

Grades 2 and 3

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 Grades 2–3 have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Grades 2–3 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 Grades 2–3 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 simple literal questions	• Asks and answers questions using evidence from oral texts	• Asks and answers questions about key details that support the main idea by using evidence from oral texts
• Identifies the main topic of oral texts and presentations	• Determines the main idea or message of oral texts and presentations	• Determines the main idea, lesson, or moral of oral texts and presentations
• Identifies details in oral texts	• Identifies the key details that support the main idea or message in oral texts	• Identifies how key details support the main idea or message in oral texts
• Retells simple oral texts using key words and phrases	• Retells a variety of oral texts using key details	
• Identifies similarities and differences within an oral text	• Identifies similarities and differences within increasingly complex oral texts	

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Recognizes the meaning of frequently occurring words and phrases, and common idiomatic expressions in oral texts	Determines the meaning of general academic and content-specific words and phrases, and some idiomatic expressions and figurative language in oral texts	Determines the meaning of a wider range of general academic and content-specific words, phrases, idiomatic expressions, and figurative language in oral texts about a variety of topics, experiences, or events
Responds to simple wh- questions about familiar topics	Responds to a variety of wh- questions	Asks and answers relevant questions about a variety of grade-appropriate topics
Identifies a reason a speaker uses to support a main point on familiar topics in oral texts	Identifies a reason a speaker uses to support a specific point in oral texts	Identifies the reason or evidence a speaker uses to support a specific point on a variety of topics in oral texts

Reading		
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	Distinguishes between phonemes in the initial and final positions of words	Distinguishes phonemes in the medial position of words
	Determines the number of syllables in a printed word	Segments multi-syllable words into syllables
Locates and identifies the title, author, illustrator, title page, and table of contents of a book		
Applies phonics and word analysis skills in decoding one-syllable or two-syllable words	Applies phonics and word analysis skills in decoding multiple syllable words	
Decodes and blends common inflectional endings in words (-s, -ing)	Decodes and blends common inflectional endings in words (-ed)	
	Combine words to form contractions	
Reads words and short phrases with emerging fluency and expressive interpretation	Reads grade-appropriate phrases and short sentences with some fluency and mostly appropriate phrasing and expression	Reads grade-appropriate texts with fluency, phrasing, and expressive interpretation

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• Responds to simple literal questions from a text	• Asks and answers questions by using evidence from a text	• Asks and answers questions about key details that support the main idea by using evidence from a more complex text
• Identifies the central topic and details in a variety of texts	• Determines the central topic or message and identifies key details that support the main idea or message in a variety of texts	• Determines the central idea, lesson, message, or moral and identifies specific details that support the central idea, lesson, message, or moral in a variety of texts
• Retells familiar texts using key words and phrases	• Retells a variety of texts using key details	
• Identifies similarities and differences within a text	• Identifies and describes similarities and differences within a variety of texts	
• Recognizes the meaning of frequently occurring words, phrases, and common idiomatic expressions in context	• Determines the meaning of general academic and content-specific words and phrases, and some idiomatic expressions and figurative language in context	• Determines the meaning of a wider range of general academic and content-specific words, phrases, idiomatic expressions, and figurative language in context

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Applies information from non-textual visual aids to determine the meaning of words	Applies context clues to determine the meaning of unfamiliar words	Applies context clues, or grade-appropriate morphology to determine the meaning of unfamiliar words
		Gathers information from multiple sources provided to answer a question
Identifies a reason an author uses to support a main point on familiar topics	Identifies a reason an author uses to support a specific point on a variety of topics	Identifies the reason or evidence an author uses to support a specific point on a variety of topics
Responds to simple questions about what an author says	Asks and answers questions to gain more information about what an author says	Asks and answers questions to clarify author's purpose
Identifies text structures in simple literary and informational texts	Identifies text structures in a variety of texts	Identifies text structures in increasingly complex texts
Identifies how ideas, events, or reasons are linked throughout a simple text by using frequently occurring linking words	Determines how ideas, events, or reasons are linked in a variety of texts by using linking words and temporal words	Determines how ideas, events, or reasons are linked in increasingly complex texts by using a wide range of linking words and temporal words

