

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 needs 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	Phonics			
1	A student at this level Applies emerging knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, or morphological structure to read unfamiliar multisyllabic words accurately, in context and/or in isolation.	A student at this level Applies some knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, or morphological structure to read unfamiliar multisyllabic words accurately, in context and/or in isolation.	A student at this level Applies knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.	A student at this level Consistently applies knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.
2	Attempts to determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, or “leftovers.”	Determines and uses the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and/or “leftovers.”	Determines and uses the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and <i>schwa</i> syllables.	Determines and consistently uses the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and <i>schwa</i> syllables.
3	Attempts to apply knowledge of roots, prefixes, and/or suffixes to decode unfamiliar multisyllabic words.	Applies knowledge of roots, prefixes, and/or suffixes to decode unfamiliar multisyllabic words.	Applies knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.	Consistently applies knowledge of roots, prefixes, and suffixes to consistently decode unfamiliar multisyllabic words.
4	Attempts to apply knowledge of roots, prefixes, and/or suffixes to	Applies knowledge of roots, prefixes, and/or suffixes to	Applies knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.	Consistently applies knowledge of roots, prefixes, and suffixes to

	encode unfamiliar multisyllabic words	encode unfamiliar multisyllabic words.		encode unfamiliar multisyllabic words.
Standard	Vocabulary			
9	A student at this level Attempts to accurately interpret general academic or domain-specific words and phrases.	A student at this level Accurately interprets general academic or domain-specific words and phrases.	A student at this level Accurately interprets general academic and domain-specific words and phrases.	A student at this level Consistently and accurately interprets general academic and domain-specific words and phrases.
10	Attempts to interpret words and/or phrases, including figurative language, as they are used in a text. a. Attempts to explain simplistically how specific word choices shape meaning or tone. b. Attempts to explain simplistically how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, or idioms. c. Attempts to use the relationships between synonyms, antonyms, or homographs to increase understanding of word meanings.	Interprets words and/or phrases, including figurative language, as they are used in a text. a. Explains simplistically how specific word choices shape meaning or tone. b. Explains simplistically how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and/or idioms. c. Uses the relationships between synonyms, antonyms, and/or homographs to increase understanding of word meanings.	Interprets words and phrases, including figurative language, as they are used in a text. a. Explains how specific word choices shape meaning or tone. b. Explains how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. c. Uses the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.	Consistently interprets words and phrases, including figurative language, as they are used in a text. a. Explains in depth how specific word choices shape meaning or tone. b. Explains in depth how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. c. Consistently uses the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
11	Attempts to use some commonly misused words correctly in writing.	Uses some commonly misused words correctly in writing.	Uses commonly misused words correctly in writing.	Consistently uses commonly misused words correctly in writing.

Standard	Comprehension			
15	<p>A student at this level Attempts to analyze simplistically a character, setting, or event in a story or drama, drawing on details in the text.</p> <p>a. Attempts to identify and explain simplistically attitudes or influences of multiple characters within a text.</p> <p>b. Attempts to explain simplistically how the main character changes throughout the story, using explicit evidence from the text.</p> <p>c. Attempts to make a simplistic inference about a character's behavior, the setting, or specific events, using explicit details from the story.</p>	<p>A student at this level Analyzes simplistically a character, setting, or event in a story or drama, drawing on details in the text.</p> <p>a. Identifies and explains simplistically attitudes or influences of multiple characters within a text.</p> <p>b. Explains simplistically how the main character changes throughout the story, using explicit evidence from the text.</p> <p>c. Makes a simplistic inference about a character's behavior, the setting, or specific events, using explicit details from the story.</p>	<p>A student at this level Analyzes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>a. Identifies and explains attitudes and influences of multiple characters within a text.</p> <p>b. Explains how the main character changes throughout the story, using explicit evidence from the text.</p> <p>c. Makes an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.</p>	<p>A student at this level [Level 3 is the highest level supported by this standard.]</p> <p>a. Identifies and explains in depth attitudes and influences of multiple characters within a text.</p> <p>b. Explains in depth how the main character changes throughout the story, using explicit evidence from the text.</p> <p>c. Makes a complex inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.</p>
16	<p>Attempts to describe simplistically how authors use literary devices and/or text features to convey meaning in prose, poetry, and drama.</p> <p>a. Attempts to identify simplistically clues in the text to recognize explicit meanings.</p>	<p>Describes simplistically how authors use literary devices and/or text features to convey meaning in prose, poetry, and drama.</p> <p>a. Identifies simplistically clues in the text to recognize explicit meanings.</p>	<p>Describes how authors use literary devices and text features to convey meaning in prose, poetry, and drama.</p> <p>a. Identifies clues in the text to recognize implicit meanings.</p>	<p>Describes in depth how authors use literary devices and text features to convey meaning in prose, poetry, and drama.</p> <p>a. Consistently identifies clues in the text to recognize implicit meanings.</p>

