

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.				
Standard	Phonics			
3	A student at this level Attempts to determine or clarifies the meaning of unknown or multiple-meaning words and phrases.	A student at this level Determines or clarifies the meaning of unknown or multiple-meaning words and phrases.	A student at this level Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	A student at this level [Level 3 is the highest level supported by this standard.]
Standard	Vocabulary			
11	A student at this level Acquires and/or attempts to use grade-level vocabulary, clarifying the meaning of unknown or multiple-meaning words and phrases in text, choosing from a limited range of strategies.	A student at this level Acquires and/or uses grade-level vocabulary, clarifying the meaning of unknown or multiple-meaning words and phrases in text, choosing from a limited range of strategies.	A student at this level Acquires and uses grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.	A student at this level [Level 3 is the highest level supported by this standard.]
12	Attempts to simplistically interpret the meaning of words, phrases, and/or patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. a. Attempts to locate similes, metaphors, personification,	Simplistically interprets the meaning of words, phrases, and/or patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. a. Locates similes, metaphors, personification, hyperbole,	Interprets the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. a. Locates similes, metaphors, personification, hyperbole,	Consistently interprets the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. a. Locates similes, metaphors, personification, hyperbole,

	<p>hyperbole, imagery, alliteration, onomatopoeia, and/or idioms.</p> <p>b. Attempts to explain simplistically the meanings of common idioms, adages, and/or proverbs.</p> <p>c. Attempts to use the relationships between synonyms, antonyms, and/or homographs to increase understanding of word meanings.</p> <p>d. Attempts to explain simplistically how an author’s vocabulary and/or style influences the tone and/or mood of a text.</p> <p>e. Attempts to uses common, grade-appropriate Greek and Latin affixes or roots as clues to the meanings of words.</p>	<p>imagery, alliteration, onomatopoeia, and/or idioms.</p> <p>b. Explains simplistically the meanings of common idioms, adages, and/or proverbs.</p> <p>c. Uses the relationships between synonyms, antonyms, and/or homographs to increase understanding of word meanings.</p> <p>d. Explains simplistically how an author’s vocabulary and/or style influences the tone and/or mood of a text.</p> <p>e. Uses common, grade-appropriate Greek and Latin affixes or roots as clues to the meanings of words.</p>	<p>imagery, alliteration, onomatopoeia, and idioms and interprets their meanings in context.</p> <p>b. Explains the meanings of common idioms, adages, and proverbs.</p> <p>c. Uses the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</p> <p>d. Explains how an author’s vocabulary and style influence the tone and mood of a text and supports his/her purpose for writing.</p> <p>e. Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.</p>	<p>imagery, alliteration, onomatopoeia, and idioms and consistently interprets their meanings in context.</p> <p>b. Explains in depth the meanings of common idioms, adages, and proverbs.</p> <p>c. Consistently uses the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</p> <p>d. Explains in depth how an author’s vocabulary and style influence the tone and mood of a text and supports his/her purpose for writing.</p> <p>e. Consistently uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.</p>
13	Attempts to determine or clarify the meaning of unknown or multiple-meaning words and/or phrases.	Determines or clarifies the meaning of unknown or multiple-meaning words and/or phrases.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases.	[Level 3 is the highest level supported by this standard.]

Standard	Comprehension			
17	A student at this level Attempts to demonstrate comprehension of text by asking or responding to questions about literary elements used in the text.	A student at this level Demonstrates comprehension of text by asking or responding to questions about literary elements used in the text.	A student at this level Demonstrates comprehension of text by asking and responding to questions about literary elements used in the text.	A student at this level [Level 3 is the highest level supported by this standard.]
18	Attempts to explain simplistically the relationships among events, people, or concepts in informational texts, supported by textual evidence.	Explains simplistically the relationships among events, people, or concepts in informational texts, supported by textual evidence.	Explains the relationships among events, people, or concepts in informational texts, supported by textual evidence.	Explains in depth the relationships among events, people, or concepts in informational texts, supported by substantial textual evidence.
19	Attempts to interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and/or point of view.	Interprets how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and/or point of view.	Interprets how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.	[Level 3 is the highest level supported by this standard.]
20	Attempts to explain simplistically how the author's use of character types throughout a narrative helps drive its plot.	Explains simplistically how the author's use of character types throughout a narrative helps drive its plot.	Explains how the author's use of character types throughout a narrative helps drive its plot.	Explains in depth how the author's use of character types throughout a narrative helps drive its plot.
21	Attempts to simplistically compare and contrast characters, points of view, or events in two or more literary texts.	Simplistically compares and contrasts characters, points of view, or events in two or more literary texts.	Compares and contrasts characters, points of view, or events in two or more literary texts.	Compares and contrasts characters, points of view, or events in two or more literary texts.
22	Attempts to determine the explicit main idea of literary and informational text.	Determines the explicit main idea of literary and informational text.	Determines the implied and/or explicit main idea of literary and informational text.	[Level 3 is the highest level supported by this standard.]
23	Attempts to simplistically determine and analyze themes of various, culturally-diverse literary texts, supporting simplistic analysis with textual evidence.	Simplistically determines and analyzes themes of various, culturally-diverse literary texts, supporting simplistic analysis with textual evidence.	Determines and analyzes themes of various, culturally-diverse literary texts, supporting analysis with textual evidence.	Determines and analyzes in depth the themes of various, culturally-diverse literary texts, supporting analysis with substantial textual evidence.

