

## Arizona English Language Learner Assessment Threshold Performance Level Descriptors Stage I—Kindergarten

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

<p>Students scoring <b>Proficient</b> at this grade 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.</p>	<p>Students scoring <b>Intermediate</b> at this grade 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.</p>	<p>Students scoring <b>Basic</b> at this grade generally know and are able to demonstrate the following skills, knowledge, and abilities drawn from the ELP standards.</p>
<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Produces and blends initial, medial, and final sounds in words with accurate pronunciation.</li> <li>○ Produces sentences with correct grammatical structures.</li> <li>○ Initiates conversations and responds to social interactions using complete sentences.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding phrases and sentences.</li> <li>○ Follows multiple-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using key words in complete sentences.</li> </ul> </li> <li>• <b>Pre-reading</b> <ul style="list-style-type: none"> <li>○ Sequences events in text read aloud.</li> <li>○ Reads high-frequency words.</li> <li>○ Identifies and manipulates initial, medial, and final sounds in words.</li> <li>○ Decodes common CVC words.</li> <li>○ Identifies/Describes character, setting, key events, details, or facts in text read aloud.</li> </ul> </li> <li>• <b>Pre-writing</b> <ul style="list-style-type: none"> <li>○ Writes simple declarative sentences with subject-verb agreement.</li> <li>○ Writes narratives using simple sentences, sight words, CVC words, and developmental spelling.</li> <li>○ Writes simple sentences with correct use of conventions (e.g., letter formation, spacing,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Names ordinal numbers.</li> <li>○ Communicates basic needs using key words and phrases.</li> <li>○ Communicates by naming objects, people, and events.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding words.</li> <li>○ Follows 2-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using complete sentences.</li> <li>○ Counts the number of words in a spoken sentence.</li> <li>○ Uses pictures to sequence a series of events from read-alouds.</li> </ul> </li> <li>• <b>Pre-reading</b> <ul style="list-style-type: none"> <li>○ Sorts groups of pictures that begin with the same initial sounds.</li> <li>○ Sequences a set of pictures to retell a story or text read aloud.</li> <li>○ Identifies pictures that begin with the same initial sounds.</li> <li>○ Answers comprehension questions to text heard</li> <li>○ Identifies the setting of a story heard or read.</li> </ul> </li> <li>• <b>Pre-writing</b> <ul style="list-style-type: none"> <li>○ Applies letter-sound relationships to write beginning sounds of words.</li> <li>○ Draws pictures and uses experimental writing to express ideas.</li> <li>○ Matches and names upper- and lowercase letters.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking</b> <ul style="list-style-type: none"> <li>○ Uses isolated words or strings of two to three words to communicate basic needs.</li> </ul> </li> <li>• <b>Listening</b> <ul style="list-style-type: none"> <li>○ Distinguishes between spoken similar sounding phonemes.</li> <li>○ Follows 1-step directions.</li> <li>○ Responds to text read aloud by identifying the main idea using key words and phrases.</li> </ul> </li> <li>• <b>Pre-reading</b> <ul style="list-style-type: none"> <li>○ Recognizes and/or repeats high frequency words.</li> <li>○ Recognizes signs, symbols, labels, and captions within the environment.</li> <li>○ Distinguishes letters from numbers and symbols.</li> </ul> </li> <li>• <b>Pre-writing</b> <ul style="list-style-type: none"> <li>○ Writes letters of given sounds.</li> <li>○ Communicates ideas by drawing for a purpose.</li> <li>○ Adds details to drawing.</li> <li>○ Writes own first name correctly.</li> </ul> </li> </ul>

<p>capitalization, end punctuation).</p> <ul style="list-style-type: none"><li>○ Uses word order and subject-verb agreement in their writing.</li><li>○ Uses capital letters to write student's own first and last name.</li><li>○ Uses capital letters to begin sentences and proper nouns.</li><li>○ Uses the placing of spaces between words.</li><li>○ Writes lower case and upper case letters legibly and with correct formation.</li><li>○ Applies letter sound relationships to write simple CVC words and attempts more complex words.</li><li>○ Uses left to right directionality in writing.</li></ul>		
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