	<p>b. Attempts to simplistically apply prior knowledge to textual clues to draw conclusions about the author's meaning.</p> <p>c. Attempts to make a simplistic inference about the meaning of a text and supports it with textual evidence.</p>	<p>b. Simplistically applies prior knowledge to textual clues to draw conclusions about the author's meaning.</p> <p>c. Makes a simplistic inference about the meaning of a text and supports it with textual evidence.</p>	<p>b. Applies prior knowledge to textual clues to draw conclusions about the author's meaning.</p> <p>c. Makes an inference about the meaning of a text and supports it with textual evidence.</p>	<p>b. Consistently applies prior knowledge to textual clues to draw conclusions about the author's meaning.</p> <p>c. Makes a complex inference about the meaning of a text and supports it with textual evidence.</p>
17	<p>Attempts to identify the narrator's point of view in a literary text and explains simplistically how it differs from a character's perspective.</p> <p>a. Attempts to explain simplistically the difference between first person and third person narration.</p> <p>b. Attempts to state an opinion of the author's use of narration.</p>	<p>Identifies the narrator's point of view in a literary text and explains simplistically how it differs from a character's perspective.</p> <p>a. Explains simplistically the difference between first person and third person narration.</p> <p>b. States an opinion of the author's use of narration.</p>	<p>Identifies the narrator's point of view in a literary text and explains how it differs from a character's perspective.</p> <p>a. Explains the difference between first person and third person narration, including omniscient and third person limited.</p> <p>b. States an opinion of the author's use of narration, supporting reasoning with examples from the text.</p>	<p>Identifies the narrator's point of view in a literary text and explains in depth how it differs from a character's perspective.</p> <p>a. Explains in depth the difference between first person and third person narration, including omniscient and third person limited.</p> <p>b. States an opinion of the author's use of narration, supporting reasoning with multiple examples from the text.</p>
18	<p>Attempts to identify the point of view in a narrative and attempts to describe simplistically how the narrative would be different if told from the perspective of a different character or narrator.</p>	<p>Identifies the point of view in a narrative and describes simplistically how the narrative would be different if told from the perspective of a different character or narrator.</p>	<p>Identifies the point of view in a narrative and describes how the narrative would be different if told from the perspective of a different character or narrator.</p>	<p>Identifies the point of view in a narrative and describes in depth how the narrative would be different if told from the perspective of a different character or narrator.</p>

	<p>a. Attempts to simplistically compare and contrast firsthand and secondhand accounts of the same event or topic, describing simplistically the differences in focus or the information provided.</p> <p>b. Attempts to simplistically compare the perspectives of different characters within a text.</p>	<p>a. Simplistically compares and contrasts firsthand and secondhand accounts of the same event or topic, describing simplistically the differences in focus or the information provided.</p> <p>b. Simplistically compares the perspectives of different characters within a text.</p>	<p>a. Compares and contrasts firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided.</p> <p>b. Compares the perspectives of different characters within a text.</p>	<p>a. Consistently compares and contrasts firsthand and secondhand accounts of the same event or topic, describing in depth the differences in focus and the information provided.</p> <p>b. Consistently compares the perspectives of different characters within a text.</p>
19	<p>Attempts to compare and contrast simplistically the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <p>a. Attempts to determine and state an implied and/or explicit theme or life lesson from a myth, story, or other traditional literature.</p> <p>b. Attempts to analyze simplistically a common or shared theme and its development in stories, myths, and/or other traditional literature.</p>	<p>Compares and contrasts simplistically the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <p>a. Determines and states an implied and/or explicit theme or life lesson from a myth, story, or other traditional literature.</p> <p>b. Analyzes simplistically a common or shared theme and its development in stories, myths, and/or other traditional literature.</p>	<p>Compares and contrasts the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <p>a. Determines and states an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.</p> <p>b. Analyzes a common or shared theme and its development in stories, myths, and/or other traditional literature.</p>	<p>Compares and contrasts in depth the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <p>a. Consistently determines and states an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.</p> <p>b. Analyzes in depth a common or shared theme and its development in stories, myths, and/or other traditional literature.</p>
20	<p>Attempts to use details or examples from a text to indicate what the text explicitly states.</p> <p>a. Attempts to interpret facts from an informational article.</p>	<p>Uses details or examples from a text to indicate what the text explicitly states.</p> <p>a. Interprets facts from an informational article.</p>	<p>Uses details and examples from a text to indicate what the text explicitly states.</p> <p>a. Interprets facts from an informational article, using details</p>	<p>Consistently uses details and examples from a text to indicate what the text explicitly states.</p> <p>a. Consistently interprets facts from an informational article,</p>

