety of connective devices; understands and uses a range of simple and complex grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level
- participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary; understands multiple word meanings
- participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary

Brief Explanation of Composite Proficiency Levels for Grades 3-12

Level 1 - Pre-functional indicates that the student who is limited English proficient is:

- Beginning to understand short utterances
- Beginning to use gestures and simple words to communicate
- Beginning to understand simple printed material
- Beginning to develop communicative writing skills

Level 2 - Beginning indicates that the student who is limited English proficient can:

- Understand simple statements, directions, and questions
- Use appropriate strategies to initiate and respond to simple conversation
- Understand the general message of basic reading passages
- Compose short informative passages on familiar topics

Level 3 - Intermediate indicates that the student who is limited English proficient can:

- Understand standard speech delivered in school and social settings
- Communicate orally with some hesitation
- Understand descriptive material within familiar contexts and some complex narratives
- Write simple texts and short reports

Level 4 - Advanced indicates that the student who is limited English proficient can:

- Identify the main ideas and relevant details of discussions or presentations on a wide range of topics
- Actively engage in most communicative situations familiar or unfamiliar
- Understand the context of most text in academic areas with support
- Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors

Level 5 - Full English Proficiency indicates that the student who is limited English proficient can:

- Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics
- Produce fluent and accurate language
- Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts
- Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions

A more complete set of proficiency level definitions for grades 3-12 are listed beginning on pages 12-16 of this Guide.

Explanation of Rules for Establishing Proficiency Levels for Comprehension, Production and Composite Scores

While levels for the four tests (Listening, Speaking, Reading, and Writing) are based on **scale scores**, levels for the three derived scores (Comprehension, Production and Composite) are based on **rules**. The rules utilize the levels students achieved on the four tests.

Comprehension scores are based on the Reading and Listening scores. The comprehension levels are based on the following rule table:

Rules for Combining Listening and Reading Levels to Yield a Comprehension Level		
If <i>Reading</i> Level is:	And <i>Listening</i> Level is:	Then <i>Comprehension</i> Level is:
1	1	1
	2	1
	3	1
	4	2
	5	2
2	1	2
	2	2
	3	2
	4	2
	5	3
3	1	2
	2	3
	3	3
	4	3
	5	3
4	1	3
	2	3
	3	4
	4	4
	5	4
5	1	3
	2	3
	3	4
	4	5
	5	5

For example, if a student received a level 3 on Reading and a level 2 on Listening, the student received a level 3 for Comprehension. However, if the levels were reversed (2 on Reading and 3 on Listening), the Comprehension level would have been 2.

Production scores, an intermediate score, are based on the Writing and Speaking scores. The production levels are based on the following rule table:

Rules for Combining Writing and Speaking Levels to Yield a Production Level		
If <i>Writing</i> Level is:	And <i>Speaking</i> Level is:	Then <i>Production</i> Level is:
1	1	1
	2	1
	3	1
	4	2
	5	2
2	1	2
	2	2
	3	2
	4	2
	5	3
3	1	2
	2	3
	3	3
	4	3
	5	3
4	1	3
	2	3
	3	4
	4	4
	5	4
5	1	3
	2	3
	3	4
	4	5
	5	5

For example, if a student received a level 4 on Writing and a level 5 on Speaking, the student received a level 4 for Production. However, if the levels were reversed (5 on Writing and 4 on Speaking), the Production level would have been 5.

It is possible for one student to have a higher Production scale score than another student but still have a lower proficiency level. Consider the following fifth-grade students.

Student A received scale scores of 550 on Speaking and 570 on Writing. The Production scale score for Student A is the mean of these two scale scores, or **560**. The proficiency levels for student A were 3 for Speaking and 2 for Writing which gives a Production level of **2**.

Student B received scale scores of 508 on Speaking and 592 on Writing. The Production scale score for Student B is the mean of these two scale scores, or **550**. The proficiency levels for student B were 2 for Speaking and 3 for Writing which gives a Production level of **3**.

Student A had a higher Production scale score but lower proficiency level.

Student B had a lower Production scale score but higher proficiency level.

