	Performance Level Descriptors (PLDs)			
	Level 1	Level 2	Level 3	Level 4
Policy	The student has a minimal	The student has a partial	The student has a strong	The student has an advanced
Statement	understanding of grade-level standards and needs additional support at this level of learning as described in the Alabama Course of Study.	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.	understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	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	Phonological Awareness/Pho	nemic Awareness		
	A student at this level Attempts to demonstrate basic phonemic awareness skills in spoken words.	A student at this level Demonstrates basic phonemic awareness skills in spoken words.	A student at this level Demonstrates advanced phonemic awareness skills in spoken words.	A student at this level Consistently demonstrates advanced phonemic awareness skills in spoken words.
	a. Attempts to add, delete, or substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.	a. Adds, deletes, or substitutes phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produces the resulting word.	a. Adds, deletes, and substitutes phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produces the resulting word.	a. Consistently adds, deletes, an substitutes phonemes at the beginning, end, or middle of a spoken word made up of up to sphonemes and produces the resulting word.
9	b. Attempts to delete the initial sound in an initial blend in a more common one-syllable base word.	b. Deletes the initial sound in an initial blend in some one-syllable base words.	b. Deletes the initial sound in an initial blend in a one-syllable base word.	b. Consistently deletes the initial sound in an initial blend in a less common one-syllable base work
	c. With prompting and support, attempts to delete the medial and/or final sounds in blends in more common one syllable base words.	c. With prompting and support, deletes the medial and/or final sounds in blends in some one syllable base words.	c. With prompting and support, deletes the medial and final sounds in blends in one syllable base words.	c. With prompting and support, consistently deletes the medial and final sounds in blends in one syllable base words.

	d. Attempts to apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, or resequencing of sounds from one word to the next. e. With prompting and support,	d. Applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, or resequencing of sounds from one word to the next. e. With prompting and support,	d. Applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. e. With prompting and support,	 d. Consistently applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. e. With prompting and support,
	attempts to reverse sounds within a word by saying the last sound first or the first sound last.	reverses sounds within a word by saying the last sound first or the first sound last.	reverses sounds within a word by saying the last sound first and the first sound last.	consistently reverses sounds within a word by saying the last sound first and the first sound last.
Standard	Phonics			
	A student at this level Attempts to apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, or syllable division principles to decode and/or encode (spell) words accurately in isolation and/or in context.	A student at this level Applies some knowledge of phoneme-grapheme correspondences, multisyllabic word construction, or syllable division principles to decode and/or encode (spell) words accurately in isolation and/or in context.	A student at this level Applies knowledge of phoneme- grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.	A student at this level Consistently applies knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
10	a. Attempts to decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or schwa syllables.	a. Decodes some multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or schwa syllables.	a. Decodes multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.	a. Consistently decodes multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.
	b. Attempts to apply knowledge of multisyllabic word construction and/or syllable division principles to decode grade-appropriate multisyllabic words.	b. Applies knowledge of multisyllabic word construction and/or syllable division principles to decode some grade-appropriate multisyllabic words.	b. Applies knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.	b. Applies knowledge of multisyllabic word construction and syllable division principles to consistently decode gradeappropriate multisyllabic words.