	<p>b. Attempts to list questions answered by an informational article.</p> <p>c. Attempts to categorize statements in an article or other informational text as fact or opinion.</p> <p>d. Attempts to explain simplistically the differences between primary and secondary sources.</p>	<p>b. Lists questions answered by an informational article.</p> <p>c. Categorizes statements in an article or other informational text as fact or opinion.</p> <p>d. Explains simplistically the differences between primary and secondary sources.</p>	<p>and examples from the text to explain the interpretation.</p> <p>b. Lists the main questions answered by an informational article.</p> <p>c. Categorizes statements in an article or other informational text as fact or opinion and gives reasons for each choice.</p> <p>d. Explains the differences between primary and secondary sources, giving examples from texts.</p>	<p>using multiple details and examples from the text to explain the interpretation.</p> <p>b. Consistently lists the main questions answered by an informational article.</p> <p>c. Consistently categorizes statements in an article or other informational text as fact or opinion and gives reasons for each choice.</p> <p>d. Explains in depth the differences between primary and secondary sources, giving multiple examples from texts.</p>
21	<p>Attempts to explain simplistically how relevant details support the implied and/or explicit main idea of a text.</p> <p>a. Attempts to determine the explicitly stated central idea or theme of a text.</p> <p>b. Attempts to explain simplistically the difference between implied and explicit details.</p> <p>c. Attempts to summarize simplistically the key supporting details by citing evidence from a text.</p>	<p>Explains simplistically how relevant details support the implied and/or explicit main idea of a text.</p> <p>a. Determines the explicitly stated central idea or theme of a text.</p> <p>b. Explains simplistically the difference between implied and explicit details.</p> <p>c. Summarizes simplistically the key supporting details by citing evidence from a text.</p>	<p>Explains how relevant details support the implied or explicit main idea of a text.</p> <p>a. Determines the central idea or theme of a text.</p> <p>b. Explains the difference between implied and explicit details.</p> <p>c. Summarizes the key supporting details by citing evidence from a text.</p>	<p>Explains in depth how relevant details support the implied or explicit main idea of a text.</p> <p>a. Consistently determines the central idea or theme of a text.</p> <p>b. Explains in depth the difference between implied and explicit details.</p> <p>c. Summarizes in depth the key supporting details by citing substantial evidence from a text.</p>

22	<p>Attempts to analyze simplistically events, procedures, ideas, or concepts in informational texts, including what happened and/or why, based on specific information in the text.</p> <p>a. Attempts to cite evidence to simplistically explain the author’s perspective toward a topic in an informational text.</p>	<p>Analyzes simplistically events, procedures, ideas, or concepts in informational texts, including what happened and/or why, based on specific information in the text.</p> <p>a. Cites evidence to simplistically explain the author’s perspective toward a topic in an informational text.</p>	<p>Analyzes events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</p> <p>a. Cites evidence to explain the author’s perspective toward a topic in an informational text.</p>	<p>Analyzes in depth events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</p> <p>a. Consistently cites evidence to explain in depth the author’s perspective toward a topic in an informational text.</p>
23	<p>Attempts to evaluate how text features and/or structures contribute to the meaning of an informational text.</p> <p>a. Attempts to identify and/or describe simplistically the structures within a text, including description, comparison and contrast, sequence, problem and solution, or cause and effect.</p> <p>b. Attempts to interpret information from text features in print or digital formats.</p>	<p>Evaluates simplistically how text features and/or structures contribute to the meaning of an informational text.</p> <p>a. Identifies and/or describes simplistically the structures within a text, including description, comparison and contrast, sequence, problem and solution, or cause and effect.</p> <p>b. Interprets information from text features in print or digital formats.</p>	<p>Evaluates how text features and structures contribute to the meaning of an informational text.</p> <p>a. Identifies and describes the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.</p> <p>b. Interprets information from text features in both print and digital formats.</p>	<p>Evaluates in depth how text features and structures contribute to the meaning of an informational text.</p> <p>a. Identifies and describes in depth the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.</p> <p>b. Consistently interprets information from text features in both print and digital formats.</p>