When the **Comprehension** and **Production** levels are combined to create the **Composite** level, the following set of rules applies:

Rules for Combining Comprehension and Production Levels to Yield a Composite Level		
If <i>Production</i> Level is:	And <i>Comprehension</i> Level is:	Then <i>Composite</i> Level is:
1	1	1
	2	1
	3	2
	4	2
	5	3
2	1	1
	2	2
	3	2
	4	3
	5	3
3	1	2
	2	2
	3	3
	4	3
	5	4
4	1	2
	2	3
	3	3
	4	4
	5	4
5	1	3
	2	3
	3	4
	4	4
	5	5

When the *Comprehension* and *Production* levels are not the same, the rule is to average the two levels and round down. For example, if the *Production* level were 3 and the *Comprehension* were 4, the average would be 3.5, and the final *Composite* would be 3.

Performance Level Definitions for Grades 3-12

OTELA: READING

Entry into Level 5 (Fully English Proficient)

Students at this level understand the range of texts available to minimally proficient native English speakers, including literary and academic genres and texts from school-social settings. They understand main ideas and can extract precise and detailed information from a range of texts on familiar and unfamiliar topics in a number of genres comparable to a minimally proficient native English reader at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They often successfully understand and can evaluate multiple perspectives of meaning. They understand complex structures of written English and have a broad range of vocabulary and idioms relating to both content areas and school-social environments.

Entry into Level 4 (Advanced)

Students at this level understand most nonacademic and non-technical texts appropriate for grade level. They understand many content area texts, mostly on familiar topics and approaching grade level. They understand excerpts from literature. They understand most written directions. They understand main ideas of a broad range of texts especially when below grade level but also approaching grade level. They can begin to interpret text on the basis of understanding its purpose. They understand significant relevant details and can make subtle extrapolations of extended narratives or presentations on familiar academic topics. They understand sophisticated writer perspectives. They understand most of the basic language forms of written English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.

Entry into Level 3 (Intermediate)

Students at this level understand many authentic narrative and descriptive texts, especially when below grade level but with less complete comprehension for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand excerpts from literature especially when below grade level. They understand simple written directions as well as some more complexly expressed directions. They understand main ideas of narrative and descriptive texts and some of the main points of expository and persuasive texts when they deal with areas of personal interest or topic familiarity. They begin to understand text purpose. They can understand some supporting ideas of expository and persuasive texts when dealing with areas of special interest. They understand some explicitly expressed points of view of writer and are able to draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.

Entry into Level 2 (Beginning)

Students at this level understand short and simple authentic texts for informative or social purposes (e.g., general public statements, environmental texts, formulaic messages). They have some understanding of short narrative texts or trade books, mostly when below grade level. They begin to understand some straightforward written directions. They understand main ideas and can identify a few explicit supporting ideas of simple authentic informative and narrative materials when they contain simple language structures or rely heavily on visual cues or some prior experience with topic. They have some limited understanding text purpose. They are unable to extrapolate from text unless related to very basic ideas. They understand simple basic grammatical structures of written English in the school-social environment. They understand simple, basic everyday vocabulary of the school environment and common everyday activities.

Level 1 (Pre-functional)

Students at this level may identify isolated words and key phrases and cognates, especially when highly contextualized. They may understand some high-frequency, simple written directions, especially when highly contextualized. They are unable to identify any ideas intended by writer of text or to use limited knowledge of vocabulary and structural patterns to identify communicative intent of text or part of text. They do not understand how words, morphemes, and word order convey meaning in English.

OTELA: WRITING

Entry into Level 5 (Fully English Proficient)

Students at this level demonstrate almost completely appropriate use of discourse features such as transition phrases and word order. They can 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 technical and nonacademic 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 circumlocutions and errors that do not affect comprehensibility. Finally, they can successfully compose narrative, descriptive, expository, and persuasive texts.

Entry into Level 4 (Advanced)

Students at this level demonstrate mostly successful use of discourse features such as transition words and sentence order. They can revise for content, organization and vocabulary and show good control of the most frequently used grammatical structures, with errors. They can edit for sentence-level structure. They have sufficient vocabulary to express themselves with some circumlocutions, which are more frequent in academic contexts. Their tone indicates some awareness of audience. They can use appropriate writing conventions, with circumlocutions and errors that infrequently affect comprehensibility. Finally, they can successfully compose narrative and descriptive texts and they may be successful writing expository and persuasive texts.