Writing		
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- Writes narrative statements (e.g., one sentence) that may include inconsistent use of conventions, a few details, and some story elements - Writes informational statements (e.g., one sentence) including details about familiar topics and experiences that may include inconsistent use of appropriate conventions		- Composes written narrative statements (e.g., two or more related sentences) that include details to develop a story, using appropriate conventions and story elements - Composes written informational texts that include details and examples to develop a topic using appropriate conventions
Uses simple words that signal actions and emotions	Uses grade-appropriate words and phrases, including frequently occurring adjectives and adverbs	Uses grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and transition words

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• Demonstrates a developing awareness of the difference between appropriate language for the playground and language for the classroom, including the use of words and phrases that signal actions and emotions	• Demonstrates awareness of the difference between appropriate language for the playground and language for the classroom, including the use of grade-appropriate words and phrases (e.g., frequently occurring adjectives and adverbs)	• Demonstrates awareness of the difference between appropriate language for the playground and language for the classroom, including the use of grade-appropriate general academic and domain-specific words and phrases (e.g., adjectives, adverbs, and appropriate transition words)
• 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: ○ personal (subject and object), possessive, and indefinite pronouns	• Uses standard English to communicate in grade-appropriate writing, including: ○ personal (subject and object), possessive, and indefinite pronouns in grade-appropriate sentences

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○ appropriate word order (subject-verb-object) in simple 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	○ appropriate word order (subject-verb-object) 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 or new activity or process	○ appropriate word order (subject-verb-object) in grade-appropriate declarative, imperative, and interrogative 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 singular, plural, common, and proper nouns ○ familiar verbs in the present progressive ○ 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>) ○ familiar verbs to describe the future, using <i>going to</i>	• Uses standard English to communicate in grade-appropriate writing, including: ○ an increasing range of grade-appropriate singular, plural, common, and proper nouns with appropriate determiners (e.g., articles and demonstratives) ○ verbs in present progressive or past progressive ○ an increasing range of verbs in the simple present and simple past, including familiar irregular past forms (e.g., <i>ate, ran, sang</i>) ○ an increasing range of verbs to describe the future using <i>going to</i> and <i>will</i>	• Uses standard English to communicate in grade-appropriate writing, including: ○ grade-appropriate singular, plural, common, and proper nouns with appropriate determiners (e.g., articles and demonstratives) ○ grade-appropriate verbs in the present progressive or verbs in the past progressive ○ grade-appropriate verbs in the simple present and simple past, including familiar irregular past forms (e.g., <i>ate, ran, sang</i>) ○ grade-appropriate verbs to describe the future using <i>going to</i> and <i>will</i>

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○ subject-verb agreement using familiar nouns and verbs ○ some frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ some simple conjunctions, such as <i>and</i> and <i>but</i>	○ subject-verb agreement using an increasing range of nouns and verbs ○ 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>	○ subject-verb agreement using a variety of grade-appropriate nouns and verbs ○ a variety of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative) ○ frequently occurring conjunctions, such as <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, and <i>because</i>

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		Delivers short oral presentations that may include relevant details and examples to develop a topic; responses may be partially complete or clear
	Expresses an opinion on a familiar topic that may include supporting details; responses may be partially complete or clear	Expresses opinions on a variety of topics with mostly complete and clear responses, including supporting details
Begins to participate in short discussions and conversations about familiar topics	Participates in short discussions and conversations about familiar topics; responses may be partially complete or clear	Participates in discussions and conversations about a variety of topics with consistently complete and clear responses
Begins to respond to simple wh-questions about familiar topics	Responds to a variety of wh-questions (including questions to compare ideas and information); responses may be partially complete or clear	Responds to a variety of wh-questions (including questions to compare ideas and information) and asks relevant questions to gain information or clarify understanding; responses are mostly complete and clear

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Begins to create speech or recount a simple sequence of events	Begins to create clear and coherent grade-appropriate speech or recount a sequence of events in order using some linking words to demonstrate an understanding of how ideas, events, or reasons are linked	Creates clear and coherent grade-appropriate speech or recounts a detailed 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