

Grades 4 and 5

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 the 4–5 grade band have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at the 4–5 grade band 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 the 4–5 grade band 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>
Identifies the main topic and some key details of presentations, lessons, and discussions		Determines the central idea of presentations, lessons, and discussions and explains how it is supported by key details
Retells details and information from presentations, lessons, and discussions	Recounts specific details and information from a variety of presentations, lessons, and discussions	Recounts and summarizes grade-appropriate presentations, lessons, and discussions, including specific details and information
Identifies similarities and differences from a variety of oral texts, including school-based conversations, academic discussions, and classroom presentations	Identifies and describes similarities and differences from a variety of oral texts, including school-based conversations, academic discussions, and classroom presentations	Compares and contrasts specific details and information from a variety of oral texts, including school-based conversations, academic discussions, and classroom presentations
Makes connections between visual information and presentations, lessons, and discussions	Uses visual information to gain a better understanding of presentations, lessons, and discussions	Explains how visual information (e.g., charts, tables, diagrams) supports presentations, lessons, and discussions

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Recognizes the meaning of frequently occurring words, 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 questions about a variety of grade-appropriate topics
Identifies a reason a speaker uses to support a main point presented in an oral text	Identifies a reason a speaker uses to support a specific point in a variety of academic subjects in oral texts	Identifies a reason or evidence a speaker uses to support a specific point in a variety of academic subjects in oral texts
		Determines and explains the speaker's purpose
Identifies vocabulary used to influence the audience's opinion		Distinguishes between facts and opinion

Reading		
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Identifies base words that have been modified by inflectional endings		
Reads grade-appropriate words with common prefixes, suffixes, and roots		
Reads words and phrases with some fluency and expressive interpretation		Reads grade-appropriate texts with fluency, phrasing, and expressive interpretation
Identifies the central topic and some key details of literary and informational texts	Determines the central idea of informational texts or the theme in literary texts and explains how it is supported by text evidence	Determines the central idea of increasingly complex informational texts or the theme in increasingly complex literary texts and explains how it is supported by text evidence
Retells familiar texts using some specific details and information	Recounts specific details in literary and informational texts	Recounts and summarizes key points and details in increasingly complex literary and informational texts
Identifies similarities and differences within a text		Describes similarities and differences within a text and between texts

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Establishes a connection between visual information (e.g., tables, diagrams, illustrations) and a text	Uses visual information (e.g., tables, diagrams, illustrations) to gain a better understanding of a text	Explains how visual information (e.g., tables, diagrams, illustrations) supports a text
Recognizes the meaning of frequently occurring words and phrases and common idiomatic expressions in context	Determines the meaning of general academic and content-specific words, phrases, 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
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 a literary or informational text to answer questions	Gathers information from multiple sources to answer questions about texts	Gathers information from multiple sources to answer questions about texts on a variety of academic topics
Identifies a reason an author uses to support a main point of informational and literary texts	Identifies and explains a reason an author gives to support a specific point made in a variety of informational and literary texts	Identifies and explains the reason or evidence an author gives to support a position or claim in a variety of informational and literary texts

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Identifies the author's purpose (e.g., to entertain, to inform, to persuade) for writing a literary or informational text	Determines the author's purpose (e.g., to entertain, to inform, to persuade) for writing a literary or informational text	Determines and explains the author's purpose (e.g., to entertain, to inform, to persuade) for writing literary and informational texts on a variety of academic subjects
Identifies vocabulary (e.g., emotional words) an author uses to influence a reader's perspective		Distinguishes between facts and opinion in informational texts on a variety of academic topics
Identifies how simple literary and informational texts are organized	Determines how a variety of texts are organized	Determines how increasingly complex texts are organized
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 one or more narrative sentences that use some appropriate conventions, a few details, and some story elements	Composes a narrative with appropriate conventions and details, including story elements (e.g., a setting, a plot, and one or more characters)	Composes a narrative that uses appropriate conventions and specific details, including complex story elements (e.g., a descriptive setting, a detailed plot, and one or more developed characters)
Writes one or more informational sentences about a provided academic topic	Writes one or more grade-appropriate informational paragraphs with details and examples about a provided academic topic	Writes one or more grade-appropriate informational paragraphs with specific details and relevant examples about a provided academic topic
	Constructs simple and complex sentences using content-specific academic words to connect, compare, and contrast ideas and information	Constructs a variety of simple and complex sentences using content-specific academic words to connect, compare, and contrast ideas, information, and events
	Uses precise language and domain-specific vocabulary in context	Uses precise grade-appropriate language and domain-specific vocabulary in context

