

# NYSED Performance Level Descriptions

## Listening Performance Level Descriptions

**General Claim 1** Students can determine information in grade-level spoken discourse. **GC.L.1**

**Anchor 1** Students can identify key narrative elements and central ideas in grade-level spoken discourse. **L.1**

**Anchor 2** Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse. **L.2**

**Anchor 3** Students can determine the meaning of vocabulary in grade-level spoken discourse. **L.3**

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**General Claim 2** Students can determine the development of ideas in grade-level spoken discourse. **GC.L.2**

**Anchor 4** Students can identify language structures that develop narrative elements, key details, and central ideas in grade-level spoken discourse. **L.4**

## Reading Performance Level Descriptions

**General Claim 1** Students can determine information in a grade-level text. **GC.R.1**

**Anchor 1** Students can identify key narrative elements and central ideas in a grade level text. **R.1**

**Anchor 2** Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text. **R.2**

**Anchor 3** Students can determine the meaning of vocabulary in a grade-level text. **R.3**

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**General Claim 2** Students can determine the development of ideas in grade-level texts. **GC.R.2**

**Anchor 4** Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts. **R.4**

**Anchor 5** Students can determine elements, connections, and topics that are established by text structures in grade level texts. **R.5**

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## Speaking Performance Level Descriptions

**General Claim 1** Students can participate in discussions about academic topics. [GC.S.1](#)

**Anchor 1** Students can use grade-appropriate language to discuss a topic or text, with or without graphics. [S.1](#)

**Anchor 2** Students can use grade-appropriate language to describe information on a topic or text, with or without graphics. [S.2](#)

**Anchor 3** Students can use grade-appropriate language to analyze a topic or text, with or without graphics. [S.3](#)

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## Writing Performance Level Descriptions

**General Claim 1** Students can structure thoughts and ideas in writing. [GC.W.1](#)

**Anchor 1** Students can create and structure a written text. [W.1](#)

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**General Claim 2** Students can write about literary and informational texts and topics. [GC.W.2](#)

**Anchor 2** Students can adapt vocabulary appropriately when writing. [W.2](#)

**Anchor 3** Students can develop a narrative written text. [W.3](#)

**Anchor 4** Students can develop an informational written text. [W.4](#)