

# Test Scores and Score Reporting – Reading & Listening

## Reading and Listening Descriptors and Next Steps

The following charts provide the descriptors (“Can Do” statements) and recommended next steps for each score level of Reading and Listening.

### Reading—Step 1

Stars	Can Do	Next Steps
4	<p><b>Students understand short descriptions, information in signs, and short messages. They can:</b></p> <ul style="list-style-type: none"> <li>Understand common words and some less common words about objects, places, people, actions, and ideas (examples: <i>ring, adventures, whisper, double</i>)</li> <li>Comprehend the meaning of complex sentences (examples: <i>This is a friendly thing to do when you say goodbye. People do this when they talk quietly.</i>)</li> <li>Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words.</li> <li>Locate key information in texts</li> </ul>	<p><b>To improve their reading ability, students should:</b></p> <ul style="list-style-type: none"> <li>Study new, unfamiliar words</li> <li>Practice reading stories and informational texts about a variety of topics</li> <li>Practice reading longer and more complex texts</li> <li>Speak or write in their own words about stories and information they read</li> </ul>
3	<p><b>Students understand short descriptions and find information in signs, forms, and schedules. They can:</b></p> <ul style="list-style-type: none"> <li>Understand common words and social expressions (examples: <i>play a game, go to a museum, wave goodbye</i>)</li> <li>Comprehend simple descriptions of current and past events (examples: <i>The mouse is on top of the table. He is washing his hands.</i>)</li> <li>Recognize relationships among words and phrases within familiar categories (examples: <i>food–fruit–strawberries; rain–sky–clouds; one more time–again</i>)</li> <li>Make connections across simple sentences (example: <i>Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.</i>)</li> </ul>	<p><b>To improve their reading ability, students should:</b></p> <ul style="list-style-type: none"> <li>Read longer paragraphs and stories about familiar people, objects, and information</li> <li>Learn more words that describe objects, places, people, actions, and ideas</li> <li>Speak or write in their own words about paragraphs, stories, and information they read</li> </ul>
2	<p><b>Students begin to understand words and some short descriptions. They can:</b></p> <ul style="list-style-type: none"> <li>Understand common words in familiar categories such as home, school, family, colors, body parts, animals, and actions</li> <li>Recognize key words for understanding simple sentences</li> <li>Understand everyday actions in the present (examples: <i>The children play. He is eating.</i>)</li> </ul>	<p><b>To improve their reading ability, students should:</b></p> <ul style="list-style-type: none"> <li>Learn vocabulary and common expressions used in social and familiar settings</li> <li>Practice reading simple sentences and short texts about familiar topics</li> </ul>
1	<p><b>Students begin to recognize some basic words. They may be able to:</b></p> <ul style="list-style-type: none"> <li>Identify basic vocabulary with visual support</li> </ul>	<p><b>To improve their reading ability, students should:</b></p> <ul style="list-style-type: none"> <li>Learn and practice reading common words in familiar categories such as home, school, family, colors, body parts, animals, and actions</li> <li>Read short, simple sentences about familiar people, objects, and actions (example: <i>The boy is eating an apple.</i>)</li> </ul>