c. Attempts to decode and/or	c. Decodes and/or encodes	c. Decodes and encodes words	c. Consistently decodes and
encode words with three-	words with three-consonant	with three-consonant blends and	encodes words with three-
consonant blends or blends	blends or blends containing	blends containing digraphs.	consonant blends and blends
containing digraphs.	digraphs.		containing digraphs.
d. Attempts to decode and/or	d. Decodes and/or encodes	d. Decodes and encodes words	d. Consistently decodes and
encode words with consonant	words with consonant digraphs,	with consonant digraphs,	encodes words with consonant
digraphs, trigraphs, or	trigraphs, or combinations.	trigraphs, and combinations.	digraphs, trigraphs, and
combinations.	trigraphs, or combinations.	trigraphs, and combinations.	combinations.
			compiliations.
e. Attempts to decode and/or	e. Decodes and/or encodes	e. Decodes and encodes words	e. Consistently decodes and
encode words with variable	words with variable vowel	with variable vowel teams and	encodes words with variable vowel
vowel teams or vowel	teams or vowel diphthongs.	vowel diphthongs.	teams and vowel diphthongs.
diphthongs.			
f. Attempts to decode and/or	f. Decodes and/or encodes	f. Decodes and encodes words	f. Consistently decodes and
encode words with vowel-r	words with vowel-r	with vowel-r combinations.	encodes words with vowel-r
combinations.	combinations.	with vower-r combinations.	combinations.
combinations.	Combinations.		Combinations.
g. Attempts to decode and/or	g. Decodes and/or encodes	g. Decodes and encodes words	g. Consistently decodes and
encode words that follow the	words that follow the -ild, -ost,	that follow the -ild, -ost, -old, -olt,	encodes words that follow the -ild,
-ild, -ost, -old, -olt, or -ind	-old, -olt, or -ind patterns.	and -ind patterns.	-ost, -old, -olt, and -ind patterns.
patterns.			
h. Attempts to decode and/or	h. Decodes and/or encodes	h. Decodes and encodes words	h. Consistently decodes and
encode words with a after w	words with a after w read /a/ or	with a after w read / a / and a	encodes words with <i>a</i> after <i>w</i> read
read /ä/ or a before l read /â/.	a before l read $/\hat{a}/$.	before <i>l</i> read /â/.	/ä/ and a before l read /â/.
i. Attempts to decode and/or	i. Decodes and/or encodes	i. Decodes and encodes words	i. Consistently decodes and
encode words with <i>or</i> after <i>w</i>	words with <i>or</i> after <i>w</i> read /er/.	with <i>or</i> after <i>w</i> read /er/.	encodes words with <i>or</i> after <i>w</i>
read /er/.	words with or direct to read year.	With or area wiledayery.	read /er/.
, - ,			, - ,
j. Attempts to decode and/or	j. Decodes and/or encodes	j. Decodes and encodes words	j. Consistently decodes and
encode words with the hard and	words with the hard and soft	with the hard and soft sounds of c	encodes words with the hard and
soft sounds of c and g , in	sounds of c and g , in context or	and g , in context and in isolation.	soft sounds of c and g , in context
context or in isolation.	in isolation.		and in isolation.

- k. Attempts to decode and/or encode words with vowel y in the final position of one or two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{e}/$ sound in two-syllable words, or words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
- I. Attempts to decode some words with silent letter combinations.
- m. Attempts to decode and/or encode words with prefixes and/or suffixes, including words with dropped *e* or *y*-to-*i* changes for suffix addition.
- n. Attempts to decode and/or encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
- o. Attempts to decode and/or encode contractions with *am, is, has, not, have, would,* or *will.*

- k. Decodes and/or encodes words with vowel y in the final position of one or two syllable words, distinguishing the difference between the long /ī/sound in one-syllable words and the long /ē/sound in two-syllable words, or words with vowel y in medial position, producing the short /ĭ/sound for these words.
- I. Decodes some words with silent letter combinations.
- m. Decodes and/or encodes words with prefixes and/or suffixes, including words with dropped *e* or *y*-to-*i* changes for suffix addition.
- n. Decodes and/or encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
- o. Decodes and/or encodes contractions with *am, is, has, not, have, would,* or *will.*

- k. Decodes and encodes words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{e}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
- I. Decodes words with silent letter combinations.
- m. Decodes and encodes words with prefixes and suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition.
- n. Decodes and encodes gradeappropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.
- o. Decodes and encodes contractions with am, is, has, not, have, would, and will.