	<p>a. Attempts to analyze simplistically common themes of diverse texts with support from textual evidence.</p> <p>b. Attempts to summarize a story or drama, describing simplistically how the plot unfolds and/or how characters respond to challenges or change their thoughts and/or actions and/or citing textual evidence.</p>	<p>a. Analyzes simplistically common themes of diverse texts with support from textual evidence.</p> <p>b. Summarizes a story or drama, describing simplistically how the plot unfolds and/or how characters respond to challenges or change their thoughts and/or actions and/or citing textual evidence.</p>	<p>a. Analyzes common themes of diverse texts with support from textual evidence.</p> <p>b. Summarizes a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.</p>	<p>a. Analyzes in depth common themes of diverse texts with support from textual evidence.</p> <p>b. Summarizes a story or drama, describing in depth how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.</p>
24	<p>Attempts to determine and evaluate simplistically the effectiveness of digital and/or print text features and structures, including comparison and contrast, problem and solution, and/or cause and effect.</p> <p>a. Attempts to identify limited text features used in diverse forms of text.</p> <p>b. Attempts to compare and/or contrast the overall structure of events, ideas, concepts, and/or information in multiple texts.</p>	<p>Determines and evaluates simplistically the effectiveness of digital and/or print text features and structures, including comparison and contrast, problem and solution, and/or cause and effect.</p> <p>a. Identifies limited text features used in diverse forms of text.</p> <p>b. Compares and/or contrasts the overall structure of events, ideas, concepts, and/or information in multiple texts.</p>	<p>Determines and evaluates the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.</p> <p>a. Identifies various text features used in diverse forms of text.</p> <p>b. Compares and contrasts the overall structure of events, ideas, concepts, or information in multiple texts.</p>	<p>Determines and evaluates in depth the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.</p> <p>a. Consistently identifies various text features used in diverse forms of text.</p> <p>b. Compares and contrasts in depth the overall structure of events, ideas, concepts, or information in multiple texts.</p>
25	<p>Attempts to determine credibility or appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.</p>	<p>Determines credibility or appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.</p>	<p>Determines credibility and appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.</p>	<p>Consistently determines credibility and appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.</p>

26	<p>Attempts to analyze simplistically how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.</p> <p>a. Attempts to explain simplistically how visual and/or multimedia elements contribute to the overall meaning and/or tone of a text.</p> <p>b. Attempts to compare and/or contrast simplistically the approaches to theme in several stories within a genre.</p> <p>c. Attempts to locate information quickly within a text and/or attempts to apply information from multiple sources to analysis of the topics.</p> <p>d. Attempts to explain simplistically how an author uses reasons and/or evidence to support particular points in a text.</p> <p>e. Attempts to compare simplistically the approaches of several authors of articles about the same or similar topics.</p>	<p>Analyzes simplistically how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.</p> <p>a. Explains simplistically how visual and/or multimedia elements contribute to the overall meaning and/or tone of a text.</p> <p>b. Compares and contrasts simplistically the approaches to theme in several stories within a genre.</p> <p>c. Locates information quickly within a text and/or applies information from multiple sources to analysis of the topics.</p> <p>d. Explains simplistically how an author uses reasons and/or evidence to support particular points in a text.</p> <p>e. Compares simplistically the approaches of several authors of articles about the same or similar topics.</p>	<p>Analyzes how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.</p> <p>a. Explains how visual and multimedia elements contribute to the overall meaning and tone of a text.</p> <p>b. Compares and contrasts the approaches to theme in several stories within a genre.</p> <p>c. Locates information quickly within a text and applies information from multiple sources to analysis of the topics.</p> <p>d. Explains how an author uses reasons and evidence to support particular points in a text.</p> <p>e. Compares the approaches of several authors of articles about the same or similar topics.</p>	<p>Analyzes in depth how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.</p> <p>a. Explains in depth how visual and multimedia elements contribute to the overall meaning and tone of a text.</p> <p>b. Compares and contrasts in depth the approaches to theme in several stories within a genre.</p> <p>c. Consistently locates information quickly within a text and applies information from multiple sources to in depth analysis of the topics.</p> <p>d. Explains in depth how an author uses reasons and evidence to support particular points in a text.</p> <p>e. Compares in depth the approaches of several authors of articles about the same or similar topics.</p>
27	<p>Attempts to review simplistically the key ideas expressed in a text and/or draws conclusions, using facts to support them.</p>	<p>Reviews simplistically the key ideas expressed in a text and/or draws conclusions, using facts to support them.</p>	<p>Reviews the key ideas expressed in a text and draws conclusions, using facts to support them.</p>	<p>Reviews in depth the key ideas expressed in a text and draws conclusions, using facts to support them.</p>

