	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 levelof 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.

Standar	rd Critical Literacy			
	A student at this level	A student at this level	A student at this level	A student at this level
	Attempts to analyze how	Simplistically analyzes how	Analyzes how informational and	Analyzes in depth how
	informational and graphic text	informational and graphic text	graphic text elements, including	informational and graphic text
	elements, including allusions, point	elements, including allusions,	allusions, point of view, purpose,	elements, including allusions, point
1	of view, purpose, comparisons,	point of view, purpose,	comparisons, categories, and	of view, purpose, comparisons,
_	categories, and figurative,	comparisons, categories, and	figurative, connotative, and	categories, and figurative,
	connotative, and/or technical word	figurative, connotative, and/or	technical word meanings, develop	connotative, and technical word
	meanings, develop central and/or	technical word meanings,	central and supporting ideas.	meanings, develop central and
	supporting ideas.	develop central and/or		supporting ideas.
		supporting ideas.		
	Attempts to make inferences from	Makes simple inferences from	Makes complex inferences from	[Level 3 is the highest level
	the structure and content of a text,	the structure and content of a	the structure and content of a	supported by this standard.]
	including comparison and contrast,	text, including comparison and	text, including comparison and	
	problem and solution, cause and	contrast, problem and solution,	contrast, problem and solution,	
2	effect, and/or substantiated and	cause and effect, and/or	cause and effect, and	
_	unsubstantiated claims and	substantiated and	substantiated and	
	evidence, to draw conclusions	unsubstantiated claims and	unsubstantiated claims and	
	about the author's perspective.	evidence, to draw conclusions	evidence, to draw logical	
		about the author's perspective.	conclusions about the author's perspective.	
	Attempts to analyze how authors	Simplistically analyzes how	Analyzes how authors use key	Analyzes in depth how authors use
	use key literary elements, including	authors use key literary	literary elements, including	key literary elements, including
3	setting, plot, theme, characters,	elements, including setting, plot,	setting, plot, theme, characters,	setting, plot, theme, characters,
	internal and external conflict,	theme, characters, internal and	internal and external conflict,	internal and external conflict,

Ordae 0	Alabama Complemensive Assessment Program (ACA) English Language Arts 1 Lbs				
	dialogue, and/or point of view, to	external conflict, dialogue,	dialogue, and point of view, to	dialogue, and point of view, to	
	contribute to the meaning and/or	and/or point of view, to	contribute to the meaning and	contribute to the meaning and	
	purpose of a text, using text	contribute to the meaning	purpose of a text, using text	purpose of a text, using substantial	
	evidence as support.	and/or purpose of a text, using	evidence as support.	text evidence as support.	
		text evidence as support.			
	Attempts to analyze the use of	Simplistically analyzes the use of	Analyzes the use of literary	Analyzes in depth the use of	
	literary devices, including simile,	literary devices, including simile,	devices, including simile,	literary devices, including simile,	
	metaphor, personification,	metaphor, personification,	metaphor, personification,	metaphor, personification,	
	onomatopoeia, hyperbole,	onomatopoeia, hyperbole,	onomatopoeia, hyperbole,	onomatopoeia, hyperbole,	
4	imagery, tone, symbolism, irony,	imagery, tone, symbolism, irony,	imagery, tone, symbolism, irony,	imagery, tone, symbolism, irony,	
4	mood, and/or allusion, to support	mood, and/or allusion, to	mood, and allusion, to support	mood, and allusion, to support	
	interpretations of literary texts,	support interpretations of	interpretations of literary texts,	interpretations of literary texts,	
	using textual evidence to support	literary texts, using textual	using textual evidence to support	using substantial textual evidence	
	the analysis.	evidence to support the	the analysis.	to support the analysis.	
		analysis.			
	Attempts to compare and contrast	Simplistically compares and	Compares and contrasts the	Compares and contrasts in depth	
	the perspectives in a variety of	contrasts the perspectives in a	perspectives in a variety of fiction,	the perspectives in a variety of	
	fiction, nonfiction, informational,	variety of fiction, nonfiction,	nonfiction, informational, digital,	fiction, nonfiction, informational,	
5	digital, and multimodal texts	informational, digital, and/or	and multimodal texts produced	digital, and multimodal texts	
	produced from diverse historical,	multimodal texts produced from	from diverse historical, cultural,	produced from diverse historical,	
	cultural, and/or global viewpoints.	diverse historical, cultural,	and global viewpoints.	cultural, and global viewpoints.	
		and/or global viewpoints.			
	Attempts to analyze rhetorical	Simplistically analyzes rhetorical	Analyzes rhetorical strategies to	Consistently analyzes rhetorical	
	strategies to evaluate the	strategies to evaluate the	evaluate the development of	strategies to evaluate the	
	development of central and/or	development of central and/or	central and supporting ideas in	development of central and	
	supporting ideas in recorded or live	supporting ideas in recorded or	recorded or live presentations by	supporting ideas in recorded or	
	presentations by examining the	live presentations by examining	examining the speaker's rhetorical	live presentations by examining	
6	speaker's rhetorical choices	the speaker's rhetorical choices	choices regarding point of view,	the speaker's rhetorical choices	
	regarding point of view, purpose,	regarding point of view,	purpose, comparisons, analogies,	regarding point of view, purpose,	
	comparisons, analogies, categories,	purpose, comparisons,	categories, allusions, and	comparisons, analogies,	
	allusions, and/or figurative,	analogies, categories, allusions,	figurative, connotative, and	categories, allusions, and	
	connotative, and technical word	and/or figurative, connotative,	technical word meanings.	figurative, connotative, and	
	meanings.	and technical word meanings.		technical word meanings.	
	Attempts to critique the speaker's	Simplistically critiques the	Critiques the speaker's use of	Consistently critiques the	
	use of hyperbole, tone, symbolism,	speaker's use of hyperbole,	hyperbole, tone, symbolism,	speaker's use of hyperbole, tone,	
-	imagery, mood, irony, and/or	tone, symbolism, imagery,	imagery, mood, irony, and	symbolism, imagery, mood, irony,	
7	onomatopoeia in a live or recorded	mood, irony, and/or	onomatopoeia in a live or	and onomatopoeia in a live or	
	presentation.	onomatopoeia in a live or	recorded presentation.	recorded presentation.	
		recorded presentation.			
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Standard	Language Literacy			
	A student at this level	A student at this level	A student at this level	A student at this level
19	Attempts to evaluate a speaker's rhetorical and/or organizational choices in order to determine point of view, purpose, and/or effectiveness.	Simplistically evaluates a speaker's rhetorical and/or organizational choices in order to determine point of view, purpose, and/or effectiveness.	Evaluates a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.	Consistently evaluates a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.
	Produces writing that shows an emerging command of standard English grammar, usage, and mechanics.	Produces writing that shows a simplistic command of standard English grammar, usage, and mechanics.	Produces writing that shows a command of standard English grammar, usage, and mechanics.	Produces writing that shows an indepth command of standard English grammar, usage, and mechanics.
	a. Attempts to construct verbals (gerunds, participles, or infinitives) in pieces of writing, including isolated sentences, paragraphs, and/or essays.	a. Constructs verbals (gerunds, participles, or infinitives) in pieces of writing, including isolated sentences, paragraphs, and/or essays.	a. Constructs verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.	a. Consistently constructs verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.
	b. Attempts to compose writing using verbs in active or passive voice to establish mood.	b. Composes writing using verbs in active or passive voice to establish mood.	b. Composes writing using verbs in active and passive voice to establish mood.	b. Consistently composes writing using verbs in active and passive voice to establish mood.
20	c. Attempts to revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, or semicolons.	c. Revises their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and/or semicolons.	c. Revises their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.	c. Consistently revises their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
	d. Attempts to construct simple, compound, complex, or compound-complex sentences to signal differing relationships among ideas.	d. Constructs simple, compound, complex, or compound-complex sentences to signal differing relationships among ideas.	d. Constructs simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	d. Consistently constructs simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	e. Attempts to form and use verbs in context in the indicative, imperative, interrogative, conditional, or subjunctive moods.	e. Forms and uses verbs in context in the indicative, imperative, interrogative, conditional, and/or subjunctive moods.	e. Forms and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.	e. Consistently forms and uses verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.