- k. Consistently decodes and encodes words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long $/\bar{\imath}/$ sound in one-syllable words and the long $/\bar{e}/$ sound in two-syllable words, and words with vowel y in medial position, producing the short $/\bar{\imath}/$ sound for these words.
- I. Consistently decodes words with silent letter combinations.
- m. Consistently decodes and encodes words with prefixes and suffixes, including words with dropped *e* and *y*-to-*i* changes for suffix addition.
- n. Consistently decodes and encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.
- o. Consistently decodes and encodes contractions with *am, is, has, not, have, would,* and *will.*

tandard	Fluency			
	A student at this level	A student at this level	A student at this level	A student at this level
14	Attempts to read simple, high-	Reads simple, high-frequency	Reads high-frequency words	Consistently reads high-frequency
14	frequency words commonly	words commonly found in	commonly found in grade-	words commonly found in grade-
	found in grade-appropriate text.	grade-appropriate text.	appropriate text.	appropriate text.
	Vocabulary			
	A student at this level	A student at this level	A student at this level	A student at this level
	Attempts to utilize new	Utilizes new academic, content-	Utilizes new academic, content-	Consistently utilizes new academ
	academic, content-specific,	specific, grade-level vocabulary,	specific, grade-level vocabulary,	content-specific, grade-level
15	grade-level vocabulary, making	making connections to	making connections to previously	vocabulary, consistently making
15	connections to previously	previously learned words or	learned words and relating new	connections to previously learned
	learned words or relating new	relating new words to	words to background knowledge.	words and consistently relating
	words to background	background knowledge.		new words to background
	knowledge.			knowledge.
	Attempts to simplistically	Describes some word	Describes word relationships and	Consistently describes word
	describe word relationships	relationships and/or nuances in	nuances in word meanings,	relationships and nuances in wor
	and/or nuances in word	word meanings, including	including relating them to their	meanings, including relating ther
	meanings, including relating	relating them to their opposites	opposites and distinguishing	to their opposites and
	them to their opposites and/or	and/or distinguishing shades of	shades of meaning in similar or	distinguishing shades of meaning in similar or related words.
	distinguishing shades of meaning in similar or related	meaning in similar or related words.	related words.	in similar or related words.
	words.	words.		
	words.			
	a. Attempts to simplistically use	a. Uses knowledge of some	a. Uses knowledge of antonyms	a. Consistently uses knowledge o
16	knowledge of antonyms and	antonyms and synonyms.	and synonyms.	antonyms and synonyms.
10	synonyms.			
	b. Attempts to distinguish	b. Distinguishes shades of	b. Distinguishes shades of	b. Consistently distinguishes
	shades of meaning among verbs	meaning among verbs or	meaning among verbs and	shades of meaning among verbs
	or adjectives.	adjectives.	adjectives.	and adjectives.
	c. Attempts to simplistically use	c. Uses knowledge of some	c. Uses knowledge of homophones	c. Consistently uses knowledge of
	knowledge of homophones to	homophones to determine use	to determine use of the correct	homophones to determine use o
	determine use of the correct	of the correct word.	word.	the correct word.
	word.			

		d Mith and set in a set of surgest		al NACEL and another and arm and
	d. With prompting and support,	d. With prompting and support,	d. With prompting and support,	d. With prompting and support,
	attempts to interpret simplistic	interprets simplistic figurative	interprets figurative language.	interprets complex figurative
	figurative language.	language.		language.
	Attempts to analyze meaningful	Analyzes some meaningful parts	Analyzes meaningful parts of	Consistently analyzes meaningful
	parts of words or phrases in	of words or phrases in	words and phrases in discussions	parts of words and phrases in
	discussions and/or text.	discussions and/or text.	and/or text.	discussions and/or text.
	a. Attempts to identify	a. Identifies possessives or	a. Identifies possessives and	a. Consistently identifies
	possessives or plurals and	plurals and uses them as clues	plurals and uses them as clues to	possessives and plurals and
	attempts to use them as clues to	to the meaning of text.	the meaning of text.	consistently uses them as clues to
	the meaning of text.	, and the second		the meaning of text.
17	b. Attempts to identify meaningful parts of words (morphemes) and attempts to use them as clues to the meaning of unknown words, including base words,	b. Identifies meaningful parts of words (morphemes) and uses them as clues to the meaning of unknown words, including base words, compound words, or frequently occurring affixes	b. Identifies meaningful parts of words (morphemes) and uses them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and	b. Consistently identifies meaningful parts of words (morphemes) and consistently uses them as clues to the meaning of unknown words, including base words, compound words, and
	compound words, or frequently occurring affixes and/or inflections.	and/or inflections.	inflections.	frequently occurring affixes and inflections.
	Attempts to use dictionary	Uses dictionary definitions or	Uses dictionary definitions and	Consistently uses dictionary
	definitions or information found	information found within the	information found within the text	definitions and information found
18	within the text to help	text to help determine meaning	to help determine meaning of	within the text to help determine
	determine meaning of	of unfamiliar or multi-meaning	unfamiliar or multi-meaning	meaning of unfamiliar or multi-
	unfamiliar or multi-meaning words.	words.	words.	meaning words.
	Attempts to use grade-level	Uses grade-level academic or	Uses grade-level academic and	Consistently uses grade-level
20	academic or domain-specific	domain-specific vocabulary to	domain-specific vocabulary to gain	academic and domain-specific
20	vocabulary to gain meaning from text.	gain meaning from text.	meaning from text.	vocabulary to gain meaning from text.

