	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**
4.RL.RR.9/ 4.RI.RR.19	• reads and minimally comprehends literature and informational texts in the grade 4 text complexity level.	• reads and partially comprehends literature and informational texts in the grade 4 text complexity level.	• reads and proficiently comprehends literature and informational texts in the grade 4 text complexity level.	• reads and thoroughly comprehends literature and informational texts in the grade 4 text complexity level.
4.RL.KI.1	• attempts to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• refers to some details and examples in a text when explaining what the text says explicitly and when drawing some inferences from the text.	• refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• refers to multiple details and examples when explaining what the text says explicitly and when drawing multiple inferences from the text.
4.RL.KI.2	• attempts to determine a theme of a story, drama, or poem from details in	• determines an explicit theme of a story, drama, or poem from details in the text;	• determines a theme of a story, drama, or poem from details in the text; summarizes the text.	• determines an implied theme of a story, drama, or poem from details in the text;

4.RL.KI.3	the text; attempts to summarize the text.	simplistically summarizes the text.		summarizes the text in depth.
	• attempts to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	• describes in some depth a character, setting, or event in a story or drama, drawing on some specific details in the text (e.g., a character's thoughts, words, or actions).	• describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	• describes in depth a character, setting, or event in a story or drama, drawing on implied and specific details in the text (e.g., a character's thoughts, words, or actions).
4.RL.CS.4	• attempts to determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	• determines the meanings of some words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	• determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	[Level 3 is the highest level supported by this standard.]
4.RL.CS.5	• attempts to explain major differences among poems, drama, and prose, and attempts to refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions,	• explains some major differences among poems, drama, and prose, and refers to some structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	• explains major differences among poems, drama, and prose, and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	• explains in detail major differences among poems, drama, and prose, and refers in detail to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

	dialogue, stage directions) when writing or speaking about a text.			
4.RL.CS.6	• attempts to compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	• compares and contrasts simplistically the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	• compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	• compares and contrasts in detail the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.RL.IK.8	• attempts to compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	• compares and contrasts simplistically the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	• compares and contrasts the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	• compares and contrasts in detail the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
4.RI.KI.10	• attempts to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• refers to some details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• refers consistently to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.KI.11				

4.RI.KI.12	• attempts to determine the main idea of a text and attempts to explain how it is supported by key details of a text; attempts to summarize the text.	• determines the explicit main idea of a text and explains simplistically how it is supported by key details; summarizes the text simplistically.	• determines the main idea of a text and explains how it is supported by key details; summarizes the text.	• determines the implied main idea of a text and explains in depth how it is supported by key details; summarizes the text in depth.
4.RI.CS.13	• attempts to explain events, procedures, ideas, or concepts in a historical, scientific, or technical test, based on specific information in the text.	• explains simplistically events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• explains in depth events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4.RI.CS.14	• attempts to determine the meaning of general academic and domain-specific words or phrases in a text relevant to *a Grade 4 topic or subject area.*	• determines the meaning of some general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area.*	• determines the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area.*	[Level 3 is the highest level supported by this standard.]
	• attempts to describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a	• describes simplistically the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.	• describes the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.	• describes in depth the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.CS.15	text or part of a text.			

4.RI.CS.15				
	• attempts to compare and contrast a firsthand and secondhand account of the same event or topic; attempts to describe the differences in focus and the information provided.	• simplistically compares and contrasts a firsthand and secondhand account of the same event or topic; describes some of the differences in focus and the information provided.	• compares and contrasts a firsthand and secondhand account of the same event or topic; describes the differences in focus and the information provided.	• compares and contrasts in depth a firsthand and secondhand account of the same event or topic; describes in detail the differences in focus and the information provided.
4.RI.IK.16	• attempts to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and attempts to explain how the information contributes to an understanding of the text in which it appears.	• interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and simplistically explains how the information contributes to an understanding of the text in which it appears.	• interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	• interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains in depth how the information contributes to an understanding of the text in which it appears.
4.RI.IK.17	• attempts to explain how an author uses reasons and	• explains simplistically how an author uses some reasons and	• explains how an author uses reasons and evidence to support	• explains in depth how an author uses reasons and evidence to

