



iTEP Ability Guide - SLATE

LEVEL	READING	WRITING	LISTENING	SPEAKING
6	<ul style="list-style-type: none"> Comprehends nearly all early high school level classroom and non-classroom materials Reads at near-native speed Rarely requires use of a dictionary 	<ul style="list-style-type: none"> Writes high school level essays and reports at a high academic standard with grammar and vocabulary at near-native level Expresses complex relationships between ideas Exhibits strong organization and mastery of language conventions 	<ul style="list-style-type: none"> Comprehends overall meaning and virtually all details of high school level classroom lessons Comprehends nearly all social topics and contexts outside of class Comprehends English spoken in a variety of native accents 	<ul style="list-style-type: none"> Communicates accurately in most high school level classroom and non-classroom setting, using culturally appropriate discourse Expresses complex ideas Pronunciation is near-native speaker level
5	<ul style="list-style-type: none"> Comprehends most high school classroom and non-classroom materials, but has difficulty with details of complex topics and literature Reads full texts at high school level but requires extra reading time Requires occasional use of dictionary 	<ul style="list-style-type: none"> Writes high school level essays and reports at a comprehensible level, with some complex grammar and vocabulary Expresses complex relationships between ideas with some grammatical and semantic difficulties Exhibits fairly good organization and basic language conventions 	<ul style="list-style-type: none"> Comprehends most high school level classroom lessons Comprehends most social topics outside of class, but is slightly challenged by complex social and cultural references Comprehends English spoken in familiar native accents 	<ul style="list-style-type: none"> Communicates well in most high school level classroom and non-classroom settings but has limited culturally appropriate discourse Expresses complex ideas but makes some errors in grammar and word choice Pronunciation is not near-native level but does not hinder listener comprehension
4	<ul style="list-style-type: none"> Comprehends some main ideas from classroom and non-classroom materials, but has difficulty with details of simple topics and literature at high school level Reads full texts slowly Requires continuous use of dictionary 	<ul style="list-style-type: none"> Writes high school level essays and reports, but grammar and vocabulary frequently lack precision and sophistication Expresses simple relationships between ideas and with grammatical and semantic difficulties Exhibits weak organization and awkward sentence structure 	<ul style="list-style-type: none"> Comprehends main ideas from classroom lessons but misses some details Comprehends some social topics outside of class, but is challenged by complex social and cultural references Occasionally needs to ask for repetition or clarification 	<ul style="list-style-type: none"> In classroom and non-classroom contexts, conveys simple ideas but makes errors in grammar and word choice Is sometimes asked to repeat words or phrases due to pronunciation difficulties
3	<ul style="list-style-type: none"> Comprehends some main ideas of familiar topics of classroom and non-classroom materials, but very little detail of complex topics and literature at high school level Can only read simple short sentences and at a slow pace Cannot read a text without use of dictionary 	<ul style="list-style-type: none"> Writes short paragraphs, but with grammar and vocabulary errors that sometimes hinder comprehension Cannot clearly express relationships between ideas Writing lacks organization and correct usage of language conventions 	<ul style="list-style-type: none"> Comprehends some main ideas from classroom lessons on familiar topics, but misses many details Has difficulty comprehending social topics outside of class and complex social and cultural references Comprehends when spoken to slowly, with non-verbal clues, and repetition 	<ul style="list-style-type: none"> Communicates basic day-to-day topics and expressions but makes grave errors in grammar and word choice Pronunciation requires significant effort from listeners
2	<ul style="list-style-type: none"> Comprehends very little of all classroom material and almost no texts outside of class Limited vocabulary impedes reading 	<ul style="list-style-type: none"> Writes few simple short sentences Grammar and vocabulary is limited to introductory language and barely comprehensible 	<ul style="list-style-type: none"> Comprehends very basic peer and teacher exchanges, when spoken slowly Relies heavily on non-verbal clues and repetition 	<ul style="list-style-type: none"> Can communicate only simple questions, greetings, and introductory topics Pronunciation hinders listener comprehension
1	<ul style="list-style-type: none"> Comprehends only highly simplified grammatical structures and basic phrases 	<ul style="list-style-type: none"> Writes few simple sentences, but with grammatical and vocabulary errors that hinder comprehension 	<ul style="list-style-type: none"> Understands only simple greetings and statements related to introductory level language when spoken slowly Cannot comprehend without non-verbal clues and continuous repetition 	<ul style="list-style-type: none"> Can communicate in single words and one words answers Pronunciation greatly hinders comprehension
0	<ul style="list-style-type: none"> Recognizes the alphabet and isolated words 	<ul style="list-style-type: none"> Produces isolated words and phrases 	<ul style="list-style-type: none"> Understands a few isolated words or common phrases when spoken slowly 	<ul style="list-style-type: none"> Can communicate a few isolated words Pronunciation is largely unintelligible

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