	Performance Level Descriptors (PLDs)			
	Level 1	**Level 2**	**Level 3**	**Level 4**
Policy Statement	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
	Reading			
	A student at this level	**A student at this level**	**A student at this level**	**A student at this level**
2.RL.RR.9/ 2.RI.RR.19	• reads and minimally comprehends literature and informational texts in the grade 2 text complexity level.	• reads and partially comprehends literature and informational texts in the grade 2 text complexity level.	• reads and proficiently comprehends literature and informational texts in the grade 2 text complexity level.	• reads and thoroughly comprehends literature and informational texts in the grade 2 text complexity level.
2.RL.KI.1	• attempts to ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text: attempts to infer the main idea and supporting details in narrative texts.	• asks and answers simplistically such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text; infers the main idea and some supporting details in narrative texts.	• asks and answers such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text; infers the main idea and supporting details in narrative texts.	• asks and answers complex questions as they relate to *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text; infers the main idea and relevant supporting details in narrative texts.
2.RL.KI.2	• attempts to recount stories, including fables and folktales	• recounts stories simplistically, including	• recounts stories, including fables and folktales from	• recounts stories in depth, including fables and

	from diverse cultures, and attempts to determine their stated central message, lesson, or moral.	fables and folktales from diverse cultures, and determines their explicitly stated central message, lesson, or moral.	diverse cultures, and determines their central message, lesson, or moral.	folktales from diverse cultures, and determines the implied central message, lesson, or moral.
2.RL.KI.3	• attempts to describe how characters in a story respond to major events and challenges.	• describes simplistically how characters in a story respond to major events and challenges.	• describes how characters in a story respond to major events and challenges.	• describes in depth how characters in a story respond to major events and challenges.
2.RL.CS.4	• attempts to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	• describes how some words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	• describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	[Level 3 is the highest level supported by this standard.]
2.RL.CS.5	• attempts to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• describes simplistically the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• describes in depth the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.CS.6	• attempts to acknowledge differences in the points of view of characters, including by attempting to speak in a different	• acknowledges simplistically the explicit differences in the points of view of characters, including by speaking in a different voice for each	• acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• acknowledges implied differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

	voice for each character when reading dialogue aloud.	character when reading dialogue aloud.		
2.RL.IK.7	• attempts to use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• uses basic information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	• uses detailed information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.IK.8	• attempts to compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	• compares and contrasts simplistically two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	• compares and contrasts two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	• compares and contrasts in depth two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2.RI.KI.10	• attempts to ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	• asks and answers simplistically such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	• asks and answers such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	• asks and answers complex questions as they relate to *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2.RI.KI.11	• attempts to identify the main topic of a multiparagraph text as well as the focus of specific	• identifies the explicitly stated main topic of a multiparagraph text as well as the focus of	• identifies the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	• identifies the implied main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.RI.KI.12	paragraphs within the text. • attempts to describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	specific paragraphs within the text. • describes simplistically the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• describes in depth the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.CS.13	• attempts to determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area.*	• determines the meaning of some words and phrases in a text relevant to a *Grade 2 topic or subject area.*	• determines the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area.*	[Level 3 is the highest level supported by this standard.]
2.RI.CS.14	• attempts to know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	• knows and uses some various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	• knows and uses various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	[Level 3 is the highest level supported by this standard.]
2.RI.CS.15	• attempts to identify the main purpose of a text, including what the author wants to answer, explain, or describe.	• identifies the explicitly stated main purpose of a text, including what the author wants to answer, explain, or describe.	• identifies the main purpose of a text, including what the author wants to answer, explain, or describe.	• identifies the implied main purpose of a text, including what the author wants to answer, explain, or describe.
2.RI.IK.16			• explains how specific images (e.g., a diagram	• explains in depth how specific images (e.g., a

2.RI.IK.17	• attempts to explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	• explains simplistically how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	showing how a machine works) contribute to and clarify a text.	diagram showing how a machine works) contribute to and clarify a text.
2.RI.IK.18	• attempts to describe how reasons support specific points the author makes in the text.	• describes simplistically how reasons support specific points the author makes in a text.	• describes how reasons support specific points the author makes in a text.	• describes in depth how reasons support specific points the author makes in a text.
2.RFS.PWR.20	• attempts to compare or contrast the most important points presented by two texts.	• compares and contrasts simplistically the most important points presented by two texts on the same topic.	• compares and contrasts the most important points presented by two texts on the same topic.	• compares and contrasts in depth the most important points presented by two texts on the same topic.
	• attempts to know and apply grade-level phonics and word analysis skills in decoding words: attempts to distinguish long and short vowels when reading regularly spelled one-syllable words; attempts to know spelling-sound correspondences for additional common vowel teams; attempts to decode regularly spelled two-syllable words with long vowels;	• knows and applies some grade-level phonics and word analysis skills in decoding words: distinguishes some long and short vowels when reading regularly spelled one-syllable words; knows some spelling-sound correspondences for additional common vowel teams; decodes some regularly spelled, two-syllable words with long vowels; decodes some words with common prefixes and suffixes; identifies some words with inconsistent	• knows and applies grade-level phonics and word analysis skills in decoding words: distinguishes long and short vowels when reading regularly spelled one-syllable words; knows spelling-sound correspondences for additional common vowel teams; decodes regularly spelled two-syllable words with long vowels; decodes words with common prefixes and suffixes; identifies words with inconsistent but common spelling-sound correspondences; recognizes and reads	• knows and consistently applies grade-level phonics and word analysis skills in decoding words: consistently distinguishes long and short vowels when reading regularly spelled one-syllable words; consistently knows spelling-sound correspondences for additional common vowel teams; consistently decodes regularly spelled two-syllable words with long vowels; consistently decodes words with prefixes and suffixes; consistently identifies words with inconsistent but common spelling-