4.RI.IK.18	evidence to support particular points in a text. • attempts to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	evidence to support particular points in a text. • integrates simplistically information from two texts on the same topic in order to write or speak about the subject knowledgeably.	particular points in a text. • integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	support particular points in a text. • integrates thoroughly information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	Writing			
4.W.TTP.22	A student at this level • attempts to write opinion pieces on topics or texts, supporting a point of view with reasons and information: attempts to introduce a topic or text clearly, attempts to state an opinion, and attempts to create an organizational structure in which related ideas are grouped to support the writer's purpose; attempts to provide reasons that are supported by facts and details;	A student at this level • writes simplistic opinion pieces on topics or texts, supporting a point of view with reasons and information: simplistically introduces a topic or text, states an opinion, and creates a simple organizational structure in which related ideas are grouped to support the writer's purpose; provides reasons that are supported by facts or details; links opinion and reasons using words or phrases (e.g., *for instance, in order to, in addition*); provides a simplistic concluding	A student at this level • writes opinion pieces on topics or texts, supporting a point of view with reasons and information: introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose; provides reasons that are supported by facts and details; links opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*); provides a concluding statement	A student at this level • writes in depth opinion pieces on topics or texts, supporting a point of view with relevant reasons and information: introduces a topic or text clearly, states a clear opinion, and creates a detailed organizational structure in which related ideas are grouped to support the writer's purpose; provides relevant reasons that are supported by facts and details; links opinion and reasons using relevant words and phrases (e.g., *for instance, in order to, in addition*); provides a

	attempts to link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*); attempts to provide a concluding statement or section related to the opinion presented.	statement or section related to the opinion presented.	or section related to the opinion presented.	concluding statement or section related to the opinion presented.
4.W.TTP.23	• attempts to write informative or explanatory texts to examine a topic and convey ideas and information clearly: attempts to introduce a topic clearly; attempts to include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; attempts to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; attempts to link ideas within categories of information using words and phrases (e.g., *another, for,*	• writes simplistic informative or explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic and simplistically groups related information in paragraphs and sections; includes some formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; develops the topic with some facts, definitions, concrete details, quotations, or other information related to the topic; links some ideas within categories of information using words or phrases (e.g., *another, for, example, also, because*); uses precise language or domain-specific vocabulary to	• writes informative or explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; links ideas within categories of information using words and phrases (e.g., *another, for, example, also, because*); uses precise language and domain-specific vocabulary to inform	• writes in depth informative or explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic clearly and in detail and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic; links ideas within categories of information using words and phrases (e.g., *another, for, example, also, because*); uses precise language and domain-specific

	example, also, because); attempts to use precise language and domain-specific vocabulary to inform about or explain the topic; attempts to provide a concluding statement or section related to the information or explanation presented.	inform about or explain the topic; provides a simplistic concluding statement or section related to the information or explanation presented.	about or explain the topic; provides a concluding statement or section related to the information or explanation presented.	vocabulary to inform about or explain the topic; provides an effective concluding statement or section related to the information or explanation presented.
4.W.TTP.24	• attempts to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: attempts to orient the reader by introducing a narrator, characters, or both; attempts to organize an event sequence that unfolds naturally; attempts to use dialogue and description to develop experiences and	• writes simplistic narratives to develop real or imagined experiences or events using some technique, some descriptive details, or some clear event sequences: orients the reader by establishing a simplistic situation or introducing a narrator, characters, or both; organizes a simple event sequence that unfolds naturally; uses dialogue or description to develop experiences or events or show the responses of characters to situations; uses a variety of transitional words or phrases to manage the sequence of events; uses	• writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: orients the reader by establishing a situation and introducing a narrator, characters, or both; organizes an event sequence that unfolds naturally; uses dialogue and description to develop experiences and events or show the responses of characters to situations; uses a variety of transitional words and phrases to manage the sequence of events; uses	• writes in depth narratives to fully develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: orients the reader by thoroughly establishing a situation and introducing a narrator, characters, or both; organizes an event sequence that unfolds naturally; uses complex dialogue and description to develop experiences and events or show the responses of characters to situations; uses a variety of transitional words and phrases to manage the sequence

	events or show the responses of characters to situations; attempts to use a variety of simple words and phrases to manage the sequence of events; attempts to use concrete words and phrases to convey experiences and events; attempts to provide a conclusion that follows from the narrated experiences or events.	concrete words or phrases or sensory details to convey experiences or events; provides a simplistic conclusion that follows from the narrated experiences or events.	concrete words and phrases and sensory details to convey experiences and events precisely; provides a conclusion that follows from the narrated experiences or events.	of events; uses many concrete words and phrases and sensory details to convey experiences and events precisely; provides an effective conclusion that follows from the narrated experiences or events.
4.W.R.28	• attempts to conduct short research projects that build knowledge through investigation of different aspects of a topic.	• conducts simplistic short research projects that build knowledge through investigation of different aspects of a topic.	• conducts short research projects that build knowledge through investigation of different aspects of a topic.	• conducts thorough short research projects that build knowledge through investigation of different aspects of a topic.
4.W.R.29	• attempts to recall relevant information from experiences or gathers relevant information from print and digital sources; attempts to take notes and	• recalls some relevant information from experiences or gathers some relevant information from print and digital sources; takes some notes and categorizes some information, and	• recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information, and	• recalls relevant information from experiences or gathers relevant information from print and digital sources; takes relevant notes and logically categorizes information, and

