Arizona English Language Learner Assessment Threshold Performance Level Descriptors
Stage III—Grades 3, 4, and 5

These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.

| Grade 3, 4, and 5 | Students scoring **Proficient** at these grade levels generally know the skills required at the “Intermediate” and “Basic” Levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards. | Grades 3, 4, and 5 | Students scoring **Intermediate** at these grade levels generally know the skills required at the “Basic” Level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards. | Grades 3, 4, and 5 | Students scoring **Basic** at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards. |
|---|---|---|---|---|
| **Speaking** | o Produces grade-appropriate complete sentences with academic/content vocabulary, accurate pronunciation, intonation, and stress. | o Relates personal experiences/stories with one or two details in complete sentences. | o States one-step directions using complete sentences. | o States one-step directions using complete sentences. | o States one-step directions using complete sentences. |
|  | o States multi-step directions using accurate, grade-appropriate academic/content vocabulary, and complete sentences. | o Asks and responds to grade-appropriate questions and statements, including makes comparisons, describes events, and agrees/disagrees with statements, expressing possibilities, using complete sentences. | o Expresses one’s own needs and emotions in complete sentences. | o Follows one or two-step directions/commands. | o Follows one or two-step directions/commands. |
|  | o Asks and responds to grade-appropriate questions and statements, including makes comparisons, describes events, and agrees/disagrees with statements, expressing possibilities, using complete sentences. | o Relates personal experiences/stories using descriptive language, supporting details and/or examples in complete sentences. |  |  |  |
| **Listening** | o Paraphrases and summarizes main ideas/concepts and supporting details from read-alouds (fiction and nonfiction). | o Distinguishes between phonemes in the initial, medial, and final positions of words and phrases. | o States one-step directions using complete sentences. | o States one-step directions using complete sentences. | o States one-step directions using complete sentences. |
|  | o Sequences events from grade-level appropriate academic/content-area read-alouds and conversations. | o Identifies main ideas/concepts and supporting details from text read aloud (fiction and nonfiction). | o Expresses one’s own needs and emotions in complete sentences. | o Follows one or two-step directions/commands. | o Follows one or two-step directions/commands. |
|  | o Responds to comprehension questions by describing relationships among ideas, events, and facts, such as problem/solution, compare/contrast, sequence, and cause and effect using academic vocabulary. | o Follows multi-step directions/instructions containing prepositions. | o States two to three details from text. | o States two to three details from text. | o States two to three details from text. |
|  | o Follows grade-appropriate academic/content area multi-step procedures containing “frequency” adverbs. | o Responds to comprehension questions by comparing concepts and related facts using academic vocabulary. | o Identifies content vocabulary. | o Identifies content vocabulary. | o Identifies content vocabulary. |
| **Reading** |  |  | o Locates information in reference materials. |  |  |
|  | o Reads regularly spelled two-syllable and compound words. | o Reads regularly spelled two-syllable and compound words. | o Uses capitalization for the pronoun “I,” sentence beginnings, and proper nouns (names, days, months). | o Identifies base words modified by common inflectional endings. | o Identifies base words modified by common inflectional endings. |
|  | o Identifies specific information by using the organizational features of a book or dictionary. | o Identifies specific information by using the organizational features of a book or dictionary. | o Uses various subjects (singular/plural, common nouns, singular possessive nouns and pronouns | o Reads contractions. | o Reads contractions. |
|  | o Selects rhyming words in response to a prompt. | o Selects rhyming words in response to a prompt. | o Prints legibly numerals and upper and lower case letters of the alphabet. | o Alphabetizes a series of words. | o Alphabetizes a series of words. |
|  | o Applies spelling rules for adding suffixes to base words for decoding. | o Applies spelling rules for adding suffixes to base words for decoding. |  | o Answers literal questions about text. | o Answers literal questions about text. |
|  |  |  | o Predicts based on cover, title, illustrations and text. | o Identifies two to three details from text. | o Identifies two to three details from text. |
|  |  |  | o Identifies two to three details from text. | o Identifies content vocabulary. | o Identifies content vocabulary. |
|  |  |  | o Locates information in reference materials. | o Identifies content vocabulary. | o Identifies content vocabulary. |

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| Threshold PLDs | 
|----------------|----------------|
| **Reading** | **Reading** |
| - Applies knowledge of affixes to words in context for decoding. | - Recognizes and uses word order (syntax). |
| - Uses word order (syntax) to confirm decoding. | - Predicts what might happen next in a reading selection. |
| - Segments and decodes regularly spelled multi-syllabic and compound words. | - Identifies the main idea and two to three details from text. |
| - Applies knowledge of spelling pattern exceptions. | - Identifies the setting and the characters’ traits within a fictional text. |
| - Evaluates the usefulness of various print sources based on the organizational features for a given task. | - Identifies compare/contrast, sequential, and cause and effect signal words. |
| - Summarizes the main idea and supporting details from grade-appropriate text that uses academic/content-area vocabulary. | - Identifies the author’s purpose for writing. |
| - Describes, compares, and contrasts characters’ traits, their motivations, the setting, and the plot of a fictional text. | - Identifies the cause and effect relationship of two related events in a literary selection. |
| - Describes the setting using key words from a fictional text. | - Identifies the plot from a fictional text. |
| - Compares and contrasts two settings within fictional text. | - Follows two-to-three step written directions to complete a task. |
| - Applies understanding of content vocabulary. | - Locates specific information from external text in nonfiction text for a specific purpose. |
| - Follows multi-step directions. | - Distinguishes fact from opinion in persuasive text. |
| - Interprets information from functional documents and external text in nonfiction text for a specific purpose. | |
| - Compares and contrasts two items within an expository text. | |
| **Writing** | **Writing** |
| - Writing | - Writing |
| *Writing* | *Writing* |
| - Writes narratives based on imagined or real events and includes characters, setting, sensory details, appropriate word choice, and logical sequencing to develop the plot using transitional words and varied sentence structures. | - Writes a paragraph containing only key ideas and content vocabulary to summarize a text that may include graphics. |
| - Writes expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary. | - Uses end punctuation for sentences, commas in a series, and apostrophes in contractions and singular possessives. |
| - Writes one or more persuasive paragraphs that state a clear position with supporting details using persuasive vocabulary/strategies. | - Uses capitalization for titles, including book titles. |
| - Spells multi-syllable, grade-appropriate high frequency, common words. | - Uses simple (present, past, future) and progressive (present, past) verb tenses. |

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academic words.
- Uses semi-colons in a series, introductory clauses, dialogue, and direct address.
- Uses subject-verb agreement in grade-appropriate sentences.
- Uses capitalization for proper nouns (place names, dates, holidays, languages), book and poem titles, and abbreviations.
- Uses quotation marks for dialogue and titles, colons in business letter salutations, and apostrophes in plural possessives.
- Uses declarative, positive, negative, and interrogative construction forms in a variety of writing applications.
- Uses future progressive verb tense.