

<p><b>1</b> 500-569</p>	<p>Students at this level understand simple words and phrases. For example, they understand some simple yes/no and choice questions and simple directions. They can sometimes identify the topic and recognize some words and phrases in classroom discussions and presentations, especially when the speakers speak slowly and clearly or when visuals clearly support comprehension. They can understand some words and perhaps the general idea in a very simple text when strongly supported by illustrations or context. In longer or more complex texts, they may recognize the topic or some ideas on the basis of the words and phrases that they know. Their construction of the meaning of the whole text is often incomplete even for a very simple text.</p>
<p><b>2</b> 570-605</p>	<p>Students at this level recognize many high-frequency words as well as some phrases and short sentences. Their control of elementary grammar is developing. This helps them understand many classroom directions and some elements of classroom discussions and presentations, such as the main idea or some specific details. This is especially true when comprehension is supported by clear delivery, predictable structure, simple wordings, and strategic repetitions or explanations. They understand many simple texts and some ideas in longer or more complex texts, as long as some of the key words in the text are familiar or if substantial support is available. Their understanding of the meaning of a whole e text is often incomplete.</p>
<p><b>3</b> 606-669</p>	<p>Students at this level understand most high-frequency words and some academic words and expressions. They understand some classroom discussions and presentations without help when the delivery is clear, and in more complex discussions they can often identify the topic and name at least some key details. They understand multi-step directions and some academic vocabulary in context. When reading, they understand the main ideas and details of most simple texts and at least some key elements in longer, more complex texts, such as a central idea, some details, or the outline of a sequence of events, possibly with some gaps. Complex grammar and advanced words and phrases may make them struggle with comprehension.</p>
<p><b>4</b> 670-717</p>	<p>Students at this level understand the meaning of many concrete and more abstract academic words and both simple and more complex sentence structures. They understand the essential meaning of classroom discussions and presentations. They can follow lines of argument and understand conceptual explanations, though they may have problems when concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract and has multiple meanings. They easily understand detailed instructions, and they can use information they hear to increase their knowledge and respond to learning tasks. In reading, they understand key information from grade-level text, such as the plot of a narrative or the rationale of an explanation, though achieving the understanding may require considerable effort.</p>
<p><b>5</b> 718-800</p>	<p>Students at this level understand the meaning of complex academic words and expressions and complex sentence structures in a wide variety of contexts. They understand classroom discussions and presentations on a wide range of topics expressed with varying linguistic complexity. They can easily understand detailed instructions, and their comprehension is precise and detailed in that they can often understand nuances of meaning in grade-level appropriate presentations and instructional dialogue. In reading, they understand the content of grade-level appropriate literary and informational texts, including many implicit meanings.</p>