Entry into Level 3 (Intermediate)

Students at this level demonstrate some use of discourse features such as transition words and sentence order. They begin to revise for content, organization and vocabulary. They demonstrate comprehensible use of basic sentence structures, with errors and can begin to edit for sentence-level structure. They use everyday vocabulary but know very few content-specific words. There is some variation in their register, voice, and tone. They may frequent mechanical errors, particularly when expressing complex thoughts or technical ideas. Finally, students can compose narrative and some descriptive texts and can begin to write expository and persuasive texts.

Entry into Level 2 (Beginning)

Students at this level may or may not use some basic rhetorical features such as ordering sentences appropriately and using simple cohesive devices. They are unlikely to revise their writing spontaneously. Their writing is limited to typical, present-tense, subject-verb-object sentences or phrases and is likely to be repetitive. They edit only with explicit support and direction and have a limited vocabulary. They make frequent errors in mechanics, which is characteristic and expected. Their text range is limited to narrative or simple descriptive.

Level 1 (Pre-functional)

Students at this level are not yet functional in English. They might be able to copy letters or form them from memory and might be able to write words; however, their text does not transmit a coherent message. They do not use discourse features in their writing. There is no evidence of appropriate text structure and sentence-level structure is predominantly inappropriate. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

OTELA: LISTENING

Entry into Level 5 (Fully English Proficient)

Students at this level understand a significant amount of grade-level appropriate content-area and school-social speech. They understand the main ideas as well as relevant details and often subtle nuances of meaning of extended discussions or presentations on a range of familiar and unfamiliar topics comparable to a minimally proficient native English speaker at the same grade level. They are capable of making interpretations of what they listen to on the basis of understanding the speaker's purpose. 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 Level 4 (Advanced)

Students at this level understand speech in most school-social settings and understand main ideas and some key supporting ideas in content-area settings. They understand multi-step directions. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They can interpret text on the basis of understanding the purpose of text when it is on a familiar topic. They understand and are able to make subtle extrapolations from sophisticated speaker perspectives. They understand most of the basic language forms of spoken English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.

Entry into Level 3 (Intermediate)

Students at this level understand main ideas in short conversations on general school-social topics and frequently demonstrate general understanding of short messages or texts as well as longer conversations in familiar communicative situations and in academic content areas. They frequently demonstrate detailed understanding of short discrete expressions but not of longer conversations and messages. They understand single-step and some multi-step directions. They can begin to interpret text on the basis of understanding its purpose. They understand some explicitly expressed points of view and can draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.

Entry into Level 2 (Beginning)

Students at this level understand simple and short statements, questions, and messages on familiar topics in school-social settings, and usually understand the main idea of simple messages and conversations. They can understand most common or critical information in the classroom but may identify and understand only key words, phrases, and cognates in content-area settings. They begin to understand straightforward, single-step directions and speaker's purpose. They have limited understanding of details and only of those that are explicitly stated and that support simple, straightforward messages or presentations. They are unable to extrapolate from text unless related to very basic ideas. They understand simple, basic grammatical structures and simple, basic, everyday vocabulary of spoken English in the school environment and common everyday activities.

Level 1 (Pre-functional)

Students at this level may understand some common words or key phrases, especially when highly contextualized or when cognates. They may understand some high-frequency single-word or single-phrase directions, again, when highly contextualized. They generally are unable to use their limited knowledge of simple structural patterns to identify the communicative intent of the speaker.

OTELA: SPEAKING

Entry into Level 5 (Fully English Proficient)

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 technical vocabulary allows a precision of speech comparable to a minimally proficient native English speaker. They infrequently but effectively use circumlocution. They can understand and use a variety of idiomatic phrases. 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. Their pronunciation patterns (including stress and intonation) may be influenced by L1 but seldom interfere with communication.

Entry into Level 4 (Advanced)

Students entering proficiency Level 4, the Advanced level, 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 errors in modality, tense, agreement, pronoun use, and inflections, but these errors usually do not interfere with communication. Students have sufficient vocabulary to communicate in non-academic situations and some academic and technical vocabulary. They use circumlocutions and can appropriately use some idiomatic phrases. They can engage in extended discussions. They can often use language to connect, tell and expand; and can begin to use it to reason. Their flexibility, creativity and spontaneity are sometimes adequate for the communicative situation. Their pronunciation occasionally interferes with communication.

