	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 oflearning as	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 student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the	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 Alabama Course of Study.	Alabama Course of Study.	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	Critical Literacy			
1	A student at this level Attempts to identify or explain an author's rhetorical choices, including point of view, purpose, anecdotes, and/or figurative, connotative, and technical word meanings, to develop central and/or supporting ideas.	A student at this level Simplistically identifies or explains an author's rhetorical choices, including point of view, purpose, anecdotes, and/or figurative, connotative, and technical word meanings, to develop central and/or supporting ideas.	A student at this level Identifies and explains an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.	A student at this level Identifies and explains in depth an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.
2	Attempts to make inferences or simplistically draws conclusions from the structures and content of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and/or sequencing.	Makes simplistic inferences or simplistically draws conclusions from the structures and content of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and/or sequencing.	Makes inferences and draws logical conclusions from the structures and content of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.	Makes in-depth inferences and draws logical conclusions from the structures and content of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.
3	Attempts to explain how authors use setting, plot, characters, theme, conflict, dialogue, and/or point of	Simplistically explains how authors use setting, plot, characters, theme, conflict, dialogue, and/or point of view	Explains how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and	Explains in depth how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning

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	view to contribute to the	to contribute to the meaning	purpose of prose and poetry,	and purpose of prose and poetry,
	meaning and/or purpose of	and/or purpose of prose and	using textual evidence from the	using textual evidence from the
	prose and poetry, using	poetry, using textual evidence	writing.	writing.
	textual evidence from the	from the writing.		
	writing.			
	Attempts to describe the use	Simplistically describes the use	Describes the use of literary	Describes in depth the use of
	of literary devices in prose	of literary devices in prose and	devices in prose and poetry,	literary devices in prose and
	and poetry, including simile,	poetry, including simile,	including simile, metaphor,	poetry, including simile, metaphor,
	metaphor, personification,	metaphor, personification,	personification, onomatopoeia,	personification, onomatopoeia,
	onomatopoeia, hyperbole,	onomatopoeia, hyperbole, tone,	hyperbole, tone, imagery, irony,	hyperbole, tone, imagery, irony,
4	tone, imagery, irony,	imagery, irony, symbolism,	symbolism, and mood, and	symbolism, and mood, and
	symbolism, and/or mood,	and/or mood, and begins to	indicates how they support	consistently indicates how they
	and attempts to indicate how	indicate how they support	interpretations of the text.	support interpretations of the text.
	they support interpretations	interpretations of the text.	·	
	of the text.			
	Attempts to evaluate the	Simplistically evaluates the	Evaluates the development of	Consistently evaluates the
	development of central	development of central and/or	central and supporting ideas in	development of central and
	and/or supporting ideas in	supporting ideas in recorded or	recorded or live presentations by	supporting ideas in recorded or
	recorded or live	live presentations by examining	examining the speaker's rhetorical	live presentations by examining
	presentations by examining	the speaker's rhetorical choices	choices regarding point of view,	the speaker's rhetorical choices
5	the speaker's rhetorical	regarding point of view,	purpose, anecdotes, and	regarding point of view, purpose,
	choices regarding point of	purpose, anecdotes, and/or	figurative, connotative, and	anecdotes, and figurative,
	view, purpose, anecdotes,	figurative, connotative, and	technical word meanings.	connotative, and technical word
	and/or figurative,	technical word meanings.	0	meanings.
	connotative, technical word			
	meanings.			
	Attempts to support	Simplistically supports	Supports interpretations of	Consistently supports
	interpretations of recorded	interpretations of recorded or	recorded or live presentations by	interpretations of recorded or live
	or live presentations by	live presentations by examining	examining the speaker's use of	presentations by examining the
6	examining the speaker's use	the speaker's use of hyperbole,	hyperbole, tone, symbolism,	speaker's use of hyperbole, tone,
	of hyperbole, tone,	tone, symbolism, imagery,	imagery, mood, irony, and	symbolism, imagery, mood, irony,
	symbolism, imagery, mood,	mood, irony, and/or	onomatopoeia.	and onomatopoeia.
	irony, and/or onomatopoeia.	onomatopoeia.		
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Standard	Language Literacy			
17	A student at this level Attempts to assess a speaker's organizational choices to determine point of view, purpose, or effectiveness.	A student at this level Simplistically assesses a speaker's organizational choices to determine point of view, purpose, or effectiveness.	A student at this level Assesses a speaker's organizational choices to determine point of view, purpose, and effectiveness.	A student at this level Consistently assesses a speaker's organizational choices to determine point of view, purpose, and effectiveness.
	Attempts to demonstrate command of standard English grammar, usage, and mechanics when writing.	Demonstrates some command of standard English grammar, usage, and mechanics when writing.	Demonstrates command of standard English grammar, usage, and mechanics when writing.	Consistently demonstrates command of standard English grammar, usage, and mechanics when writing.
	a. Attempts to use commas, parentheses, or dashes to set off some nonrestrictive or parenthetical elements.	a. Uses commas, parentheses, or dashes to set off some nonrestrictive or parenthetical elements.	a. Uses commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.	a. Consistently uses commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.
19	b. Attempts to revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, or semicolons.	b. Revises writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, or semicolons.	b. Revises writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.	b. Consistently revises writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
	c. Attempts to compose and revise writing by using some various pronouns and/or their antecedents correctly.	c. Composes and revises writing by using some various pronouns and/or their antecedents correctly.	c. Composes and revises writing by using various pronouns and their antecedents correctly.	c. Consistently composes and revises writing by using various pronouns and their antecedents correctly.
Standard	Research Literacy			
22	A student at this level Attempts to assess the relevance, reliability, or validity of information from printed and/or digital texts.	A student at this level Simplistically assesses the relevance, reliability, or validity of information from printed and/or digital texts.	A student at this level Assesses the relevance, reliability, and validity of information from printed and/or digital texts.	A student at this level Consistently assesses the relevance, reliability, and validity of information from printed and/or digital texts.

	Attempts to write about	Writes simplistically about	Writes about research findings	Writes in depth about research
	research findings		independently over short and/or	findings independently over short
24	<u> </u>	research findings independently	1	, ,
24	independently over short	over short and/or extended	extended periods of time.	and/or extended periods of time.
	and/or extended periods of	periods of time.		
	time.			
	Attempts to quote,	Quotes, paraphrases, and/or	Quotes, paraphrases, and	[Level 3 is the highest level
	paraphrase, and/or	summarizes information from	summarizes information from	supported by this standard.]
	summarize information from	sources and/or presents	sources and presents findings,	
25	sources and/or presents	findings, following an	following an appropriate citation	
	findings, following an	appropriate citation style, with	style, with guidance and support.	
	appropriate citation style,	guidance and support.		
	with guidance and support.			
Standard	Vocabulary Literacy			
	A student at this level	A student at this level	A student at this level	A student at this level
	Attempts to discover word	Discovers word meanings by	Discovers word meanings by	Consistently discovers word
	meanings by analyzing word	simplistically analyzing word	analyzing word parts, examining	meanings by analyzing word parts,
27	parts, examining connotation	parts, examining connotation	connotation and/or denotation, or	examining connotation and
		, ,	using print or digital reference	denotation, or using print or digital
	and/or denotation, or using	and/or denotation, or using	using print or digital reference tools.	denotation, or using print or digital reference tools.
		, ,	using print or digital reference tools.	denotation, or using print or digital reference tools.
	and/or denotation, or using print or digital reference tools.	and/or denotation, or using print or digital reference tools.	tools.	reference tools.
28	and/or denotation, or using print or digital reference	and/or denotation, or using		