

Grades 6, 7, and 8

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 6–8 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 6–8 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 6–8 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
Sequences events from information presented in read-alouds and short presentations	Recounts specific details and sequences events from information presented in increasingly complex read-alouds and short presentations	Recounts specific details and summarizes events from information presented in grade-appropriate read-alouds and short presentations
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
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

	<i>Listening</i>	
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• Responds to simple wh- questions	• Responds to a variety of relevant wh- questions	• Identifies relevant questions to gain information or clarify understanding
	• Gathers information from multiple provided resources to answer a question	• Gathers information from print and digital provided resources to answer a question
• Makes inferences and draws conclusions from simple read-alouds, presentations, discussions, and conversations	• Makes inferences and draws conclusions from increasingly complex read-alouds, presentations, discussions, and conversations	• Makes inferences and draws conclusions from grade-appropriate read-alouds, presentations, discussions, and conversations
• Identifies a reason a speaker uses to support a main point on a variety of academic subjects in oral texts	• Identifies a reason a speaker uses to support a specific point on a variety of academic subjects in oral texts	• Identifies a reason or evidence a speaker uses to support a specific point on a variety of academic subjects in oral texts

Reading		
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Identifies the main topic and some key details of literary texts and stories, and of informational texts on a variety of academic topics	Determines the central idea of literary texts and stories, and of informational texts and explains how it is supported by text evidence	Determines the central idea of increasingly complex texts and explains how it is supported by using text evidence
Identifies similarities and differences between details in literary and informational texts	Recounts specific details, summarizes key points, and describes similarities and differences in a variety of literary and informational texts	Recounts specific details, summarizes key points, and compares and contrasts details in increasingly complex texts
Identifies text structures in literary and informational texts	Determines the text structure of a variety of informational and literary texts	Determines how a variety of informational and literary texts are structured, and explains how the structure impacts the central idea or theme of these texts
Recognizes the meaning of frequently occurring words and phrases, simple figurative language, and some 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

Reading		
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Applies information from non-textual visual aids to determine the meaning of unfamiliar words	Applies context clues to determine the meaning of unfamiliar words	Applies context clues and knowledge of grade-appropriate English morphology to the determine meaning of unknown words
Gathers information from a literary or informational text to answer questions	Gathers information from multiple sources to answer questions about informational texts on a variety of topics	Gathers information from multiple sources to answer questions about informational texts on a variety of academic topics and explains how visual information supports a variety of written texts
		Uses textual evidence to make inferences and draw conclusions about grade-appropriate literary and informational texts
Identifies a reason an author uses to support a main point of informational texts	Identifies and explains a reason an author uses to support a specific point made in a variety of academic texts	Identifies and explains the reason or evidence an author gives to support a position or claim in a variety of academic texts

Writing		
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Writes one or more narrative sentences in which no clear main idea is present; conventions and story elements are inconsistent and include errors that impede communication		Writes one or more narrative paragraphs that use some appropriate conventions and relevant details, and include story elements, such as a setting, a plot, and one or more characters; writing may include dialogue
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 on a provided academic topic
Uses simple sentences with a limited range of appropriate transitions	Constructs sentences using appropriate transitions and content-specific academic words to clarify ideas	Constructs a variety of simple and complex sentences using content-specific academic words to connect, compare, and contrast ideas, information, and events

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	• Uses precise language and domain-specific vocabulary in context	• Uses precise grade-appropriate language and domain-specific vocabulary in context
• Writes one or more persuasive sentences that state a position and supports it with one or more reasons	• Writes one or more grade-appropriate persuasive paragraphs that state a position, provides an argument, and supports it with some evidence	• Writes one or more grade-appropriate persuasive paragraphs that state a clear position, provides a convincing argument, and supports it with relevant evidence
	• Provides a concluding statement to a persuasive argument	• Provides a grade-appropriate conclusion to a persuasive argument
		• 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 general academic and content-specific words and phrases to precisely express ideas
	• Participates in written exchanges, editing sentences as appropriate to the task, including peer editing	• Participates in written exchanges, editing more complex sentences in grade-appropriate tasks, including peer editing

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• Uses standard English conventions appropriately; however, some significant errors interfere with the expression or communication of ideas	• Uses standard English conventions appropriately; however, some minor errors may interfere with the expression or communication of ideas	• Uses standard English conventions appropriately; minor errors, if present, do not interfere with the expression or communication of ideas
• Demonstrates some command of English grammar and syntax; however, some significant errors interfere with the expression or communication of ideas	• Demonstrates an increasing command of English grammar and syntax; however, some minor errors may interfere with the expression or communication of ideas	• Demonstrates command of standard English grammar and syntax; minor errors, if present, do not interfere with the expression or communication of ideas
• Recognizes standard English correctly, including: ○ subject pronouns and possessive nouns ○ frequently occurring descriptive, possessive, and demonstrative adjectives		

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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 irregular verbs ○ familiar verbs to describe the future, using <i>going to</i> and <i>will</i>	• Uses standard English correctly, including: ○ familiar common and proper nouns with appropriate determiners ○ possessives with grade-appropriate nouns, and personal subject and object pronouns ○ verbs in the past progressive or verbs distinguishing present progressive and simple present ○ verbs in the simple present and simple past, including familiar irregular verbs ○ verbs to describe the future using <i>going to</i> and <i>will</i>	• Uses standard English correctly, including: ○ grade-appropriate familiar common and proper nouns with appropriate determiners ○ possessive and indefinite pronouns ○ grade-appropriate verbs in the past progressive used in increasingly complex sentences ○ grade-appropriate verbs in the simple present and simple past, including irregular 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 frequently occurring prepositional phrases to express time, place, manner, or cause, about a familiar activity or process ○ some simple modals, such as <i>can</i>, <i>could</i>, <i>may</i>, and <i>might</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 ○ prepositional phrases, such as <i>after lunch</i>, to express time, place, manner, or cause about a familiar activity or process ○ frequently occurring conjunctions, such as <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, and <i>because</i> ○ frequently occurring modals, such as <i>shall</i>, <i>should</i>, <i>will</i>, and <i>would</i> ○ appropriate word order (subject-verb-object) in increasingly complex declarative, imperative, and interrogative sentences	○ subject-verb agreement using grade-appropriate nouns and verbs ○ prepositional phrases, such as <i>toward the playground</i>, to provide details about time, manner, place, or cause ○ less-frequently occurring modals, such as <i>ought</i> and <i>had better</i> ○ appropriate word order (subject-verb-object) in complex declarative, imperative, and interrogative sentences

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

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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 recounts a sequence of events in order using some details and temporal or other linking words	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