

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

| | | | | |
|---|--|--|---|--|
| | dialogue, and/or point of view, to contribute to the meaning and/or purpose of a text, using text evidence as support. | external conflict, dialogue, and/or point of view, to contribute to the meaning and/or purpose of a text, using text evidence as support. | dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support. | dialogue, and point of view, to contribute to the meaning and purpose of a text, using substantial text evidence as support. |
| 4 | Attempts to analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and/or allusion, to support interpretations of literary texts, using textual evidence to support the analysis. | Simplistically analyzes the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and/or allusion, to support interpretations of literary texts, using textual evidence to support the analysis. | Analyzes the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis. | Analyzes in depth the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using substantial textual evidence to support the analysis. |
| 5 | Attempts to compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and/or global viewpoints. | Simplistically compares and contrasts the perspectives in a variety of fiction, nonfiction, informational, digital, and/or multimodal texts produced from diverse historical, cultural, and/or global viewpoints. | Compares and contrasts the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints. | Compares and contrasts in depth the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints. |
| 6 | Attempts to analyze rhetorical strategies 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, comparisons, analogies, categories, allusions, and/or figurative, connotative, and technical word meanings. | Simplistically analyzes rhetorical strategies 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, comparisons, analogies, categories, allusions, and/or figurative, connotative, and technical word meanings. | Analyzes rhetorical strategies to evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings. | Consistently analyzes rhetorical strategies to evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings. |
| 7 | Attempts to critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and/or onomatopoeia in a live or recorded presentation. | Simplistically critiques the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and/or onomatopoeia in a live or recorded presentation. | Critiques the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation. | Consistently critiques the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation. |

| Standard | Language Literacy | | | |
|----------|--|---|---|---|
| 19 | <p>A student at this level Attempts to evaluate a speaker's rhetorical and/or organizational choices in order to determine point of view, purpose, and/or effectiveness.</p> | <p>A student at this level Simplistically evaluates a speaker's rhetorical and/or organizational choices in order to determine point of view, purpose, and/or effectiveness.</p> | <p>A student at this level Evaluates a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.</p> | <p>A student at this level Consistently evaluates a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.</p> |
| 20 | <p>Produces writing that shows an emerging command of standard English grammar, usage, and mechanics.</p> <p>a. Attempts to construct verbals (gerunds, participles, or infinitives) in pieces of writing, including isolated sentences, paragraphs, and/or essays.</p> <p>b. Attempts to compose writing using verbs in active or passive voice to establish mood.</p> <p>c. Attempts to revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, or semicolons.</p> <p>d. Attempts to construct simple, compound, complex, or compound-complex sentences to signal differing relationships among ideas.</p> <p>e. Attempts to form and use verbs in context in the indicative, imperative, interrogative, conditional, or subjunctive moods.</p> | <p>Produces writing that shows a simplistic command of standard English grammar, usage, and mechanics.</p> <p>a. Constructs verbals (gerunds, participles, or infinitives) in pieces of writing, including isolated sentences, paragraphs, and/or essays.</p> <p>b. Composes writing using verbs in active or passive voice to establish mood.</p> <p>c. Revises their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and/or semicolons.</p> <p>d. Constructs simple, compound, complex, or compound-complex sentences to signal differing relationships among ideas.</p> <p>e. Forms and uses verbs in context in the indicative, imperative, interrogative, conditional, and/or subjunctive moods.</p> | <p>Produces writing that shows a command of standard English grammar, usage, and mechanics.</p> <p>a. Constructs verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.</p> <p>b. Composes writing using verbs in active and passive voice to establish mood.</p> <p>c. Revises their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p> <p>d. Constructs simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>e. Forms and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p> | <p>Produces writing that shows an in-depth command of standard English grammar, usage, and mechanics.</p> <p>a. Consistently constructs verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.</p> <p>b. Consistently composes writing using verbs in active and passive voice to establish mood.</p> <p>c. Consistently revises their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.</p> <p>d. Consistently constructs simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>e. Consistently forms and uses verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.</p> |

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