Standard	Comprehension			
	A student at this level Attempts to identify story elements in a literary text.	A student at this level Identifies story elements in a literary text.	A student at this level Identifies the main story elements in a literary text.	A student at this level Consistently identifies the main story elements in a literary text.
	a. Attempts to explain simplistically the plot of a narrative, using textual evidence to list the major events in sequence.	a. Explains simplistically the plot of a narrative, using textual evidence to list the major events in sequence.	a. Explains the plot of a narrative, using textual evidence to list the major events in sequence.	a. Explains in depth the plot of a narrative, using substantial textual evidence to list the major events in sequence.
23	b. Attempts to describe simplistically the characters' traits, feelings, and/or behaviors in a story.	b. Describes simplistically the characters' traits, feelings, and/or behaviors in a story.	b. Describes the characters' traits, feelings, and behaviors in a story.	b. Describes in depth the characters' traits, feelings, and behaviors in a story.
	c. Attempts to describe simplistically the setting of a narrative, using textual evidence.	c. Describes simplistically the setting of a narrative, using textual evidence.	c. Describes the setting of a narrative, using textual evidence.	c. Describes in depth the setting of a narrative, using substantial textual evidence.
	d. Attempts to identify simplistically the central message or moral of a story.	d. Identifies simplistically the central message or moral of a story.	d. Identifies the central message or moral of a story.	d. Consistently identifies the central message or moral of a story.
	e. Attempts to identify simplistically the theme in myths, fables, and folktales.	e. Identifies simplistically the theme in myths, fables, and folktales.	e. Identifies the theme in myths, fables, and folktales.	e. Consistently identifies the theme in myths, fables, and folktales.

	Attempts to identify the main	Identifies the main idea or	Identifies the main idea and	Consistently identifies the main
	idea or supporting details of	supporting details of literary and	supporting details of literary and	idea and supporting details of
	literary and informational texts.	informational texts.	informational texts.	literary and informational texts.
				·
	a. Attempts to explain	a. Explains simplistically how the	a. Explains how the supporting	a. Explains in depth how the
24	simplistically how the	supporting details contribute to	details contribute to the main	supporting details contribute to
	supporting details contribute to	the main idea.	idea.	the main idea.
	the main idea.			
	b. Attempts to simplistically	b. Simplistically recounts or	h Baarinta ay ay mama miraa kay	h Consistently recovered or
	recount or summarize key ideas	summarizes key ideas from the	b. Recounts or summarizes key ideas from the text.	b. Consistently recounts or
	from the text.	text.	ideas from the text.	summarizes key ideas from the
	Attempts to identify and/or use	Identifies and/or uses text	Identifies and uses various text	text. Consistently identifies and uses
	various text features to locate	features to locate ideas, facts, or	features to locate ideas, facts, or	various text features to locate
	ideas, facts, or supporting	supporting details in both	supporting details in both written	ideas, facts, or supporting details
	details in written and digital	written and digital formats.	and digital formats.	in both written and digital formats.
	formats.	written and digital formats.	and digital formats.	in both written and digital formats.
	Torrides.			
	a. Attempts to identify and/or	a. Identifies and/or locates	a. Identifies and locates captions,	a. Consistently identifies and
25	locate captions, bold print,	captions, bold print,	bold print, subheadings, indexes,	locates captions, bold print,
	subheadings, indexes, graphs,	subheadings, indexes, graphs,	graphs, maps, glossaries, and	subheadings, indexes, graphs,
	maps, glossaries, or illustrations.	maps, glossaries, or illustrations.	illustrations.	maps, glossaries, and illustrations.
	b. Attempts to explain	b. Explains simplistically how	b. Explains how specific features	b. Explains in depth how specific
	simplistically how specific	specific features can clarify a	can clarify a text or enhance	features can clarify a text or
	features can clarify a text or	text or enhance comprehension.	comprehension.	enhance comprehension.
	enhance comprehension.			
	Attempts to simplistically	Simplistically compares and	Compares and contrasts	Consistently compares and
	compare and contrast important	contrasts important details	important details presented by	contrasts important details
	details presented by two texts	presented by two texts on the	two texts on the same topic or	presented by two texts on the
	on the same topic or theme.	same topic or theme.	theme.	same topic or theme.
26	a. Attempts to simplistically	a. Simplistically compares and	a. Compares and contrasts	a. Consistently compares and
	compare and contrast different	contrasts different versions of	different versions of the same	contrasts different versions of the
	versions of the same story by	the same story by different	story by different authors, from	same story by different authors,
	different authors, from different	authors, from different cultures,	different cultures, or from	from different cultures, or from
	cultures, or from different	or different points of view.	different points of view.	different points of view.
	points of view.			

	b. Attempts to compare and	b. Compares and contrasts some	b. Compares and contrasts story	b. Consistently compares and
	contrast story elements of	story elements of literary texts.	elements of literary texts.	contrasts story elements of literary
	literary texts.	,	·	texts.
	Attempts to identify the text	Identifies the text structure	Identifies the text structure within	Consistently identifies the text
	structure within literary or	within literary or informational	literary and informational texts,	structure within literary and
27	informational texts, including	texts, including cause and effect,	including cause and effect,	informational texts, including
	cause and effect, problem and	problem and solution, or	problem and solution, and	cause and effect, problem and
	solution, or sequence of events.	sequence of events.	sequence of events.	solution, and sequence of events.
	With prompting and support,	With prompting and support,	With prompting and support,	With prompting and support,
	attempts to identify or interpret	identifies or interprets cohesive	identifies and interprets various	consistently identifies and
	cohesive devices that help link	devices that help link words and	cohesive devices that help link	effectively interprets various
	words and sentences to one	sentences to one another within	words and sentences to one	cohesive devices that help link
29	another within the text as a	the text as a scaffold to help	another within the text as a	words and sentences to one
	scaffold to help build	build comprehension at the	scaffold to help build	another within the text as a
	comprehension at the sentence	sentence or paragraph level.	comprehension at the sentence	scaffold to help build
	or paragraph level.		and paragraph level.	comprehension at the sentence
				and paragraph level.
	Attempts to read and	Reads and superficially	Reads and comprehends literary	Reads and thoroughly
	superficially comprehend	comprehends literary and	and informational texts.	comprehends literary and
30	literary and informational texts.	informational texts.		informational texts.
30				
	c. Attempts to draw conclusions	c. Draws some conclusions	c. Draws conclusions based on the	c. Consistently draws conclusions
	based on the text.	based on the text.	text.	based on the text.
	Attempts to use information	Uses information from a text to	Uses information from a text to	Consistently uses information from
	from a text to determine the	determine the author's purpose	determine the author's purpose in	a text to determine the author's
31	author's purpose in some forms	in some forms of informational	different forms of informational	purpose in different forms of
	of informational or literary	or literary texts.	and literary texts.	informational and literary texts.
	texts.			
	Attempts to identify simplistic	Identifies simplistic rhyme	Identifies rhyme schemes in	Identifies complex rhyme schemes
32	rhyme schemes in poems or	schemes in poems or songs.	poems or songs.	in poems or songs.
	songs.			
	Attempts to read and identify	Reads and identifies types of	Reads and identifies types of	Reads and consistently identifies
33	types of poems, including free	poems, including free verse,	poems, including free verse,	types of poems, including free
33	verse, rhymed verse, haiku, or	rhymed verse, haiku, or limerick.	rhymed verse, haiku, and limerick.	verse, rhymed verse, haiku, and
	limerick.			limerick.

	Attempts to differentiate	Differentiates between	Differentiates between fact and	Differentiates between complex
	between simplistic statements of	simplistic statements of facts	opinion in a text.	statements of fact and opinion in a
	facts and opinions in a text.	and opinions in a text.		text.
34	h. A.L		h Harris I also Harris and	h Carristanti anno ta tari
	b. Attempts to use textual	b. Uses textual evidence and/or	b. Uses textual evidence and	b. Consistently uses textual
	evidence and/or gathered	gathered research from reliable	gathered research from reliable	evidence and gathered research
	research from reliable sources to	sources to prove facts.	sources to prove facts.	from reliable sources to prove
	prove facts.	Dania anticata a l'atancia a alcilla	Demonstrates listening skills and	facts.
	Attempts to demonstrate listening skills and build	Demonstrates listening skills and builds background	Demonstrates listening skills and builds background knowledge by	Demonstrates listening skills and
35	background knowledge by asking	knowledge by asking and/or	asking and answering questions	builds background knowledge by asking and answering complex
33	and/or answering simplistic	answering simplistic questions	about texts read aloud.	questions about texts read aloud.
	questions about texts read aloud.	about texts read aloud.	about texts read aloud.	questions about texts read aloud.
	Attempts to manipulate words or	Manipulates words or phrases	Manipulates words and/or	Consistently manipulates words
	phrases to create simple and/or	to create simple and/or	phrases to create simple and	and/or phrases to create simple
	compound sentences, including	compound sentences, including	compound sentences, including	and compound sentences,
	coordinating conjunctions for,	coordinating conjunctions for,	coordinating conjunctions for,	including coordinating
36	and, nor, but, or, yet, and so, to	and, nor, but, or, yet, and so, to	and, nor, but, or, yet, and so, to	conjunctions for, and, nor, but, or,
	help build basic syntactic	help build basic syntactic	help build syntactic awareness	yet, and so, to help build syntactic
	awareness and/or basic	awareness and/or basic	and comprehension at the	awareness and comprehension at
	comprehension at the sentence	comprehension at the sentence	sentence level.	the sentence level.
	level.	level.		
Standard	Writing			
	A student at this level	A student at this level	A student at this level	A student at this level
	Applies emerging knowledge of	Applies some knowledge of	Applies knowledge of grade-	Consistently applies knowledge of
	grade-appropriate phoneme-	grade-appropriate phoneme-	appropriate phoneme-grapheme	grade-appropriate phoneme-
	grapheme correspondences,	grapheme correspondences,	correspondences, multisyllabic	grapheme correspondences,
	multisyllabic word construction,	multisyllabic word	word construction, syllable	multisyllabic word construction,
	syllable division principles,	construction, syllable division	division principles, and spelling	syllable division principles, and
38	and/or spelling rules (or	principles, and/or spelling rules	rules (or generalizations) to	spelling rules (or generalizations)
	generalizations) to encode words	(or generalizations) to encode	encode words accurately.	to consistently encode words
	accurately.	words accurately.		accurately.
	a Attamentata anada anada	a. Encodes grade-appropriate	a. Encodes grade-appropriate	a. Consistently encodes grade-
i	a. Attempts to encode grade-	at Encours Brade appropriate		
	a. Attempts to encode grade- appropriate multisyllabic words	multisyllabic words using	multisyllabic words using	appropriate multisyllabic words
	· · · · · · · · · · · · · · · · · · ·			

closed, vowel-consonant-e,	vowel-consonant-e, vowel	consonant-e, vowel teams, vowel-	closed, vowel-consonant-e, vowel
vowel teams, vowel-r, and/or	teams, vowel-r, and/or	r, and consonant-le.	teams, vowel-r, and consonant-le.
consonant-le.	consonant-le.		
b. Applies emerging knowledge of multisyllabic word construction and/or syllable division principles to encode grade-appropriate words correctly.	b. Applies some knowledge of multisyllabic word construction and/or syllable division principles to encode gradeappropriate words correctly.	b. Applies knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.	b. Consistently applies knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
c. Attempts to encode words with final /v/ or /j/ sounds.	c. Encodes some words with final /v/ or /j/ sounds using knowledge that no English word ends with a v or j.	c. Encodes words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.	c. Consistently encodes words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.
d. Attempts to encode one- and/or two-syllable words with long and/or short vowel patterns.	d. Encodes one- and/or two- syllable words with long and/or short vowel patterns.	d. Encodes one- and two-syllable words with long and short vowel patterns.	d. Consistently encodes one- and two-syllable words with long and short vowel patterns.
e. Attempts to encode words with two- or three-consonant blends	e. Encodes words with two- or three-consonant blends.	e. Encodes words with two- and three-consonant blends, including those containing digraphs.	e. Consistently encodes words with two- and three-consonant blends, including those containing digraphs.
f. Attempts to encode words with consonant digraphs, trigraphs, or combinations.	f. Encodes words with consonant digraphs, trigraphs, or combinations.	f. Encodes words with consonant digraphs, trigraphs, and combinations.	f. Consistently encodes words with consonant digraphs, trigraphs, and combinations.
g. Attempts to encode words with the common vowel teams, including some diphthongs.	g. Encodes some words with the common vowel teams, including some diphthongs.	g. Encodes words with the common vowel teams, including diphthongs.	g. Consistently encodes words with the common vowel teams, including diphthongs.
h. Attempts to encode words with more common vowel-r combinations.	h. Encodes words with more common vowel-r combinations.	h. Encodes words with vowel-r combinations.	h. Encodes words with less common vowel-r combinations.

- i. Attempts to encode words that follow the *-ild, -ost, -old, -olt,* or *-ind* patterns.
- j. Attempts to encode words with a after w read / \ddot{a} / or a before l read / \ddot{a} /.
- k. Attempts to encode words with *or* after *w* read /er/.
- I. Attempts to encodes words with hard and/or soft *c* and/or *g*.
- m. Attempts to encode words with vowel y in the final position of one and/or two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and/or the long /ē/ sound in two-syllable words, and/or words with vowel y in medial position, producing the short /ĭ/ sound for these words.
- n. Attempts to encode words with prefixes and/or suffixes, including words with dropped *e* and/or *y-to-i* changes for suffix addition.
- o. Attempts to encode gradeappropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.

- i. Encodes words that follow the -ild, -ost, -old, -olt, or -ind patterns.
- j. Encodes words with a after w read /ä/ or a before I read /â/.
- k. Encodes some words with *or* after *w* read /er/.
- I. Encodes words with hard and/or soft *c* and/or *g*.
- m. Encodes words with vowel y in the final position of one and/or two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and/or the long /ē/ sound in two-syllable words, and/or words with vowel y in medial position, producing the short /ĭ/ sound for these words.
- n. Encodes some words with prefixes and/or suffixes, including words with dropped *e* and/or *y-to-i* changes for suffix addition.
- o. Encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.

- i. Encodes words that follow the -ild, -ost, -old, -olt, and -ind patterns.
- j. Encodes words with a after w read /ä/ and a before / read /â/.
- k. Encodes words with *or* after *w* read /er/.
- I. Encodes words with hard and soft *c* and *g*.
- m. Encodes words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/sound in one-syllable words and the long /ē/sound in two-syllable words, and words with vowel y in medial position, producing the short /ī/sound for these words.
- n. Encodes words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.
- o. Encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

- i. Consistently encodes words that follow the *-ild, -ost, -old, -olt,* and *-ind* patterns.
- j. Consistently encodes words with α after w read /ä/ and α before l read /â/.
- k. Consistently encodes words with *or* after *w* read /er/.
- I. Consistently encodes words with hard and soft *c* and *g*.
- m. Consistently encodes words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.
- n. Consistently encodes words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.
- o. Consistently encodes gradeappropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

ently encodes ns with am, is, has, not, Id, and will, using es appropriately. ently encodes frequently nomophones accurately,
ently encodes frequently nomophones accurately,
es appropriately. ently encodes frequently nomophones accurately,
ently encodes frequently nomophones accurately,
nomophones accurately,
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uladge of English
vledge of English
hy and meaning to
earning
6
ly organizes a list of
alphabetical order
to first, second, and
rs.
nplete sentences
ating in-depth
of punctuation
ns.
ently utilizes commas
s in a series in a
ently uses apostrophes
ntractions and
S.
5.
ently uses punctuation to
erjections.
ently expands sentences
uently-occurring
ns.

44	With prompting and support, attempts to compose and/or	With prompting and support, composes and/or develops an	With prompting and support, composes and develops a well-	With prompting and support, composes and develops a well-
	develop an organized, simplistic	organized, simplistic paragraph	organized paragraph with a topic	organized, in-depth paragraph
	paragraph with a topic sentence,	with a topic sentence, details	sentence, details to support, and a	with a clear topic sentence, precise
	details to support, and/or a simplistic concluding sentence.	to support, and/or a simplistic concluding sentence.	concluding sentence.	details to support, and an effective concluding sentence.
	Demonstrates emerging	Demonstrates some	Demonstrates understanding of	Consistently demonstrates
	understanding of standard	understanding of standard	standard English language	understanding of standard English
	English language conventions	English language conventions	conventions when writing.	language conventions when
	when writing.	when writing.		writing.
45	a. Attempts to identify the role of a noun, verb, adjective, and/or adverb within a sentence and attempts to explain the type of the information it conveys.	a. Identifies the role of a noun, verb, adjective, and/or adverb within a sentence and explains the type of the information it conveys.	a. Identifies the role of a noun, verb, adjective, and adverb within a sentence and explains the type of the information it conveys.	a. Consistently identifies the role of a noun, verb, adjective, and adverb within a sentence and explains the type of the information it conveys.
	b. Attempts to form regular nouns and/or verbs by adding -s or -es.	b. Forms regular nouns or verbs by adding -s or -es.	b. Forms regular nouns and verbs by adding -s or -es.	b. Consistently forms regular nouns and verbs by adding -s or -es.
	c. Attempts to form and/or use simple present and/or past verb tenses.	c. Forms and/or uses simple present and/or past verb tenses.	c. Forms and uses simple present and past verb tenses.	c. Consistently forms and uses simple present and past verb tenses.
	d. Attempts to form plurals in some words by changing -y to – ies.	d. Forms plurals in some words by changing -y to -ies.	d. Forms plurals by changing -y to —ies.	d. Consistently forms plurals in words by changing -y to -ies.
	e. Attempts to form and/or use	e. Forms and/or uses	e. Forms and uses frequently-	e. Consistently forms and uses
	frequently-occurring irregular plural nouns and/or verbs.	frequently-occurring irregular plural nouns and/or verbs.	occurring irregular plural nouns and verbs.	frequently-occurring irregular plural nouns and verbs.
	f. Attempts to use some plural possessives .	f. Uses some plural possessives.	f. Uses plural possessives.	f. Consistently uses plural possessives.

Grade 2	Alabama Comprehensive Asses	ssment Program (ACAP) English Language Arts PLDs
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	Attempts to gather and use superficial research to answer questions to complete a research product.	Gathers and uses simplistic research to answer questions to complete a research product.	Gathers and uses research to answer questions to complete a research product.	Gathers and uses in depth research to answer questions to complete a research product.	
46	b. Attempts to create a question to gather information for a research project.	b. Creates a question to gather information for a research project.	b. Creates questions to gather information for a research project.	b. Consistently creates focused questions to gather information for a research project.	
	c. Attempts to find information from sources.	c. Finds information from some sources.	c. Finds information from a variety of sources.	c. Finds relevant information from a variety of sources.	