28	Attempts to use audio or visual sources of information to obtain the answer to a question.	Uses audio or visual sources of information to simplistically obtain the answer to a question.	Uses audio and/or visual sources of information to obtain the answer to a question.	Uses audio and visual sources of information to obtain the answer to a question.
29	<p>Attempts to summarize simplistically in writing a variety of texts, stating their explicit main ideas.</p> <p>a. Attempts to use textual evidence to support partial summarization.</p> <p>b. Attempts to cite when summarizing.</p>	<p>Summarizes simplistically in writing a variety of texts, stating their explicit main ideas.</p> <p>a. Uses textual evidence to support partial summarization.</p> <p>b. Cites when summarizing.</p>	<p>Summarizes in writing a variety of texts, stating their implied and/or explicit main ideas.</p> <p>a. Uses textual evidence to support summarization.</p> <p>b. Cites appropriately when summarizing.</p>	<p>Consistently summarizes in writing a variety of texts, stating their implied and/or explicit main ideas.</p> <p>a. Uses substantial textual evidence to support complete summarization.</p> <p>b. Consistently cites appropriately when summarizing.</p>
30	Attempts to quote literary and/or informational texts to support conclusions and/or inferences drawn from them.	Quotes literary and/or informational texts to support conclusions and/or inferences drawn from them.	Quotes literary and informational texts accurately to support conclusions and inferences drawn from them.	Quotes literary and informational texts accurately to support in-depth conclusions and inferences drawn from them.
Standard	Writing			
34	<p>A student at this level</p> <p>Attempts to write simplistic personal or fictional narratives incorporating story elements (characters, plot, setting, conflict), dialogue, voice, and event sequences.</p>	<p>A student at this level</p> <p>Writes simplistic personal or fictional narratives incorporating story elements (characters, plot, setting, conflict), dialogue, voice, and event sequences.</p>	<p>A student at this level</p> <p>Writes personal or fictional narratives incorporating story elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.</p>	<p>A student at this level</p> <p>Writes in-depth personal or fictional narratives incorporating story elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.</p>
35	Attempts to write simplistic informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information and/or incorporating an organizational structure, some details, and/or elaboration.	Writes simplistic informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information and/or incorporating an organizational structure, some details, and/or elaboration.	Writes informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.	Writes in-depth informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

36	Attempts to write a simplistic argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with limited evidence from sources, and/or presenting a simplistic conclusion.	Writes a simplistic argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with evidence from sources, use some connectives to link ideas, and/or presenting a simplistic conclusion.	Writes an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.	Writes an in-depth argument to persuade the reader to take an action or adopt a position, stating a claim, thoroughly supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.
38	<p>Attempts to gather information on a topic or question, and attempts to share the results simplistically through various modes of writing, including projects and/or presentations.</p> <p>a. Attempts to locate information in print or digital sources.</p> <p>b. Attempts to summarize, quote, and/or paraphrase information in notes or finished work, providing a list of sources.</p> <p>c. Attempts to integrate some information from texts on the same topic into presentations of research.</p>	<p>Gathers some information on a topic or question, and shares the results simplistically through various modes of writing, including projects and/or presentations.</p> <p>a. Locates information in print or digital sources.</p> <p>b. Summarizes, quotes, and/or paraphrases information in notes or finished work, providing a list of sources.</p> <p>c. Integrates some information from several texts on the same topic into presentations of research.</p>	<p>Gathers information on a topic or question, and shares the results through various modes of writing, including projects and presentations.</p> <p>a. Locates information in print and digital sources.</p> <p>b. Summarizes, quotes, and paraphrases information in notes and finished work, providing a list of sources.</p> <p>c. Integrates information from several texts on the same topic into presentations of research.</p>	<p>Gathers in-depth information on a topic or question, and thoroughly shares the results through various modes of writing, including projects and presentations.</p> <p>a. Consistently locates relevant information in print and digital sources.</p> <p>b. Consistently summarizes, quotes, and paraphrases information in notes and finished work, providing a list of sources.</p> <p>c. Thoroughly integrates information from several texts on the same topic into presentations of research.</p>