Entry into Level 3 (Intermediate)

Students entering proficiency level 3, the Intermediate level, display some use of discourse features but mainly rely on familiar, discrete utterances. They rely on simple transitional markers and use common, straightforward grammatical structures. They make errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication in simple sentences, but do interfere in complex constructions or when talking about academic issues. Intermediate level students are limited in vocabulary, especially academic and technical vocabulary. They use repetition; everyday, imprecise words; and code-switching to sustain conversations. They begin to use idiomatic expressions. They can retell, describe, narrate, question, and give simple, concrete instructions. They can often use language to connect and tell and sometimes to expand. They have some creativity and flexibility but often repeat themselves and hesitate. Their pronunciation patterns frequently interfere with communication.

Entry into Level 2 (Beginning)

Students who are just entering proficiency level 2, the beginning level, use predominantly formulaic patterns in speech without regard to their connectivity. They may use some very simple transitional markers. They predominantly use formulaic patterns and memorized phrases, relying on schemata in L1. Their word order is frequently inappropriate and frequent grammatical mistakes impede communication. Their school-social vocabulary is limited to key words; they have little or no technical vocabulary. They rely on survival vocabulary (needs and wants) and vocabulary provided by interlocutors. They may be able to name or list and can sometimes use language to connect or tell. Their limited vocabulary and knowledge of English structures impedes flexibility.

Level 1 (Pre-functional)

Students in proficiency level 1 are not yet at a functional level in English. They may repeat common phrases with very simple structures; be able to say a few, common, everyday words; and may be able to provide some basic information in response to requests.

OTELA: COMPREHENSION

Entry into Level 5 (Fully English Proficient)

Students at this level understand the range of texts available to minimally proficient native English speakers on content-area and non-content-area topics. They understand main ideas, relevant details, and often subtle nuances of meaning of a range of texts on familiar and unfamiliar topics, comparable to a minimally proficient native English speaker at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They understand and can evaluate multiple writer or speaker perspectives. They understand complex structures of English and have a broad range of vocabulary relating to both content areas and school social environments.

Entry into Level 4 (Advanced)

Students at this level understand most non-academic and non-technical texts appropriate for grade level. They understand main ideas and some key supporting ideas in content-area texts, mostly on familiar topics and approaching grade level. They understand most multi-step directions. They understand main ideas and significant relevant details of a broad range of texts on familiar and relevant academic topics, especially when below grade level but also approaching grade level. They can begin to interpret text on the basis of understanding its purpose. They understand and are able to make subtle extrapolations from sophisticated writer and speaker perspectives. They understand most of the basic language forms of English and are beginning to develop understanding of more complex structures.

Entry into Level 3 (Intermediate)

Students at this level understand short simple texts on general school-related topics, especially when below grade level, but their comprehension is less complete for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand single-step and some multi-step directions. They understand main ideas and some supporting ideas of short simple texts when they deal with areas of personal interest in familiar communicative situations and academic content areas. They begin to understand text purpose. They can understand some complex text types, especially when dealing with areas of special interest. They understand some explicitly expressed points of view and are able to draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand short simple text on familiar topics, especially when containing formulaic language.

Entry into Level 2 (Beginning)

Students at this level may only identify and understand key words, phrases, and cognates in content area settings. They can begin to follow straightforward, single-step directions. They usually understand main ideas of simple texts, when they contain simple language structures and /or rely heavily on visual cues and/or some prior experience with topic. They have some limited understanding of purpose of text. They have limited understanding of details and only of those that are explicitly stated. They are unable to extrapolate from text unless related to very basic ideas. They understand simple basic grammatical structures of English in the school environment. They understand simple basic everyday vocabulary of the school environment and common everyday activities.

Level 1 (Pre-functional)

Students at this level may recognize some common words or key phrases, especially when they are highly contextualized or when they are cognates. They may understand some high frequency single word or phrase directions, again, when highly contextualized. They are unable to identify any ideas or use their limited knowledge of simple structural patterns or vocabulary to identify writer or speaker communicative intent.