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	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.	f. Consistently recognizes and corrects inappropriate shifts in verb tense.
Standard	Research Literacy			
	A student at this level	A student at this level	A student at this level	A student at this level
	Attempts to produce research	Produces simplistic research	Produces research writings	Produces in-depth research
	writings independently over	writings independently over	independently over extended	writings independently over
25	extended periods of time which	extended periods of time which	periods of time which encompass	extended periods of time which
	encompass research, reflection,	encompass research, reflection,	research, reflection, and revision	encompass research, reflection,
	and/or revision and over shorter	and/or revision and over shorter	and over shorter time frames.	and revision and over shorter time
	time frames.	time frames.		frames.
	Attempts to quote, paraphrase,	Quotes, paraphrases,	Quotes, paraphrases, summarizes,	[Level 3 is the highest level
	summarize, and/or present	summarizes, and/or presents	and presents findings, following a	supported by this standard.]
	findings, following a recognized	findings, following a recognized	recognized citation style and	, ,
26	citation style and/or avoiding	citation style and/or avoiding	avoiding plagiarism to	
	plagiarism to demonstrate	plagiarism to demonstrate	demonstrate responsible and	
	responsible and ethical research	responsible and ethical research	ethical research practices.	
	practices.	practices.	·	
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 analyze word	Simplistically analyzes word	Analyzes word meanings through	Consistently analyzes word
	meanings through the use of word	meanings through the use of	the use of word parts, context	meanings through the use of word
	parts, sentence level context	word parts, sentence level	clues, connotation and	parts, context clues, connotation
28	clues, connotation and/or	context clues, connotation	denotation, and print or digital	and denotation, and print or digital
	denotation, and print or digital	and/or denotation, and print or	reference tools.	reference tools.
	reference tools.	digital reference tools.		
	Attempts to analyze and connect	Simplistically analyzes and	Analyzes and connects word	Consistently analyzes and connects
	word meaning through active	connects word meaning through	meaning through active listening	word meaning through active
30	listening in certain contexts for	active listening in certain	in various contexts for purposeful,	listening in various contexts for
	purposeful communication.	contexts for purposeful	effective communication.	purposeful, effective
		communication.		communication.
	Attempts to integrate effective	Integrates effective vocabulary	Integrates effective vocabulary	Consistently integrates effective
			•	
24	vocabulary into writing to create	into writing to create specific	into writing to create specific	vocabulary into writing to create
31	vocabulary into writing to create specific effects or communicate	into writing to create specific effects or communicate	effects and communicate	specific effects and communicate