	Performance Level Descriptors (PLDs)					
	Level 1	Level 2	Level 3	Level 4		
Policy	The student has a minimal	The student has a partial	The student has a strong	The student has an advanced		
Statement	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.	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.	understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	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,	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,	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,	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,
	a. Attempts to locate similes, metaphors, personification,	a. Locates similes, metaphors, personification, hyperbole,	a. Locates similes, metaphors, personification, hyperbole,	a. Locates similes, metaphors, personification, hyperbole,

Grade 3		omprenensive Assessment Program (A		T
	hyperbole, imagery, alliteration,	imagery, alliteration,	imagery, alliteration,	imagery, alliteration,
	onomatopoeia, and/or idioms.	onomatopoeia, and/or idioms.	onomatopoeia, and idioms and	onomatopoeia, and idioms and
			interprets their meanings in	consistently interprets their
			context.	meanings in context.
	b. Attempts to explain	b. Explains simplistically the	b. Explains the meanings of	b. Explains in depth the
	simplistically the meanings of	meanings of common idioms,	common idioms, adages, and	meanings of common idioms,
	common idioms, adages, and/or proverbs.	adages, and/or proverbs.	proverbs.	adages, and proverbs.
	c. Attempts to use the relationships between synonyms, antonyms, and/or homographs to increase understanding of word meanings.	c. Uses the relationships between synonyms, antonyms, and/or homographs to increase understanding of word meanings.	c. Uses the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.	c. Consistently uses the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
	d. Attempts to explain simplistically how an author's vocabulary and/or style influences the tone and/or mood of a text.	d. Explains simplistically how an author's vocabulary and/or style influences the tone and/or mood of a text.	d. Explains how an author's vocabulary and style influence the tone and mood of a text and supports his/her purpose for writing.	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.
	e. Attempts to uses common,	e. Uses common, grade-	e. Uses common, grade-	e. Consistently uses common,
	grade-appropriate Greek and	appropriate Greek and Latin affixes	appropriate Greek and Latin affixes	grade-appropriate Greek and
	Latin affixes or roots as clues to	or roots as clues to the meanings of	and roots as clues to the meanings	Latin affixes and roots as clues to
	the meanings of words.	words.	of words.	the meanings of words.
	Attempts to determine or clarify	Determines or clarifies the meaning	Determines or clarifies the meaning	[Level 3 is the highest level
13	the meaning of unknown or	of unknown or multiple-meaning	of unknown and multiple-meaning	supported by this standard.]
	multiple-meaning words and/or phrases.	words and/or phrases.	words and phrases.	

	Comprehension			
	A student at this level	A student at this level	A student at this level	A student at this level
	Attempts to demonstrate	Demonstrates	Demonstrates comprehension of text	[Level 3 is the highest level
17	comprehension of text by asking	comprehension of text by	by asking and responding to	supported by this standard.]
1/	or responding to questions	asking or responding to	questions about literary elements	
	about literary elements used in	questions about literary	used in the text.	
	the text.	elements used in the text.		
	Attempts to explain	Explains simplistically the	Explains the relationships among	Explains in depth the
	simplistically the relationships	relationships among events,	events, people, or concepts in	relationships among events,
18	among events, people, or	people, or concepts in	informational texts, supported by	people, or concepts in
10	concepts in informational texts,	informational texts,	textual evidence.	informational texts, supported
	supported by textual evidence.	supported by textual		by substantial textual evidence.
		evidence.		
	Attempts to interpret how	Interprets how authors use	Interprets how authors use literary	[Level 3 is the highest level
	authors use literary elements	literary elements throughout	elements throughout a text, including	supported by this standard.]
19	throughout a text, including	a text, including character,	character, setting, conflict, dialogue,	
	character, setting, conflict,	setting, conflict, dialogue,	and point of view.	
	dialogue, and/or point of view.	and/or point of view.		
	Attempts to explain	Explains simplistically how	Explains how the author's use of	Explains in depth how the
	simplistically how the author's	the author's use of character	character types throughout a	author's use of character types
20	use of character types	types throughout a narrative	narrative helps drive its plot.	throughout a narrative helps
	throughout a narrative helps	helps drive its plot.		drive its plot.
	drive its plot.			
	Attempts to simplistically	Simplistically compares and	Compares and contrasts characters,	Compares and contrasts
	compare and contrast	contrasts characters, points	points of view, or events in two or	characters, points of view, or
21	characters, points of view, or	of view, or events in two or	more literary texts.	events in two or more literary
	events in two or more literary	more literary texts.		texts.
	texts.			f. 10. d. 1. d. 1.
	Attempts to determine the	Determines the explicit main	Determines the implied and/or	[Level 3 is the highest level
22	explicit main idea of literary and	idea of literary and	explicit main idea of literary and	supported by this standard.]
	informational text.	informational text.	informational text.	Bulling
	Attempts to simplistically	Simplistically determines and	Determines and analyzes themes of	Determines and analyzes in
	determine and analyze themes	analyzes themes of various,	various, culturally-diverse literary	depth the themes of various,
22	of various, culturally-diverse	culturally-diverse literary	texts, supporting analysis with textual	culturally-diverse literary texts,
23	literary texts, supporting	texts, supporting simplistic	evidence.	supporting analysis with
	simplistic analysis with textual	analysis with textual		substantial textual evidence.
	evidence.	evidence.		

Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs	Alabama Comprehensiy	e Assessment Program (ACA	P) English Language Arts PLDs
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Grade 5	Alabama Compi	rehensive Assessment Program (ACAP) English Language Arts PLDs	
	a. Attempts to analyze simplistically common themes of diverse texts with support from textual evidence.	a. Analyzes simplistically common themes of diverse texts with support from textual evidence.	a. Analyzes common themes of diverse texts with support from textual evidence.	a. Analyzes in depth common themes of diverse texts with support from textual evidence.
	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.	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.	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.	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.
	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.	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.	Determines and evaluates the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.	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.
24	a. Attempts to identify limited text features used in diverse forms of text.	a. Identifies limited text features used in diverse forms of text.	a. Identifies various text features used in diverse forms of text.	a. Consistently identifies various text features used in diverse forms of text.
	b. Attempts to compare and/or contrast the overall structure of events, ideas, concepts, and/or information in multiple texts.	b. Compares and/or contrasts the overall structure of events, ideas, concepts, and/or information in multiple texts.	b. Compares and contrasts the overall structure of events, ideas, concepts, or information in multiple texts.	b. Compares and contrasts in depth the overall structure of events, ideas, concepts, or information in multiple texts.
25	Attempts to determine credibility or appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.	Determines credibility or appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.	Determines credibility and appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.	Consistently determines credibility and appropriateness of a research source by distinguishing between fact and the opinion of an author of informational text.

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

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

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	Attempts to write a simplistic	Writes a simplistic argument	Writes an argument to persuade the	Writes an in-depth argument to
	argument to persuade the	to persuade the reader to	reader to take an action or adopt a	persuade the reader to take an
	reader to take an action or	take an action or adopt a	position, stating a claim, supporting	action or adopt a position,
	adopt a position, stating a claim,	position, stating a claim,	the claim with relevant evidence	stating a claim, thoroughly
36	supporting the claim with	supporting the claim with	from sources, using connectives to	supporting the claim with
	limited evidence from sources,	evidence from sources, use	link ideas, and presenting a strong	relevant evidence from sources,
	and/or presenting a simplistic	some connectives to link	conclusion.	using connectives to link ideas,
	conclusion.	ideas, and/or presenting a		and presenting a strong
		simplistic conclusion.		conclusion.
	Attempts to gather information	Gathers some information	Gathers information on a topic or	Gathers in-depth information
	on a topic or question, and	on a topic or question, and	question, and shares the results	on a topic or question, and
	attempts to share the results	shares the results	through various modes of writing,	thoroughly shares the results
	simplistically through various	simplistically through	including projects and presentations.	through various modes of
	modes of writing, including	various modes of writing,		writing, including projects and
	projects and/or presentations.	including projects and/or		presentations.
		presentations.		
	a. Attempts to locate information	a. Locates information in	a. Locates information in print and	a. Consistently locates relevant
	in print or digital sources.	print or digital sources.	digital sources.	information in print and digital
20				sources.
38				
	b. Attempts to summarize, quote,	b. Summarizes, quotes,	b. Summarizes, quotes, and	b. Consistently summarizes,
	and/or paraphrase information in	and/or paraphrases	paraphrases information in notes and	quotes, and paraphrases
	notes or finished work, providing	information in notes or	finished work, providing a list of	information in notes and
	a list of sources.	finished work, providing a	sources.	finished work, providing a list of
		list of sources.		sources.
	c. Attempts to integrate some	c. Integrates some	c. Integrates information from	c. Thoroughly integrates
	information from texts on the	information from several	several texts on the same topic into	information from several texts
	same topic into presentations of	texts on the same topic into	presentations of research.	on the same topic into
	research.	presentations of research.	F-222333000 51 155530000	presentations of research.
	1 . 5555. 5111	p. coc.itations of research	<u> </u>	p. cocaciono or rescaroni

