Arizona English Language Learner Assessment Threshold Performance Level Descriptors
Stage II—Grades 1 and 2

These Performance Level Descriptors do not include all the skills and knowledge as contained in the English Language Proficiency Standards.

Grades 1 and 2	Grades 1 and 2	Grades 1 and 2
Students scoring **Proficient** at these grade levels generally know the skills required at the "Intermediate" and "Basic" levels and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.	Students scoring **Intermediate** at these grade levels generally know the skills required at the "Basic" level and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.	Students scoring **Basic** at these grade levels generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.

Speaking
   ○ Asks and responds to academic or social questions using complete detailed sentences.
   ○ States multiple-step directions/commands that listener can follow.
   ○ Generates and repeats sentences with accurate pronunciation, intonation, and stress.
 	
Listening
   ○ Distinguishes between phonemes in the initial, medial, and final positions of words, phrases, and sentences.
   ○ Summarizes main idea and supporting details from read-alouds in complete sentences.
   ○ Sequences a series of events from read-alouds, presentations, and conversations using transition words/phrases in complete sentences.
   ○ Follows multiple-step directions which include prepositions.
 	
Reading
   ○ Alphabetizes a series of words to the first letter.
   ○ Segments multi-syllable words into syllables.
   ○ Reads multi-syllable words.
   ○ Identifies base words that have been modified by inflectional endings.
   ○ Reads irregular sight words, high-frequency words, and contractions fluently.
   ○ Uses word order (syntax) and context to confirm decoding in a sentence.
   ○ Locates facts and answers questions about grade-level text.
   ○ Predicts what might happen next in a text.
   ○ Summarizes the main idea and details from a grade-level text.
	Speaking
	   ○ Expresses personal needs using complete sentences.
	   ○ Asks and responds to social and academic questions in grade-level context using complete sentences.
	
	Listening
	   ○ Distinguishes between phonemes in the initial, medial, and final positions of words and phrases.
	   ○ Responds to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.
	   ○ Responds to academic questions using key words and phrases.
	   ○ Follows multiple-step directions.
	
	Reading
	   ○ Locates and identifies title, author, and illustrator, title page, and table of contents.
	   ○ Segments one-syllable words with more than three sounds into phonemes.
	   ○ Identifies rhyming words in response to an oral prompt.
	   ○ Uses context to confirm decoding in a sentence.
	   ○ Identifies topic/main idea and key details from text.
	   ○ Identifies character, setting, and key events in a literary text.
		Speaking
		   ○ Repeats academic questions and responses (i.e., who, what, where, when).
		   ○ Asks and responds to social and academic questions using isolated words and phrases.
		
		Listening
		   ○ Distinguishes between phonemes in the initial, medial, and final positions of words.
		   ○ Sequences a series of events from read-alouds, presentations, and conversations using pictures and key words.
		   ○ Follows two- to three-step directions that are accompanied by visual cues.
		
		Reading
		   ○ Locates and identifies title, author, and illustrator.
		   ○ Distinguishes letters from numbers and symbols.
		   ○ Makes predictions based on cover, title, and illustrations.
		   ○ Identifies topic from text.
		   ○ Identifies signs, symbols, labels, and captions.
		
		Writing
		   ○ Copies high frequency words.
		   ○ Uses a capital for the pronoun "I" and names.
		   ○ Uses verb tenses (i.e., simple-present and present progressive) in a variety of writing applications.

- o Identifies the purpose for reading a text.
- o Identifies cause and effect in a text.
- o Describes character, setting, and plot in a literary text.
- o Identifies a variety of sources that may be used to answer specific questions.
- o Locates specific information using organizational features.
- o Interprets signs, symbols, labels, and captions.

- **Writing**
  - o Writes a narrative including main idea, characters, setting, and sequence of events that is grade-level appropriate.
  - o Writes a summary of key events or ideas from informational text.
  - o Creates expository text using simple sentences.
  - o Creates a variety of functional texts using complete sentences.
  - o Uses common spelling patterns, regular plurals, simple prefixes, suffixes, and regular inflectional endings to spell words.
  - o Spells high frequency words.
  - o Capitalizes proper nouns.
  - o Uses periods, question marks, exclamation points, commas for items in a series, and apostrophes.
  - o Uses verb tenses (i.e., simple-present, future; present and past progressive) in a variety of writing applications.
  - o Uses subject-verb agreement.
  - o Uses noun, adverbial, and/or prepositional phrases in sentences.
  - o Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications.

- **Writing**
  - o Uses mechanics of writing to organize writing.
  - o Uses common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.
  - o Capitalizes the pronoun "I," the first letter of the first word of a sentence, and proper nouns.
  - o Uses periods, question marks, and exclamation points.
  - o Uses verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications.
  - o Uses noun and/or prepositional phrases in sentences.