24	<p>Attempts to explain simplistically how an author uses reasons and evidence to support particular points and/or claims in an informational text or argument.</p> <p>a. Attempts to make simplistic, text-based inferences to determine possible reasons for an author's stance.</p>	<p>Explains simplistically how an author uses reasons and evidence to support particular points and/or claims in an informational text or argument.</p> <p>a. Makes simplistic, text-based inferences to determine possible reasons for an author's stance.</p>	<p>Explains how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <p>a. Makes text-based inferences to determine possible reasons for an author's stance.</p>	<p>Explains in depth how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <p>a. Makes in-depth, text-based inferences to determine possible reasons for an author's stance.</p>
25	<p>Attempts to explain simplistically how the form of a poem contributes to its meaning.</p>	<p>Explains simplistically how the form of a poem contributes to its meaning.</p>	<p>Explains how the form of a poem contributes to its meaning.</p>	<p>Explains in depth how the form of a poem contributes to its meaning.</p>
26	<p>Attempts to analyze simplistically how rhythm and rhyme in poetry contribute to meaning.</p>	<p>Analyzes simplistically how rhythm and rhyme in poetry contribute to meaning.</p>	<p>Analyzes how rhythm and rhyme in poetry contribute to meaning.</p>	<p>Analyzes in depth how rhythm and rhyme in poetry contribute to meaning.</p>
27	<p>Attempts to identify the reasons or evidence a speaker provides to support particular points.</p>	<p>Identifies the reasons or evidence a speaker provides to support particular points.</p>	<p>Identifies the reasons and evidence a speaker provides to support particular points.</p>	<p>[Level 3 is the highest level supported by this standard.]</p>
Standard	Writing			
33	<p>A student at this level Attempts to use research to produce clear and/or coherent writing in which the development and organization are appropriate to task, purpose, and/or audience.</p> <p>a. Attempts to introduce a research topic or attempts to group related ideas.</p>	<p>A student at this level Uses some research to produce clear and/or coherent writing in which the development and organization are appropriate to task, purpose, and/or audience.</p> <p>a. Introduces a research topic or groups related ideas.</p>	<p>A student at this level Uses research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>a. Introduces a research topic clearly and groups related ideas.</p>	<p>A student at this level Uses comprehensive research to consistently produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>a. Consistently introduces a research topic clearly and groups related ideas.</p>

	<p>b. Attempts to integrate or cite evidence to present research findings in written form.</p> <p>c. Attempts to paraphrase simplistically portions of texts or information presented in diverse media or formats.</p>	<p>b. Integrates or cites evidence to present research findings in written form.</p> <p>c. Paraphrases simplistically portions of texts or information presented in diverse media or formats.</p>	<p>b. Integrates and cites evidence to present research findings in written form.</p> <p>c. Paraphrases portions of texts or information presented in diverse media and formats.</p>	<p>b. Consistently integrates and cites evidence to present research findings in written form.</p> <p>c. Consistently paraphrases portions of texts or information presented in diverse media and formats.</p>
35	<p>Attempts to write simplistic personal or fictional narratives using a plot, transitional words and phrases, sensory details, and simple dialogue, and providing a partial sense of closure.</p>	<p>Writes simplistic personal or fictional narratives using a plot, transitional words and phrases, sensory details, and simplistic dialogue, and providing a partial sense of closure.</p>	<p>Writes personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.</p>	<p>Writes in-depth personal or fictional narratives using a logical and well-paced plot, effective transitional words and phrases, precise sensory details, and complex dialogue, and providing a complete sense of closure.</p>
36	<p>Attempts to write simplistic informative or explanatory texts about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details, and a partial conclusion.</p>	<p>Writes simplistic informative or explanatory texts about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, and a partial conclusion.</p>	<p>Writes informative or explanatory texts about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.</p>	<p>Writes in-depth informative or explanatory texts about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.</p>
37	<p>Attempts to write a simplistic argument to persuade the reader to take an action or adopt a position, using an introduction, reasoning supported by some evidence from relevant sources, and linking words to connect their argument to the evidence.</p>	<p>Writes a simplistic argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by some evidence from relevant sources, and linking words to connect their argument to the evidence.</p>	<p>Writes an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.</p>	<p>Writes an in-depth argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported thoroughly by evidence from relevant sources, and linking words to connect their argument to the evidence.</p>

