

	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	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

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

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

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