

Grade Kindergarten



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 Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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>
Answers simple, literal questions about details from read-alouds, picture books, and oral presentations		Answers questions about key details from read-alouds, picture books, and oral presentations
	Identifies the topic from simple read-alouds, picture books, and/or oral presentations	Identifies the topic from grade-appropriate read-alouds, picture books, and/or oral presentations
Retells familiar oral texts, including read-alouds and school-based conversations		Retells familiar oral texts, including read-alouds and school-based conversations, with details
	Identifies basic similarities or differences within familiar oral texts, including read-alouds and school-based conversations	Identifies similarities and/or differences within familiar oral texts, including read-alouds and school-based conversations
	Answers questions about the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	Answers questions about the meaning of words and phrases in grade-appropriate oral presentations and read-alouds about a variety of topics, experiences, or events

<i>Listening</i>		
<i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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 questions about familiar topics		• Answers questions about a variety of grade-appropriate topics
• Recalls or uses information, including visuals, from a simple read-aloud to answer a question about familiar topics	• Recalls information, including visuals, from experience or uses information from simple read-alouds to answer a question	• Recalls information, including visuals, from experience or uses information from grade-appropriate read-alouds to answer a question

Reading		
<i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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 initial sounds (not letters) of a single spoken word	Identifies the initial or final sounds (not letters) of a spoken word by matching it with the same sound	Differentiates the initial sound of a given spoken word by distinguishing it from the initial sounds of other spoken words
	Identifies rhyming words in response to an oral prompt	
Demonstrates the one-to-one correlation between a spoken word and a printed word		
Decodes common CVC words		
		Attempts to read or reads high-frequency words in context and sentences containing high-frequency words with inconsistent automaticity
	Answers simple, literal questions about details from read-alouds, picture books, and/or oral presentations	

Reading		
<i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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 key details and main topics from read-alouds, picture books, and/or oral presentations	
Identifies differences within a familiar text	Identifies similarities within a familiar text	Identifies basic similarities and differences within a familiar text
		Answers and asks questions about the meaning of words and phrases in oral presentations and read-alouds about familiar topics, experiences, or events
	Recalls information from experience or uses information from provided sources to answer a question	Recalls information from experience or uses information from provided sources to answer a question using appropriate structure (e.g., complete sentences)
		Identifies one reason an author gives in a familiar text
Responds to simple wh- questions about what an author says	Responds to wh- questions about what an author says	Answers wh- questions in order to gather more information about what an author says

Writing		
<i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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>
	Adds appropriate drawings or other visual displays to provide additional detail to familiar topics, experiences, or events	
Adds labels to familiar topics, experiences, or events		
	Uses sentence frames to complete sentences (write words) about a variety of topics, experiences, or events, or attempts to write a grade-appropriate sentence using phonetic spelling that may not be recognizable and includes errors in subject-verb agreement, capitalization, and/or punctuation that may impede comprehension	Writes one grade-appropriate sentence that may include actions or details, proper spacing, correct initial capitalization and end punctuation, and minor errors in subject-verb agreement or word order
		Produces simple sentences by identifying and/or producing proper capitalization and/or punctuation

Speaking		
<i>Students scoring Basic at Kindergarten have demonstrated the following skills, knowledge, and abilities drawn from the 2019 English Language Proficiency Standards.</i>	<i>Students scoring Intermediate at Kindergarten 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 Kindergarten 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>
Begins to communicate simple information or feelings about familiar topics, experiences, or events	Communicates information (including steps in a process and comparing pictures) using simple sentences and/or sentence fragments that may include details about a variety of topics, experiences, or events	Communicates information (including steps in a process and comparing pictures) 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	Expresses an opinion or preference about a familiar topic or story using phrases with limited justification; responses may be partially complete or clear	Expresses an opinion or preference about a topic or story using mostly appropriate sentence structure and provides a simple justification
Begins to respond to simple wh- questions about familiar topics using words	Responds to wh- questions about familiar topics using words and phrases	Answers questions using mostly appropriate sentence structure about a variety of grade-appropriate topics
Describes and/or expresses simple thoughts about an event or a familiar story using a limited number of words	Begins to create grade-appropriate speech or recounts a sequence of events in order by describing some events from a familiar story that may include frequently occurring linking words (e.g., <i>and</i>, <i>then</i>)	Creates mostly grade-appropriate speech by describing a short sequence of events from a story, with a beginning, middle, and an end, including the use of frequently occurring linking words