38	<p>Attempts to compose complete sentences with correct subject-verb agreement, punctuation, and/or usage.</p> <p>a. Attempts to order adjectives within sentences.</p> <p>b. Attempts to form and use prepositional phrases and/or conjunctions.</p> <p>c. Attempts to recognize and/or correct sentence fragments and/or run-ons.</p> <p>d. Attempts to use commas, apostrophes, and/or quotation marks correctly.</p> <p>e. Attempts to use correct capitalization, including familial relations or proper adjectives.</p> <p>f. Attempts to spell grade-appropriate words correctly.</p>	<p>Composes some complete sentences with correct subject-verb agreement, punctuation, and/or usage.</p> <p>a. Orders some adjectives within sentences according to conventional patterns.</p> <p>b. Forms and uses prepositional phrases and/or conjunctions.</p> <p>c. Recognizes and/or corrects sentence fragments and/or run-ons.</p> <p>d. Uses commas, apostrophes, and/or quotation marks correctly.</p> <p>e. Uses some correct capitalization, including familial relations and proper adjectives.</p> <p>f. Spells grade-appropriate words correctly.</p>	<p>Composes complete sentences with correct subject-verb agreement, punctuation, and usage.</p> <p>a. Orders adjectives within sentences according to conventional patterns.</p> <p>b. Forms and uses prepositional phrases and conjunctions.</p> <p>c. Recognizes and corrects sentence fragments and run-ons.</p> <p>d. Uses commas, apostrophes, and quotation marks correctly.</p> <p>e. Uses correct capitalization, including familial relations and proper adjectives.</p> <p>f. Spells grade-appropriate words correctly, consulting references as needed.</p>	<p>Consistently composes complete sentences with correct subject-verb agreement, punctuation, and usage.</p> <p>a. Consistently orders adjectives within sentences according to conventional patterns.</p> <p>b. Consistently forms and uses prepositional phrases and conjunctions.</p> <p>c. Consistently recognizes and corrects sentence fragments and run-ons.</p> <p>d. Consistently uses commas, apostrophes, and quotation marks correctly.</p> <p>e. Consistently uses correct capitalization, including familial relations and proper adjectives.</p> <p>f. Consistently spells grade-appropriate words correctly, effectively consulting references as needed.</p>
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39	<p>Demonstrates emerging command of the conventions of standard English grammar and usage.</p> <p>a. Attempts to use relative pronouns <i>who</i>, <i>whose</i>, <i>which</i>, and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, or irregular possessive nouns.</p> <p>b. Attempts to form and/or use the progressive verb tenses.</p> <p>c. Attempts to use modal auxiliaries to convey certain conditions.</p>	<p>Demonstrates simplistic command of the conventions of standard English grammar and usage.</p> <p>a. Uses relative pronouns <i>who</i>, <i>whose</i>, <i>which</i>, and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, or irregular possessive nouns.</p> <p>b. Forms and/or uses the progressive verb tenses.</p> <p>c. Uses modal auxiliaries to convey certain conditions.</p>	<p>Demonstrates command of the conventions of standard English grammar and usage.</p> <p>a. Uses relative <i>pronouns who</i>, <i>whose</i>, <i>which</i>, and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, and irregular possessive nouns.</p> <p>b. Forms and uses the progressive verb tenses.</p> <p>c. Uses modal auxiliaries to convey various conditions.</p>	<p>Consistently demonstrates command of the conventions of standard English grammar and usage.</p> <p>a. Consistently uses relative pronouns <i>who</i>, <i>whose</i>, <i>which</i>, and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, and irregular possessive nouns.</p> <p>b. Consistently forms and uses the progressive verb tenses.</p> <p>c. Consistently uses modal auxiliaries to convey various conditions.</p>
40	<p>Attempts to compose friendly or formal letters using appropriate elements, including date, greeting, body, and/or a signature.</p> <p>a. Attempts to write return address or mailing address in the proper locations on an envelope.</p>	<p>Composes friendly or formal letters using appropriate elements, including date, greeting, body, and/or a signature.</p> <p>a. Writes return address or mailing address in the proper locations on an envelope.</p>	<p>Composes friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Writes return address and mailing address in the proper locations on an envelope.</p>	<p>Consistently composes friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Consistently writes return address and mailing address in the proper locations on an envelope.</p>