

Grade 1

Notes: *These Adjusted Performance Level Descriptors (PLDs), based on the evidence collected from the Spring 2025 Reassessment, were developed by ADE with the input and recommendations of Arizona educator committees. The Adjusted PLDs are intended for use in the interpretation of the Spring 2026 Reassessment test results in accordance with the adjusted cut scores.*

The Adjusted PLDs describe the skills, knowledge, and abilities described in the 2019 English Language Proficiency Standards that students typically demonstrate at each proficiency level, while acknowledging that students may show a range of abilities within any level.

Although some of the Adjusted PLD statements may appear similar across grade bands, the expectations are based on grade-appropriate stimuli and tasks.

The phrase "responses may be partially complete or clear" is included in some of the Adjusted PLDs to signal that for multipoint test items, two or more score point responses may still reflect skills associated with the Intermediate or even Proficient levels, though the clarity or completeness of those skills may still be developing.

While the PLDs are presented as a linear progression for ease of understanding, actual language development is not strictly linear and may vary across domains and contexts.

The AZELLA PLDs contain a comprehensive number of the skills, knowledge, and abilities described in the 2019 English Language Proficiency Standards, but do not represent all of them.

Listening		
<i>Students scoring Basic at Grade 1 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Grade 1 are assumed to have acquired the skills described at the "Basic" proficiency level and have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Proficient at Grade 1 are assumed to have acquired the skills described at the "Intermediate" and "Basic" proficiency levels and have independently demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>
Responds to questions about a simple read-aloud	Answers questions such as who, what, where, why, when, and how about key details in an oral text	Answers questions such as who, what, where, why, when, and how about key details in a more complex oral text
Identifies the topic of oral texts and presentations		Identifies the central idea of oral texts and presentations
		Identifies similarities and/or differences within an oral text
	Determines the meaning of general academic and content-specific words and phrases, and some common expressions in an oral text	Determines the meaning of less-frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions in an oral text
Responds to simple questions about familiar topics		

Reading		
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Identifies single-syllable rhyming words		
	Identifies capitalization and ending punctuation	
Locates and identifies the title of a book		Locates and identifies the author, illustrator, title page, and/or table of contents of a book
Applies phonics and word analysis skills in decoding one-syllable or two-syllable words		
Decodes and blends a new word when a specific grapheme is changed, added, or removed		
		Reads one-syllable words with short and long vowel patterns aloud
Reads words and short phrases with emerging fluency and expressive interpretation		Reads grade-appropriate sentences and texts with some fluency and mostly appropriate phrasing and expression

Reading		
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	Responds to simple literal questions	Asks and answers questions such as who, what, where, why, when, and how about key details in a text
Identifies key words and phrases in familiar texts	Identifies key details in a variety of texts	Retells key details in a variety of texts
Restates a sequence of events using key words		Sequences a series of events using key words and phrases
Identifies the topic of texts		Identifies the central idea of texts
		Determines the meaning of words, phrases, general academic and content-specific vocabulary, and some common expressions in context
	Responds to a question or problem based on provided information from resources	Responds to a question or problem based on gathered information from a provided source
		Identifies one or two reasons that support the points an author makes

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		• Applies understanding of how ideas, events, or reasons are linked in a variety of texts by using frequently occurring linking words and temporal words

Writing

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	Attempts to write informative and narrative sentences that include errors in subject-verb agreement, spelling, capitalization, and/or punctuation that may impede comprehension	- Composes written narratives and informational sentences using appropriate conventions - Writes informative and narrative sentences that include ideas and details with minimal errors in word order, subject-verb agreement, spelling, capitalization, and/or punctuation
	Attempts to use sentence frames to complete sentences (write words) about a variety of topics, experiences, or events	Uses sentence frames to complete sentences (write words) about a variety of topics, experiences, or events
	Asks simple yes/no and wh-questions about familiar topics	Asks questions about a variety of grade-appropriate topics

Writing

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• Begins to use standard English to communicate in grade-appropriate writing, including: ○ personal subject and object pronouns	• Begins to use standard English to communicate in grade-appropriate writing, including: ○ possessive and indefinite pronouns, and personal and object pronouns in a variety of sentences ○ appropriate word order in declarative, imperative, and interrogative sentences ○ some frequently occurring prepositional phrases (e.g., <i>on the table</i>) to provide detail (e.g., time, manner, place, cause) about a familiar activity or process	• Uses standard English to communicate in grade-appropriate writing, including: ○ personal (subject and object) possessive and indefinite pronouns in more complex sentences ○ a variety of prepositional phrases (e.g., <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause)

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• Uses standard English to communicate in grade-appropriate writing, including: ○ some familiar common nouns with appropriate determiners (e.g., articles and demonstratives) ○ some familiar verbs in the simple present and simple past, including irregular past forms for frequently used verbs (e.g., <i>had, was, went</i>)	• Uses standard English to communicate in grade-appropriate writing, including: ○ an increasing range of verbs in the simple present and simple past, including familiar irregular forms (e.g., <i>ate, ran, sang</i>) ○ subject-verb agreement using familiar nouns and verbs	• Uses standard English to communicate in grade-appropriate writing, including: ○ grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives) ○ verbs in the present progressive and past progressive ○ grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g., <i>drank, sat, wrote</i>) ○ subject-verb agreement using an increasing range of nouns and verbs

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○ some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ some simple conjunctions, such as <i>and</i> and <i>but</i>	○ an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ some frequently occurring conjunctions, such as <i>and</i>, <i>but</i>, and <i>because</i>	○ a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ a wider range of frequently occurring conjunctions, such as <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, and <i>because</i>

Speaking		
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Communicates simple information or feelings about familiar topics, experiences, or events	Communicates information (including steps in a process and short oral presentations) that may include details about a variety of topics, experiences, or events; responses may be partially complete or clear	Communicates information (including steps in a process and short oral presentations) using mostly appropriate sentence structure and details about a variety of topics, experiences, or events
Begins to express an opinion or preference about a familiar topic using words or short phrases	Expresses an opinion or preference about a familiar topic or story using phrases with limited justification	Expresses an opinion about a given topic or story and provides a justification using appropriate sentence structure
Begins to respond to simple wh- questions about familiar topics using words	Responds to wh- questions about familiar topics (including questions to describe objects or compare pictures) using words and phrases; responses may be partially complete or clear	Answers questions about a variety of grade-appropriate topics (including questions to describe objects or compare pictures) using mostly appropriate sentence structure
Begins to create speech or recount a simple sequence of events	Begins to create grade-appropriate speech or recounts a sequence of events in order that may include details and linking and temporal words to demonstrate an increasing understanding of how ideas, events, or reasons are linked	Creates mostly clear and coherent grade-appropriate speech or recounts a sequence of events, with a beginning, a middle, and an end, using linking and temporal words to demonstrate an understanding of how ideas, events, or reasons are linked