

| Performance Level Descriptors (PLDs) | | | | |
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| | 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 | 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 meaning and/or purpose of prose and poetry, using textual evidence from the writing. | to contribute to the meaning and/or purpose of prose and poetry, using textual evidence from the writing. | purpose of prose and poetry, using textual evidence from the writing. | and purpose of prose and poetry, using textual evidence from the writing. |
| 4 | Attempts to describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and/or mood, and attempts to indicate how they support interpretations of the text. | Simplistically describes the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and/or mood, and begins to indicate how they support interpretations of the text. | Describes the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicates how they support interpretations of the text. | Describes in depth the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and consistently indicates how they support interpretations of the text. |
| 5 | Attempts to evaluate the development of central and/or supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and/or figurative, connotative, technical word meanings. | Simplistically evaluates the development of central and/or supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and/or figurative, connotative, and technical word meanings. | Evaluates the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. | Consistently evaluates the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. |
| 6 | Attempts to support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and/or onomatopoeia. | Simplistically supports interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and/or onomatopoeia. | Supports interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. | Consistently supports interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. |

| Standard | Language Literacy | | | |
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| 17 | <p>A student at this level Attempts to assess a speaker's organizational choices to determine point of view, purpose, or effectiveness.</p> | <p>A student at this level Simplistically assesses a speaker's organizational choices to determine point of view, purpose, or effectiveness.</p> | <p>A student at this level Assesses a speaker's organizational choices to determine point of view, purpose, and effectiveness.</p> | <p>A student at this level Consistently assesses a speaker's organizational choices to determine point of view, purpose, and effectiveness.</p> |
| 19 | <p>Attempts to demonstrate command of standard English grammar, usage, and mechanics when writing.</p> <p>a. Attempts to use commas, parentheses, or dashes to set off some nonrestrictive or parenthetical elements.</p> <p>b. Attempts to revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, or semicolons.</p> <p>c. Attempts to compose and revise writing by using some various pronouns and/or their antecedents correctly.</p> | <p>Demonstrates some command of standard English grammar, usage, and mechanics when writing.</p> <p>a. Uses commas, parentheses, or dashes to set off some nonrestrictive or parenthetical elements.</p> <p>b. Revises writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, or semicolons.</p> <p>c. Composes and revises writing by using some various pronouns and/or their antecedents correctly.</p> | <p>Demonstrates command of standard English grammar, usage, and mechanics when writing.</p> <p>a. Uses commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.</p> <p>b. Revises writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p> <p>c. Composes and revises writing by using various pronouns and their antecedents correctly.</p> | <p>Consistently demonstrates command of standard English grammar, usage, and mechanics when writing.</p> <p>a. Consistently uses commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.</p> <p>b. Consistently revises writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p> <p>c. Consistently composes and revises writing by using various pronouns and their antecedents correctly.</p> |
| Standard | Research Literacy | | | |
| 22 | <p>A student at this level Attempts to assess the relevance, reliability, or validity of information from printed and/or digital texts.</p> | <p>A student at this level Simplistically assesses the relevance, reliability, or validity of information from printed and/or digital texts.</p> | <p>A student at this level Assesses the relevance, reliability, and validity of information from printed and/or digital texts.</p> | <p>A student at this level Consistently assesses the relevance, reliability, and validity of information from printed and/or digital texts.</p> |

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