	Performance Level Descriptors (PLDs)			
	Level 1	Level 2	Level 3	Level 4
Policy Statement	The student has a minimal	The student has a partial	The student has a strong	The student has an advanced
	understanding of grade-level	understanding of grade-level	understanding of grade-level	understanding of grade-level
	standards and needs	standards and is likely to need	standards and demonstrates the	standards and exceedingly
	additional support at this	some additional support at this	knowledge and skills at this level of	demonstrates the knowledge and
	level of learning as described	level of learning as described in	learning as described in the	skills at this level of learning as
	in the Alabama Course of	the Alabama Course of Study.	Alabama Course of Study.	described in the Alabama Course
	Study.			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 evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and/or technical word meanings, to develop central and/or supporting ideas.	A student at this level Simplistically evaluates the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and/or technical word meanings, to develop central and/or supporting ideas.	A student at this level Evaluates the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.	A student at this level Evaluates in depth the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.
2	Attempts to evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.	Simplistically evaluates how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.	Evaluates how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.	Evaluates in depth how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.
3	Attempts to explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and/or	Simplistically explains how the author's choice of setting, plot, characters, theme, conflict, dialogue, and/or point of view	Explains how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or	Explains in depth how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or

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	point of view contribute to	contribute to and/or enhance	enhance the meaning and purpose	enhance the meaning and purpose
	and/or enhance the meaning	the meaning or purpose of	of prose and poetry, using textual	of prose and poetry, using
	and purpose of prose and	prose and poetry, using textual	evidence from the writing.	substantial textual evidence from
	poetry, using textual	evidence from the writing.		the writing.
	evidence from the writing.			
	Attempts to evaluate literary	Simplistically evaluates literary	Evaluates literary devices to	Evaluates literary devices in depth
	devices to support	devices to support	support interpretations of literary	to support interpretations of
	interpretations of literary	interpretations of literary texts	texts using textual evidence,	literary texts using substantial
	texts using textual evidence,	using textual evidence, including	including simile, metaphor,	textual evidence, including simile,
4	including simile, metaphor,	simile, metaphor,	personification, onomatopoeia,	metaphor, personification,
	personification,	personification, onomatopoeia,	hyperbole, imagery, tone,	onomatopoeia, hyperbole,
	onomatopoeia, hyperbole,	hyperbole, imagery, tone,	symbolism, irony, and mood.	imagery, tone, symbolism, irony,
	imagery, tone, symbolism,	symbolism, irony, and/or mood.	, , ,	and mood.
	irony, and/or mood.			
	Attempts to evaluate	Simplistically evaluates	Evaluates rhetorical strategies	Consistently evaluates rhetorical
	rhetorical strategies used to	rhetorical strategies used to	used to develop central and	strategies used to develop central
	develop central and/or	develop central and/or	supporting ideas in recorded or	and supporting ideas in recorded
	supporting ideas in recorded	supporting ideas in recorded or	live presentations, including point	or live presentations, including
_	or live presentations,	live presentations, including	of view, purpose, comparison,	point of view, purpose,
5	including point of view,	point of view, purpose,	categories, and word meanings	comparison, categories, and word
	purpose, comparison,	comparison, categories, and/or	(figurative, connotative, and	meanings (figurative, connotative,
	categories, and/or word	word meanings (figurative,	technical).	and technical).
	meanings (figurative,	connotative, and technical).	,	,
	connotative, and technical).			
6	Attempts to evaluate the	Simplistically evaluates the	Evaluates the speaker's use of	Consistently evaluates the
	speaker's use of hyperbole,	speaker's use of hyperbole,	hyperbole, tone, symbolism,	speaker's use of hyperbole, tone,
	tone, symbolism, imagery,	tone, symbolism, imagery,	imagery, mood, irony, and	symbolism, imagery, mood, irony,
	mood, irony, and/or	mood, irony, and/or	onomatopoeia in a live or	and onomatopoeia in a live or
	onomatopoeia in a live or	onomatopoeia in a live or	recorded presentation.	recorded presentation.
	recorded presentation.	recorded presentation.	'	