	Attempts to demonstrate simplistic command of the conventions of standard English grammar and usage in writing.	Demonstrates simplistic command of the conventions of standard English grammar and usage in writing.	Demonstrates command of the conventions of standard English grammar and usage in writing.	Demonstrates in-depth command of the conventions of standard English grammar and usage in writing.
	a. Attempts to evaluate the usage of some pronouns for the proper case.	a. Evaluates the usage of some pronouns for the proper case.	a. Evaluates the usage of pronouns for the proper case.	a. Consistently evaluates the usage of pronouns for the proper case.
	b. Attempts to identify inappropriate shifts in pronoun number or person.	b. Identifies inappropriate shifts in pronoun number or person.	b. Identifies inappropriate shifts in pronoun number and person.	b. Consistently identifies inappropriate shifts in pronoun number and person.
	c. Attempts to use some pronouns or their antecedents correctly in composing and/or revising writing.	c. Uses some pronouns or their antecedents correctly in composing and/or revising writing.	c. Uses varied pronouns and their antecedents correctly in composing and revising writing.	c. Consistently uses varied pronouns and their antecedents correctly in composing and revising writing.
39	d. Attempts to use some subject- verb agreement correctly when composing or revising writing.	d. Uses some subject-verb agreement correctly when composing or revising writing.	d. Uses subject-verb agreement correctly when composing and revising writing.	d. Consistently uses subject- verb agreement correctly when composing and revising writing.
	e. Attempts to use verb tenses to convey various times, sequences, states, or conditions.	e. Uses verb tenses to convey various times, sequences, states, or conditions.	e. Uses verb tenses to convey various times, sequences, states, and conditions.	e. Consistently uses verb tenses to convey various times, sequences, states, and conditions.
	f. Attempts to recognize or correct inappropriate shifts in verb tense.	f. Recognizes or corrects inappropriate shifts in verb tense.	f. Recognizes and corrects inappropriate shifts in verb tense, including subject-verb agreement.	f. Consistently recognizes and corrects inappropriate shifts in verb tense, including subject-verb agreement.
	g. Attempts to use perfect verb tenses to compose or revise writing.	g. Uses perfect verb tenses to compose or revise writing.	g. Uses perfect verb tenses to compose and revise writing.	g. Consistently uses perfect verb tenses to compose and revise writing.

	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.
	Demonstrates emerging command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates simplistic command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates in-depth command of the conventions of standard English capitalization, punctuation, and spelling when writing.
40	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.	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.	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.	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.
	b. Attempts to use underlining or italics to indicate the titles of different types of works.	b. Uses underlining or italics to indicate the titles of different types of works.	b. Uses underlining, quotation marks, or italics to indicate the titles of different types of works.	b. Consistently uses underlining, quotation marks, or italics to indicate the titles of different types of works.
	c. Attempts to spell some grade- level words correctly.	c. Spells some grade-level words correctly.	c. Spells grade-level words correctly, consulting references as needed.	c. Consistently spells grade- level words correctly, consulting references as needed.
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	Consults print and digital reference materials to find the pronunciation or to determine or clarify the precise meaning of key	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.	words and phrases.	·	phrases.