



CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
<p>The writer can: Write basic personal identification information and a small number of familiar words and simple phrases related to immediate needs.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Limited to letters, numbers, single familiar words, and short familiar phrases • Intended for a highly supportive and familiar reader • Very short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Very limited knowledge of the language and limited exposure to sound-symbol relationships • Extremely limited vocabulary • Very little ability to use simple structures • Very little awareness of basic spelling, punctuation and capitalization conventions • Extreme difficulty communicating even the most simple facts or ideas 	<p>The writer can: Write basic personal identification information, words, simple phrases, and a few simple sentences about highly familiar information related to immediate needs.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Limited to everyday words and phrases • Intended for a highly supportive and familiar reader • Very short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Limited knowledge of the language and limited exposure to sound-symbol relationships • Very limited vocabulary • Some initial ability to use simple structures • Some initial awareness of basic spelling, punctuation and capitalization conventions • Difficulty with word order and word forms greatly interferes with comprehensibility • Difficulty communicating simple facts and ideas 	<p>The writer can: Write simple sentences about familiar information related to personal experience and everyday situations.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Grammatically and lexically simple • Intended for a supportive and familiar reader • Short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Developing knowledge of the language and exposure to sound-symbol relationships • Developing range of simple everyday vocabulary • Developing control of simple structures • Developing control of spelling, punctuation and capitalization • Difficulty with word order and word forms interferes with comprehensibility • Some difficulty communicating a simple message 	<p>The writer can: Write short, simple texts about personal experience and familiar topics or situations related to daily life and experience.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> • Grammatically and lexically simple • Intended for a familiar reader • Short • In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> • Adequate knowledge of the language for simple tasks • Adequate range of simple everyday vocabulary • Adequate control of simple structures • Conveys personal information in mostly single-clause sentences • May use some coordinated clauses with basic tenses • Adequate control of spelling, punctuation and capitalization • Difficulty with word order and word forms may sometimes interfere with comprehensibility • Able to communicate a simple message