<p style="text-align: center;">39</p>	<p>Attempts to demonstrate simplistic command of the conventions of standard English grammar and usage in writing.</p> <p>a. Attempts to evaluate the usage of some pronouns for the proper case.</p> <p>b. Attempts to identify inappropriate shifts in pronoun number or person.</p> <p>c. Attempts to use some pronouns or their antecedents correctly in composing and/or revising writing.</p> <p>d. Attempts to use some subject-verb agreement correctly when composing or revising writing.</p> <p>e. Attempts to use verb tenses to convey various times, sequences, states, or conditions.</p> <p>f. Attempts to recognize or correct inappropriate shifts in verb tense.</p> <p>g. Attempts to use perfect verb tenses to compose or revise writing.</p>	<p>Demonstrates simplistic command of the conventions of standard English grammar and usage in writing.</p> <p>a. Evaluates the usage of some pronouns for the proper case.</p> <p>b. Identifies inappropriate shifts in pronoun number or person.</p> <p>c. Uses some pronouns or their antecedents correctly in composing and/or revising writing.</p> <p>d. Uses some subject-verb agreement correctly when composing or revising writing.</p> <p>e. Uses verb tenses to convey various times, sequences, states, or conditions.</p> <p>f. Recognizes or corrects inappropriate shifts in verb tense.</p> <p>g. Uses perfect verb tenses to compose or revise writing.</p>	<p>Demonstrates command of the conventions of standard English grammar and usage in writing.</p> <p>a. Evaluates the usage of pronouns for the proper case.</p> <p>b. Identifies inappropriate shifts in pronoun number and person.</p> <p>c. Uses varied pronouns and their antecedents correctly in composing and revising writing.</p> <p>d. Uses subject-verb agreement correctly when composing and revising writing.</p> <p>e. Uses verb tenses to convey various times, sequences, states, and conditions.</p> <p>f. Recognizes and corrects inappropriate shifts in verb tense, including subject-verb agreement.</p> <p>g. Uses perfect verb tenses to compose and revise writing.</p>	<p>Demonstrates in-depth command of the conventions of standard English grammar and usage in writing.</p> <p>a. Consistently evaluates the usage of pronouns for the proper case.</p> <p>b. Consistently identifies inappropriate shifts in pronoun number and person.</p> <p>c. Consistently uses varied pronouns and their antecedents correctly in composing and revising writing.</p> <p>d. Consistently uses subject-verb agreement correctly when composing and revising writing.</p> <p>e. Consistently uses verb tenses to convey various times, sequences, states, and conditions.</p> <p>f. Consistently recognizes and corrects inappropriate shifts in verb tense, including subject-verb agreement.</p> <p>g. Consistently uses perfect verb tenses to compose and revise writing.</p>
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	h. Attempts to use correlative conjunctions correctly when composing and /or revising writing.	h. Uses correlative conjunctions correctly when composing or revising writing.	h. Uses correlative conjunctions correctly when composing and revising writing.	h. Consistently uses correlative conjunctions correctly when composing and revising writing.
40	<p>Demonstrates emerging command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Attempts to use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, or indicate direct address.</p> <p>b. Attempts to use underlining or italics to indicate the titles of different types of works.</p> <p>c. Attempts to spell some grade-level words correctly.</p>	<p>Demonstrates simplistic command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Uses commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, or indicate direct address.</p> <p>b. Uses underlining or italics to indicate the titles of different types of works.</p> <p>c. Spells some grade-level words correctly.</p>	<p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Uses commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.</p> <p>b. Uses underlining, quotation marks, or italics to indicate the titles of different types of works.</p> <p>c. Spells grade-level words correctly, consulting references as needed.</p>	<p>Demonstrates in-depth command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Consistently uses commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.</p> <p>b. Consistently uses underlining, quotation marks, or italics to indicate the titles of different types of works.</p> <p>c. Consistently spells grade-level words correctly, consulting references as needed.</p>
42	Attempts to consult print and digital reference materials to find the pronunciation or to determine or clarify the precise meaning of key words and phrases.	Consults print and digital reference materials to find the pronunciation or to determine or clarify the precise meaning of key words and phrases.	Consults print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases.	Consistently consults print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases.