

	<b>Performance Level Descriptors (PLDs)</b>			
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Policy Statement</b>	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.				
<b>Standard</b>	<b>Phonological Awareness/Phonemic Awareness</b>			
<b>9</b>	<p><b>A student at this level</b> Attempts to demonstrate basic phonemic awareness skills in spoken words.</p> <p>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.</p> <p>b. Attempts to delete the initial sound in an initial blend in a more common one-syllable base word.</p> <p>c. With prompting and support, attempts to delete the medial and/or final sounds in blends in more common one syllable base words.</p>	<p><b>A student at this level</b> Demonstrates basic phonemic awareness skills in spoken words.</p> <p>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.</p> <p>b. Deletes the initial sound in an initial blend in some one-syllable base words.</p> <p>c. With prompting and support, deletes the medial and/or final sounds in blends in some one syllable base words.</p>	<p><b>A student at this level</b> Demonstrates advanced phonemic awareness skills in spoken words.</p> <p>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.</p> <p>b. Deletes the initial sound in an initial blend in a one-syllable base word.</p> <p>c. With prompting and support, deletes the medial and final sounds in blends in one syllable base words.</p>	<p><b>A student at this level</b> Consistently demonstrates advanced phonemic awareness skills in spoken words.</p> <p>a. Consistently 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.</p> <p>b. Consistently deletes the initial sound in an initial blend in a less common one-syllable base word.</p> <p>c. With prompting and support, consistently deletes the medial and final sounds in blends in one syllable base words.</p>

	<p>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.</p> <p>e. With prompting and support, attempts to reverse sounds within a word by saying the last sound first or the first sound last.</p>	<p>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.</p> <p>e. With prompting and support, reverses sounds within a word by saying the last sound first or the first sound last.</p>	<p>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.</p> <p>e. With prompting and support, reverses sounds within a word by saying the last sound first and the first sound last.</p>	<p>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.</p> <p>e. With prompting and support, consistently reverses sounds within a word by saying the last sound first and the first sound last.</p>
<b>Standard</b>	<b>Phonics</b>			
<b>10</b>	<p><b>A student at this level</b> 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.</p> <p>a. Attempts to decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or <i>schwa</i> syllables.</p> <p>b. Attempts to apply knowledge of multisyllabic word construction and/or syllable division principles to decode grade-appropriate multisyllabic words.</p>	<p><b>A student at this level</b> 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.</p> <p>a. Decodes some multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or <i>schwa</i> syllables.</p> <p>b. Applies knowledge of multisyllabic word construction and/or syllable division principles to decode some grade-appropriate multisyllabic words.</p>	<p><b>A student at this level</b> 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.</p> <p>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.</p> <p>b. Applies knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p>	<p><b>A student at this level</b> 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.</p> <p>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.</p> <p>b. Applies knowledge of multisyllabic word construction and syllable division principles to consistently decode grade-appropriate multisyllabic words.</p>

	<p>c. Attempts to decode and/or encode words with three-consonant blends or blends containing digraphs.</p> <p>d. Attempts to decode and/or encode words with consonant digraphs, trigraphs, or combinations.</p> <p>e. Attempts to decode and/or encode words with variable vowel teams or vowel diphthongs.</p> <p>f. Attempts to decode and/or encode words with vowel-r combinations.</p> <p>g. Attempts to decode and/or encode words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, or <i>-ind</i> patterns.</p> <p>h. Attempts to decode and/or encode words with <i>a</i> after <i>w</i> read /ä/ or <i>a</i> before <i>l</i> read /â/.</p> <p>i. Attempts to decode and/or encode words with <i>or</i> after <i>w</i> read /er/.</p> <p>j. Attempts to decode and/or encode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context or in isolation.</p>	<p>c. Decodes and/or encodes words with three-consonant blends or blends containing digraphs.</p> <p>d. Decodes and/or encodes words with consonant digraphs, trigraphs, or combinations.</p> <p>e. Decodes and/or encodes words with variable vowel teams or vowel diphthongs.</p> <p>f. Decodes and/or encodes words with vowel-r combinations.</p> <p>g. Decodes and/or encodes words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, or <i>-ind</i> patterns.</p> <p>h. Decodes and/or encodes words with <i>a</i> after <i>w</i> read /ä/ or <i>a</i> before <i>l</i> read /â/.</p> <p>i. Decodes and/or encodes words with <i>or</i> after <i>w</i> read /er/.</p> <p>j. Decodes and/or encodes words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context or in isolation.</p>	<p>c. Decodes and encodes words with three-consonant blends and blends containing digraphs.</p> <p>d. Decodes and encodes words with consonant digraphs, trigraphs, and combinations.</p> <p>e. Decodes and encodes words with variable vowel teams and vowel diphthongs.</p> <p>f. Decodes and encodes words with vowel-r combinations.</p> <p>g. Decodes and encodes words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns.</p> <p>h. Decodes and encodes words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.</p> <p>i. Decodes and encodes words with <i>or</i> after <i>w</i> read /er/.</p> <p>j. Decodes and encodes words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation.</p>	<p>c. Consistently decodes and encodes words with three-consonant blends and blends containing digraphs.</p> <p>d. Consistently decodes and encodes words with consonant digraphs, trigraphs, and combinations.</p> <p>e. Consistently decodes and encodes words with variable vowel teams and vowel diphthongs.</p> <p>f. Consistently decodes and encodes words with vowel-r combinations.</p> <p>g. Consistently decodes and encodes words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns.</p> <p>h. Consistently decodes and encodes words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.</p> <p>i. Consistently decodes and encodes words with <i>or</i> after <i>w</i> read /er/.</p> <p>j. Consistently decodes and encodes words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation.</p>
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	<p>k. Attempts to decode and/or encode words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /ĭ/ sound for these words.</p> <p>l. Attempts to decode some words with silent letter combinations.</p> <p>m. Attempts to decode and/or encode words with prefixes and/or suffixes, including words with dropped <i>e</i> or <i>y-to-i</i> changes for suffix addition.</p> <p>n. Attempts to decode and/or encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p>o. Attempts to decode and/or encode contractions with <i>am, is, has, not, have, would, or will</i>.</p>	<p>k. Decodes and/or encodes words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /ĭ/ sound for these words.</p> <p>l. Decodes some words with silent letter combinations.</p> <p>m. Decodes and/or encodes words with prefixes and/or suffixes, including words with dropped <i>e</i> or <i>y-to-i</i> changes for suffix addition.</p> <p>n. Decodes and/or encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p>o. Decodes and/or encodes contractions with <i>am, is, has, not, have, would, or will</i>.</p>	<p>k. Decodes and encodes words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /ĭ/ sound for these words.</p> <p>l. Decodes words with silent letter combinations.</p> <p>m. Decodes and encodes words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition.</p> <p>n. Decodes and encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p> <p>o. Decodes and encodes contractions with <i>am, is, has, not, have, would, and will</i>.</p>	<p>k. Consistently decodes and encodes words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /ĭ/ sound for these words.</p> <p>l. Consistently decodes words with silent letter combinations.</p> <p>m. Consistently decodes and encodes words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition.</p> <p>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.</p> <p>o. Consistently decodes and encodes contractions with <i>am, is, has, not, have, would, and will</i>.</p>
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Standard	Fluency			
14	<b>A student at this level</b> Attempts to read simple, high-frequency words commonly found in grade-appropriate text.	<b>A student at this level</b> Reads simple, high-frequency words commonly found in grade-appropriate text.	<b>A student at this level</b> Reads high-frequency words commonly found in grade-appropriate text.	<b>A student at this level</b> Consistently reads high-frequency words commonly found in grade-appropriate text.
	Vocabulary			
15	<b>A student at this level</b> Attempts to utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words or relating new words to background knowledge.	<b>A student at this level</b> Utilizes new academic, content-specific, grade-level vocabulary, making connections to previously learned words or relating new words to background knowledge.	<b>A student at this level</b> Utilizes new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.	<b>A student at this level</b> Consistently utilizes new academic, content-specific, grade-level vocabulary, consistently making connections to previously learned words and consistently relating new words to background knowledge.
16	Attempts to simplistically describe word relationships and/or nuances in word meanings, including relating them to their opposites and/or distinguishing shades of meaning in similar or related words.  a. Attempts to simplistically use knowledge of antonyms and synonyms.  b. Attempts to distinguish shades of meaning among verbs or adjectives.  c. Attempts to simplistically use knowledge of homophones to determine use of the correct word.	Describes some word relationships and/or nuances in word meanings, including relating them to their opposites and/or distinguishing shades of meaning in similar or related words.  a. Uses knowledge of some antonyms and synonyms.  b. Distinguishes shades of meaning among verbs or adjectives.  c. Uses knowledge of some homophones to determine use of the correct word.	Describes word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.  a. Uses knowledge of antonyms and synonyms.  b. Distinguishes shades of meaning among verbs and adjectives.  c. Uses knowledge of homophones to determine use of the correct word.	Consistently describes word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.  a. Consistently uses knowledge of antonyms and synonyms.  b. Consistently distinguishes shades of meaning among verbs and adjectives.  c. Consistently uses knowledge of homophones to determine use of the correct word.

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

Standard	Comprehension			
23	<b>A student at this level</b> Attempts to identify story elements in a literary text.	<b>A student at this level</b> Identifies story elements in a literary text.	<b>A student at this level</b> Identifies the main story elements in a literary text.	<b>A student at this level</b> 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.
	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.  e. Attempts to identify simplistically the theme in myths, fables, and folktales.	d. Identifies simplistically the central message or moral of a story.  e. Identifies simplistically the theme in myths, fables, and folktales.	d. Identifies the central message or moral of a story.  e. Identifies the theme in myths, fables, and folktales.	d. Consistently identifies the central message or moral of a story.  e. Consistently identifies the theme in myths, fables, and folktales.

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



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

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

	<p>closed, vowel-consonant-e, vowel teams, vowel-r, and/or consonant-le.</p> <p>b. Applies emerging knowledge of multisyllabic word construction and/or syllable division principles to encode grade-appropriate words correctly.</p> <p>c. Attempts to encode words with final /v/ or /j/ sounds.</p> <p>d. Attempts to encode one- and/or two-syllable words with long and/or short vowel patterns.</p> <p>e. Attempts to encode words with two- or three-consonant blends</p> <p>f. Attempts to encode words with consonant digraphs, trigraphs, or combinations.</p> <p>g. Attempts to encode words with the common vowel teams, including some diphthongs.</p> <p>h. Attempts to encode words with more common vowel-r combinations.</p>	<p>vowel-consonant-e, vowel teams, vowel-r, and/or consonant-le.</p> <p>b. Applies some knowledge of multisyllabic word construction and/or syllable division principles to encode grade-appropriate words correctly.</p> <p>c. Encodes some words with final /v/ or /j/ sounds using knowledge that no English word ends with a v or j.</p> <p>d. Encodes one- and/or two-syllable words with long and/or short vowel patterns.</p> <p>e. Encodes words with two- or three-consonant blends.</p> <p>f. Encodes words with consonant digraphs, trigraphs, or combinations.</p> <p>g. Encodes some words with the common vowel teams, including some diphthongs.</p> <p>h. Encodes words with more common vowel-r combinations.</p>	<p>consonant-e, vowel teams, vowel-r, and consonant-le.</p> <p>b. Applies knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.</p> <p>c. Encodes words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.</p> <p>d. Encodes one- and two-syllable words with long and short vowel patterns.</p> <p>e. Encodes words with two- and three-consonant blends, including those containing digraphs.</p> <p>f. Encodes words with consonant digraphs, trigraphs, and combinations.</p> <p>g. Encodes words with the common vowel teams, including diphthongs.</p> <p>h. Encodes words with vowel-r combinations.</p>	<p>closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.</p> <p>b. Consistently applies knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.</p> <p>c. Consistently encodes words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.</p> <p>d. Consistently encodes one- and two-syllable words with long and short vowel patterns.</p> <p>e. Consistently encodes words with two- and three-consonant blends, including those containing digraphs.</p> <p>f. Consistently encodes words with consonant digraphs, trigraphs, and combinations.</p> <p>g. Consistently encodes words with the common vowel teams, including diphthongs.</p> <p>h. Encodes words with less common vowel-r combinations.</p>
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<p>i. Attempts to encode words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, or <i>-ind</i> patterns.</p> <p>j. Attempts to encode words with <i>a</i> after <i>w</i> read /ä/ or <i>a</i> before <i>l</i> read /â/.</p> <p>k. Attempts to encode words with <i>or</i> after <i>w</i> read /er/.</p> <p>l. Attempts to encode words with hard and/or soft <i>c</i> and/or <i>g</i>.</p> <p>m. Attempts to encode words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p>n. Attempts to encode words with prefixes and/or suffixes, including words with dropped <i>e</i> and/or <i>y-to-i</i> changes for suffix addition.</p> <p>o. Attempts to encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p>	<p>i. Encodes words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, or <i>-ind</i> patterns.</p> <p>j. Encodes words with <i>a</i> after <i>w</i> read /ä/ or <i>a</i> before <i>l</i> read /â/.</p> <p>k. Encodes some words with <i>or</i> after <i>w</i> read /er/.</p> <p>l. Encodes words with hard and/or soft <i>c</i> and/or <i>g</i>.</p> <p>m. Encodes words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p>n. Encodes some words with prefixes and/or suffixes, including words with dropped <i>e</i> and/or <i>y-to-i</i> changes for suffix addition.</p> <p>o. Encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p>	<p>i. Encodes words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns.</p> <p>j. Encodes words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.</p> <p>k. Encodes words with <i>or</i> after <i>w</i> read /er/.</p> <p>l. Encodes words with hard and soft <i>c</i> and <i>g</i>.</p> <p>m. Encodes words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p>n. Encodes words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition.</p> <p>o. Encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p>	<p>i. Consistently encodes words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns.</p> <p>j. Consistently encodes words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.</p> <p>k. Consistently encodes words with <i>or</i> after <i>w</i> read /er/.</p> <p>l. Consistently encodes words with hard and soft <i>c</i> and <i>g</i>.</p> <p>m. Consistently encodes words with vowel <i>y</i> 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 <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p>n. Consistently encodes words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition.</p> <p>o. Consistently encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p>
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	<p>p. Attempts to encode contractions with <i>am, is, has, not, have, would, or will</i>, using apostrophes appropriately.</p> <p>q. Attempts to encode frequently confused homophones accurately, using knowledge of English orthography and/or meaning to facilitate learning</p>	<p>p. Encodes contractions with <i>am, is, has, not, have, would, or will</i>, using apostrophes appropriately.</p> <p>q. Encodes frequently confused common homophones accurately, using some knowledge of English orthography and/or meaning to facilitate learning.</p>	<p>p. Encodes contractions with <i>am, is, has, not, have, would, and will</i>, using apostrophes appropriately.</p> <p>q. Encodes frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.</p>	<p>p. Consistently encodes contractions with <i>am, is, has, not, have, would, and will</i>, using apostrophes appropriately.</p> <p>q. Consistently encodes frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning</p>
39	Attempts to organize a list of words into alphabetical order according to first and second letters.	Organizes a list of words into alphabetical order according to first and second letters.	Organizes a list of words into alphabetical order according to first, second, and third letters.	Consistently organizes a list of words into alphabetical order according to first, second, and third letters.
43	<p>Attempts to write complete sentences demonstrating simplistic knowledge of punctuation conventions.</p> <p>a. Attempts to utilize commas with some words in a series in a sentence.</p> <p>b. Attempts to use apostrophes to form contractions or possessives.</p> <p>c. Attempts to use some punctuation to set off interjections.</p> <p>d. Attempts to expand sentences using some frequently-occurring conjunctions.</p>	<p>Writes complete sentences demonstrating simplistic knowledge of punctuation conventions.</p> <p>a. Utilizes commas with some words in a series in a sentence.</p> <p>b. Uses apostrophes to form contractions or possessives.</p> <p>c. Uses some punctuation to set off interjections.</p> <p>d. Expands sentences using some frequently-occurring conjunctions.</p>	<p>Writes complete sentences demonstrating knowledge of punctuation conventions.</p> <p>a. Utilizes commas with words in a series in a sentence.</p> <p>b. Uses apostrophes to form contractions and possessives.</p> <p>c. Uses punctuation to set off interjections.</p> <p>d. Expands sentences using frequently-occurring conjunctions.</p>	<p>Writes complete sentences demonstrating in-depth knowledge of punctuation conventions.</p> <p>a. Consistently utilizes commas with words in a series in a sentence.</p> <p>b. Consistently uses apostrophes to form contractions and possessives.</p> <p>c. Consistently uses punctuation to set off interjections.</p> <p>d. Consistently expands sentences using frequently-occurring conjunctions.</p>

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

46	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.
	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.