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Writes one or more sentences stating an opinion and supporting it with a reason	Writes a grade-appropriate paragraph that states an opinion and that is supported with reasons or evidence	Writes a grade-appropriate paragraph that states an opinion and is supported with detailed reasons and textual evidence
	Provides a concluding statement to a persuasive argument	Provides a grade-appropriate conclusion to a persuasive argument
Adapts language choices to different social and academic contexts	Adapts language choices according to task, purpose, and audience	Uses appropriate register according to task, purpose, and audience
Uses frequently occurring general academic and content-specific words and phrases to express ideas	Uses an increasing number of general academic and content-specific words and phrases to express ideas	Uses a wide variety of grade-level academic and content-specific words and phrases to precisely express ideas
	Participates in written exchanges about familiar topics and texts, editing sentences as appropriate to the task, including peer editing	Participates in written exchanges about a variety of topics and texts, editing more complex sentences in grade-appropriate tasks, including peer editing

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• Uses standard English conventions appropriately, although some significant errors that interfere with the expression or communication of ideas are present	• Uses standard English conventions appropriately, although some minor errors are present that may interfere with the expression or communication of ideas	• Uses standard English conventions appropriately with few, if any, errors that interfere with the expression or communication of ideas
• Demonstrates some command of English grammar and syntax, although some significant errors that interfere with the expression or communication of ideas are present	• Demonstrates general command of English grammar and syntax, although some minor errors that may interfere with the expression or communication of ideas are present	• Demonstrates command of English grammar and syntax, with few, if any, significant errors that interfere with the expression or communication of ideas
• Recognizes standard English correctly, including: ○ possessive nouns ○ frequently occurring descriptive, possessive, and demonstrative adjectives	• Recognizes standard English correctly, including: ○ an increasing number of frequently occurring adjectives (i.e., descriptive, possessive, demonstrative)	

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• Uses standard English correctly, including: ○ familiar common and proper nouns ○ familiar verbs in the present progressive or past progressive ○ familiar verbs in the simple present and simple past, including some frequently used irregular past verbs ○ familiar verbs to describe the future, using <i>going to</i>	• Uses standard English correctly, including: ○ familiar common and proper nouns with appropriate determiners ○ personal, possessive, and object pronouns and possessive nouns ○ verbs in the present progressive or past progressive, or verbs distinguishing present progressive and simple present ○ verbs in the simple present and simple past, including familiar irregular past verbs ○ an increasing range of verbs to describe the future using <i>going to</i> and <i>will</i>	• Uses standard English correctly, including: ○ grade-appropriate common and proper nouns with appropriate determiners ○ personal, possessive, and indefinite pronouns ○ grade-appropriate verbs in the present progressive or past progressive used in increasingly complex sentences ○ grade-appropriate verbs in the simple present and simple past, including irregular past verbs ○ 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 prepositional phrases to express time, place, manner, or cause, about a familiar activity or process ○ some simple conjunctions, such as <i>and</i> and <i>but</i> ○ appropriate word order (subject-verb-object) in basic declarative, imperative, and interrogative sentences	○ subject-verb agreement using a wider range of nouns and verbs ○ an increasing range of prepositional phrases, such as <i>after lunch</i>, to express time, place, manner, or cause about a familiar activity or process ○ some frequently occurring conjunctions, such as <i>and</i>, <i>but</i>, and <i>because</i> ○ appropriate word order (subject-verb-object) in increasingly complex declarative, imperative, and interrogative sentences	○ subject-verb agreement using grade-appropriate nouns and verbs ○ a variety of prepositional phrases, such as <i>toward the playground</i>, to provide details about time, manner, place, or cause ○ 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	Responds to a variety of wh-questions (including questions to compare ideas and information) and asks questions to gain information or clarify understanding; 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 speech or recount a sequence of events in order using some details and linking words to demonstrate an increasing 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