	attempts to decode words with common prefixes and suffixes; attempts to identify words with inconsistent but common spelling-sound correspondences; attempts to recognize and read some grade-appropriate irregularly spelled words.	but common spelling-sound correspondences; recognizes and reads some grade-appropriate irregularly spelled words.	grade-appropriate irregularly spelled words.	sound correspondences; consistently recognizes and reads grade-appropriate irregularly spelled words.

Writing

2.W.TTP.22	**A student at this level** • attempts to write opinion pieces in which he or she introduces the topic or book being written about, attempts to state an opinion, attempts to supply reasons that support the opinion, attempts to use linking words (e.g., *because, and, also*) to connect opinion and reasons, and attempts to provide a concluding statement or section; attempts to write free verse	**A student at this level** • writes simplistic opinion pieces in which he or she introduces the topic or book being written about, states an opinion, supplies some reasons that support the opinion, uses some linking words and phrases (e.g., *because, and, also*) to connect opinion and reasons, and provides a simplistic concluding statement or section; writes simplistically free verse poetry to express ideas.	**A student at this level** • writes opinion pieces in which he or she introduces the topic or book being written about, states an opinion, supplies reasons that support the opinion, uses linking words (e.g., *because, and, also*) to connect opinion and reasons, and provides a concluding statement or section; writes free verse poetry to express ideas.	**A student at this level** • writes in depth opinion pieces in which he or she introduces the topic or book being written about, clearly states an opinion, supplies detailed reasons that support the opinions, uses appropriate linking words (e.g., *because, and, also*) to connect opinion and reasons, and provides an effective concluding statement or section; writes complex free verse poetry to express ideas.

	poetry to express ideas.			
2.W.TTP.23	• attempts to write informative or explanatory texts in which he or she introduces a topic, attempts to use facts and definitions to develop points, and attempts to provide a concluding statement or section.	• writes simplistic informative or explanatory texts in which he or she introduces a topic, uses some facts and definitions to develop points, and provides a simplistic concluding statement or section.	• writes informative or explanatory texts in which he or she introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section.	• writes in depth informative or explanatory texts in which he or she introduces a topic clearly, uses facts and definitions to precisely develop points, and provides an effective concluding statement or section.
2.W.TTP.24	• attempts to write narratives in which he or she recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, attempts to use temporal words and phrases to signal event order, and attempts to provide a sense of closure.	• writes simplistic narratives in which he or she recounts an event or short sequence of events, includes some details to describe actions, thoughts, and feelings, uses some temporal words to signal event order, and provides some sense of closure.	• writes narratives in which he or she recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.	• writes in depth narratives in which he or she recounts a well-elaborated event or short sequence of events, includes precise details to describe actions, thoughts, and feelings, uses appropriate temporal words to signal event order, and provides a unified sense of closure.
2.W.R.27	• attempts to participate in shared research and writing projects (e.g., reads a number of books on a single topic to produce a report;	• participates in simple shared research and writing projects (e.g., reads a number of books on a single topic to produce a report; records science observations).	• participates in shared research and writing projects (e.g., reads a number of books on a single topic to produce a report; records science observations).	• participates in complex shared research and writing projects (e.g., reads a number of books on a single topic to produce a report; records science observations).

2.W.R.28	records science observations. • attempts to recall information from experiences or attempts to gather information from provided sources to answer a question.	• recalls some information from experiences or gathers some information from provided sources to answer a question.	• recalls information from experiences or gathers information from provided sources to answer a question.	• recalls detailed information from experiences or gathers relevant information from provided sources to answer a question.
	Language			
	A student at this level	**A student at this level**	**A student at this level**	**A student at this level**
2.L.C.35	• demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking: attempts to use collective nouns (e.g., *group*); attempts to form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*); attempts to use reflexive pronouns (e.g., *myself, ourselves*); attempts to form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*); attempts to use adjectives and	• demonstrates simplistic command of the conventions of Standard English grammar and usage when writing or speaking: uses some collective nouns (e.g., *group*); forms or uses frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*); uses reflexive pronouns (e.g., *myself, ourselves*); forms or uses the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*); uses adjectives or adverbs, or chooses between them depending on what is to be modified; produces, expands, or rearranges complete sentences or compound sentences	• demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: uses collective nouns (e.g., *group*); forms and uses frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*); uses reflexive pronouns (e.g., *myself, ourselves*); forms and uses the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*); uses adjectives and adverbs, and chooses between them depending on what is to be modified; produces, expands, and rearranges complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the*	• demonstrates in-depth command of the conventions of Standard English grammar and usage when writing or speaking: uses less common collective nouns (e.g., *group*); forms and consistently uses frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*); consistently uses reflexive pronouns (e.g., *myself, ourselves*); consistently forms and uses the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*); uses complex adjectives and adverbs, and consistently chooses between them depending on what is to be modified; consistently produces,

	adverbs, and attempts to choose between them depending on what is to be modified; attempts to produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*)	(e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	*movie; The action movie was watched by the little boy*).	expands, and rearranges complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2.L.C.36	• demonstrates emerging command of the conventions of Standard English capitalization, punctuation, and spelling when writing: attempts to capitalize holidays, product names, and geographic names; attempts to use commas in greetings and closing of letters; attempts to use an apostrophe to form contractions and frequently occurring possessives; attempts to generalize simple	• demonstrates simplistic command of the conventions of Standard English capitalization, punctuation, and spelling when writing: capitalizes holidays, product names, or geographic names; uses commas in some greetings or closing of letters; uses an apostrophe to form contractions or frequently occurring possessives; generalizes learned spelling patterns when writing words; forms some uppercase and lowercase letters in cursive; consults some reference materials,	• demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: capitalizes holidays, product names, and geographic names; uses commas in greetings and closing of letters; uses an apostrophe to form contractions and frequently occurring possessives; generalizes learned spelling patterns when writing words; forms uppercase and lowercase letters in cursive; consults reference materials, including beginning	• demonstrates in-depth command of the conventions of Standard English capitalization, punctuation, and spelling when writing: consistently capitalizes holidays, product names, and geographic names; consistently uses commas in greetings and closing of letters; consistently uses an apostrophe to form contractions and frequently occurring possessives; consistently generalizes learned spelling patterns when writing words; forms uppercase and lowercase letters in cursive;

	learned spelling patterns when writing words; attempts to form uppercase and lowercase letters in cursive; attempts to consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	including beginning dictionaries, as needed to check or correct spellings.	dictionaries, as needed to check and correct spellings.	effectively consults reference materials, including beginning dictionaries, as needed to check and correct spellings.
2.L.V.38	• attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content,* choosing from a range of strategies: attempts to use sentence-level context as a clue to the meaning of a word or phrase; attempts to determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*); attempts to use a known root	• determines or clarifies the meaning of some unknown and multiple-meaning words and phrases based on *Grade 2 reading and content,* choosing from a range of strategies: uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., *additional, additional);* uses knowledge of the meaning of individual words to predict the meaning of compound	• determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content,* choosing flexibly from a range of strategies: uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., *additional, additional);* uses knowledge of the meaning of individual words to predict the meaning of	• consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content,* choosing flexibly from a range of strategies: consistently uses sentence-level context as a clue to the meaning of a word or phrase; consistently determines the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*); consistently uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., *additional, additional);* consistently uses

	word as a clue to the meaning of an unknown word with the same root (e.g., *additional, additional*); attempts to use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly*; *bookshelf notebook, bookmark*); attempts to use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	words (e.g., *birdhouse, lighthouse, housefly*; *bookshelf notebook, bookmark*); uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases.	compound words (e.g., *birdhouse, lighthouse, housefly*; *bookshelf notebook, bookmark*); uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly*; *bookshelf notebook, bookmark*); consistently uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.V.39	• demonstrates emerging understanding of word relationships and nuances in word meanings: attempts to identify real-life connections between words and their use (e.g., describes foods that are *spicy* or *juicy*); attempts to distinguish shades of meaning among closely related verbs (e.g., *toss, throw,*	• demonstrates simplistic understanding of word relationships and nuances in word meanings: identifies real-life connections between words or their use (e.g., describes foods that are *spicy* or *juicy*); distinguishes shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) or closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	• demonstrates understanding of word relationships and nuances in word meanings: identifies real-life connections between words and their use (e.g., describes foods that are *spicy* or *juicy*); distinguishes shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	• demonstrates in-depth understanding of word relationships and nuances in word meanings: identifies relevant, real-life connections between words and their use (e.g., describes foods that are *spicy* or *juicy*); distinguishes complex shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

	hurl) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).		