Standard	Language Literacy			
	A student at this level	A student at this level	A student at this level	A student at this level
	Attempts to evaluate a	Simplistically evaluates a	Evaluates a speaker's	Consistently evaluates a speaker's
19	speaker's organizational	speaker's organizational choices	organizational choices to	organizational choices to
	choices to determine point of	to determine point of view,	determine point of view, purpose,	determine point of view, purpose,
	view, purpose, and/or	purpose, and/or effectiveness.	and effectiveness.	and effectiveness.
	effectiveness.			
	Attempts to create written	Creates written work using	Creates written work using	Creates written work consistently
	work using standard English	some standard English grammar,	standard English grammar, usage, and mechanics.	using standard English grammar,
	grammar, usage, or mechanics.	usage, or mechanics.	and mechanics.	usage, and mechanics.
	a. Attempts to revise their	a. Revises their own writing	a. Revises their own writing using	a. Consistently revises their own
	own writing using correct	using correct mechanics with a	correct mechanics with a focus on	writing using correct mechanics
	mechanics with a focus on	focus on commas, apostrophes,	commas, apostrophes, quotation	with a focus on commas,
	commas, apostrophes,	quotation marks, colons, and/or	marks, colons, and semicolons.	apostrophes, quotation marks,
	quotation marks, colons, or semicolons.	semicolons.		colons, and semicolons.
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	b. Attempts to construct	b. Constructs simple,	b. Constructs simple, compound,	b. Consistently constructs simple,
	simple, compound, or	compound, and/or complex	complex, and compound-complex	compound, complex, and
	complex sentences to	sentences to represent	sentences to represent	compound-complex sentences to
	represent relationships	relationships among ideas.	relationships among ideas.	represent relationships among
	among ideas.			ideas.
	c. Attempts to embed	c. Embeds phrases and clauses	c. Embeds phrases and clauses	c. Embeds phrases and clauses
	phrases and clauses within a	within a sentence, recognizing	within a sentence, recognizing and	within a sentence, consistently
	sentence, recognizing or	and/or correcting misplaced or	correcting misplaced or dangling	recognizing and correcting
	correcting misplaced or	dangling modifiers.	modifiers.	misplaced or dangling modifiers.
	dangling modifiers.			

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 determine the	Simplistically determines the	Determines the relevance,	Consistently determines the
24	relevance, reliability, or validity	relevance, reliability, or validity	reliability, and validity of	relevance, reliability, and validity
24	of information from nonfiction	of information from nonfiction	information from nonfiction and	of information from nonfiction and
	and fictional printed and/or	and fictional printed and/or	fictional printed and/or digital	fictional printed and/or digital
	digital texts.	digital texts.	texts.	texts.
	Attempts to produce research	Produces simplistic research	Produces research writings over	Produces in-depth research
	writings over extended periods	writings over extended periods	extended periods with time for	writings over extended periods
26	with time for research,	with time for research,	research, reflection, and revision	with time for research, reflection,
26	reflection, and revision and	reflection, and revision and	and within shorter time frames,	and revision and within shorter
	within shorter time frames, with	within shorter time frames, with	with minimal guidance.	time frames, with minimal
	minimal guidance.	minimal guidance.	_	guidance.
	Attempts to quote, paraphrase,	Simplistically quotes,	Quotes, paraphrases, summarizes,	[Level 3 is the highest level
	summarize, or present findings,	paraphrases, summarizes, and	and presents findings, following	supported by this standard.]
27	following an appropriate	presents findings, following an	an appropriate citation style and	
	citation style and/or avoiding	appropriate citation style and/or	avoiding plagiarism.	
	plagiarism.	avoiding plagiarism.		
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 determine word	Determines some word meaning	Determines word meaning	Consistently determines word
	meaning through the use of	through the use of word parts,	through the use of word parts,	meaning through the use of word
29	word parts, sentence level	context clues, connotation	context clues, connotation and	parts, context clues, connotation
	context clues, connotation	and/or denotation, or print or	denotation, or print or digital	and denotation, or print or digital
	and/or denotation, or print or	digital reference tools.	reference tools.	reference tools.
	digital reference tools.			
	Attempts to infer word meaning	Infers word meaning through	Infers word meaning through	[Level 3 is the highest level
31	through active listening in some	active listening in some various	active listening in various contexts	supported by this standard.]
21	various contexts for purposeful	contexts for purposeful	for purposeful, effective	
	communication.	communication.	communication.	
	Attempts to apply vocabulary in	Applies vocabulary in writing to	Applies vocabulary in writing to	Consistently applies vocabulary in
32	writing to convey meaning.	convey meaning.	convey and enhance meaning.	writing to convey and enhance
				meaning.