4.W.R.30	categorize information, and attempts to provide a list of sources. • attempts to draw evidence from literary or informational texts to support analysis, reflection, and research.	provides a list of some sources. • draws simple evidence from literary or informational texts to support analysis, reflection, and research.	provides a list of sources. • draws evidence from literary or informational texts to support analysis, reflection, and research.	provides a list of sources. • draws relevant evidence from literary or informational texts to clearly support analysis, reflection, and research.
Language				
	A student at this level	**A student at this level**	**A student at this level**	**A student at this level**
4.L.C.38	• demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking: attempts to use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*); attempts to form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses; attempts to use modal auxiliaries (e.g., *can, may,*	• demonstrates simplistic command of the conventions of Standard English grammar and usage when writing or speaking: uses familiar relative pronouns (*who, whose, whom, which, that*) or relative adverbs (*where, when, why*); forms or uses the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses; uses familiar modal auxiliaries (e.g., *can, may, must*) to convey various conditions; orders some adjectives within sentences according to conventional patterns	• demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: uses relative pronouns (*who, whose, whom, which, that)* and relative adverbs (*where, when, why*); forms and uses the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses; uses modal auxiliaries (e.g., *can, may, must*) to convey various conditions; orders adjectives within sentences according to conventional patterns (e.g., *a small red bag*	• demonstrates in-depth command of the conventions of Standard English grammar and usage when writing or speaking: consistently uses relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*) correctly; consistently forms and uses correctly the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses; consistently uses modal auxiliaries (e.g., *can, may, must*) correctly to convey various conditions; consistently correctly

	must) to convey various conditions; orders basic adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than a *red small bag*); attempts to form and use prepositional phrases; attempts to produce complete sentences; attempts to correctly use familiar, frequently confused words (e.g., *to, too, two; there, their*).	(e.g., *a small red bag* rather than *a red small bag*); forms or uses simple prepositional phrases; produces simple complete sentences, recognizing or correcting inappropriate fragments and run-ons; correctly uses familiar frequently confused words (e.g., *to, too, two; there, their*).	rather than *a red small bag*); forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., *to, too, two; there, their*).	orders adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*); consistently forms and uses prepositional phrases correctly; consistently and correctly produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; consistently and correctly uses frequently confused unfamiliar words (e.g., *to, too, two; there, their*).
4.L.C.39	• demonstrates emerging command of the conventions of Standard English capitalization, punctuation, and spelling when writing: attempts to use correct capitalization; attempts to use commas and quotation marks to mark direct speech and quotations from a text; attempts to use a comma before a coordinating	• demonstrates simplistic command of the conventions of Standard English capitalization, punctuation, or spelling when writing: uses some correct capitalization; uses some commas and quotation marks to mark direct speech or quotations from a text; uses commas before coordinating conjunctions in compound sentences; and spells grade-appropriate words	• demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells grade-appropriate words	• demonstrates in-depth command of the conventions of Standard English capitalization, punctuation, and spelling when writing: consistently uses correct capitalization; consistently uses commas and quotation marks to mark direct speech and quotations from a text; consistently uses a comma before a coordinating conjunction in a compound sentence; consistently spells unfamiliar grade-

	conjunction in a compound sentence; and attempts to spell grade-appropriate words correctly.	correctly, consulting references.	correctly, consulting references as needed.	appropriate words correctly, consulting references as needed.
4.L.V.41	• attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content,* choosing flexibly from a range of strategies: attempts to use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; attempts to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*); attempts to consult reference materials to determine or clarify the precise	• determines or clarifies the meaning of some unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies: uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*); consults some reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify the precise meaning of key words or phrases.	• determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies: uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*); consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content,* choosing flexibly from a range of strategies: consistently uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; consistently uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*); consistently consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.V.42	meaning of key words or phrases. • attempts to demonstrate understanding of figurative language, word relationships, and nuances in word meanings: attempts to explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*); attempts to recognize and explain the meaning of common idioms; attempts to demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	• demonstrates understanding of some figurative language, word relationships, and nuances in word meanings: explains the meaning of some simple similes and metaphors (e.g., *as pretty as a picture*) in context; recognizes and explains the meaning of some common idioms, adages, and proverbs; demonstrates understanding of some words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	• demonstrates understanding of figurative language, word relationships, and nuances in word meanings: explains the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	• demonstrates in-depth understanding of figurative language, word relationships, and nuances in word meanings: consistently explains the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context; recognizes and explains in detail the meaning of common idioms, adages, and proverbs; demonstrates understanding of words by consistently relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).