

Arizona English Language Learner Assessment Threshold Performance Level Descriptors Stage III—Grades 3, 4, and 5

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

<p style="text-align: center;">Grade 3, 4, and 5</p> <p>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.</p>	<p style="text-align: center;">Grades 3, 4, and 5</p> <p>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.</p>	<p style="text-align: center;">Grades 3, 4, and 5</p> <p>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.</p>
<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Produces grade-appropriate complete sentences with academic/content vocabulary, accurate pronunciation, intonation, and stress. ○ States multi-step directions using accurate, grade-appropriate academic/content vocabulary, and complete sentences. ○ Asks and responds to grade-appropriate questions and statements, including makes comparisons, describes events, and agrees/disagrees with statements, expressing possibilities, using complete sentences. ○ Relates personal experiences/stories using descriptive language, supporting details and/or examples in complete sentences. • Listening <ul style="list-style-type: none"> ○ Paraphrases and summarizes main ideas/concepts and supporting details from read-alouds (fiction and nonfiction). ○ Sequences events from grade-level appropriate academic/content-area read-alouds and conversations. ○ Responds to comprehension questions by describing relationships among ideas, events, and facts, such as problem/solution, compare/contrast, sequence, and cause and effect using academic vocabulary. ○ Follows grade-appropriate academic/content area multi-step procedures containing “frequency” adverbs. • Reading 	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Relates personal experiences/stories with one or two details in complete sentences. ○ Asks and responds to grade-appropriate questions and statements, including literal questions (who, what, where, when, why, how, which, whose). ○ States two-step directions using prepositions of location in complete sentences. • Listening <ul style="list-style-type: none"> ○ Distinguishes between phonemes in the initial, medial, and final positions of words and phrases. ○ Identifies main ideas/concepts and supporting details from text read aloud (fiction and nonfiction). ○ Follows multi-step directions/instructions containing prepositions. ○ Responds to comprehension questions by comparing concepts and related facts using academic vocabulary • Reading <ul style="list-style-type: none"> ○ Reads regularly spelled two-syllable and compound words. ○ Identifies specific information by using the organizational features of a book or dictionary. ○ Selects rhyming words in response to a prompt. ○ Applies spelling rules for adding suffixes to base words for decoding. 	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ States one-step directions using complete sentences. ○ Expresses one’s own needs and emotions in complete sentences. • Listening <ul style="list-style-type: none"> ○ Uses pictures and key words to sequences events from text read aloud. ○ Follows one or two-step directions/commands. • Reading <ul style="list-style-type: none"> ○ Reads regularly spelled two-syllable and compound words. ○ Identifies base words modified by common inflectional endings. ○ Reads contractions. ○ Alphabetizes a series of words. ○ Answers literal questions about text. ○ Predicts based on cover, title, illustrations and text. ○ Identifies two to three details from text. ○ Identifies content vocabulary. ○ Locates information in reference materials. • Writing <ul style="list-style-type: none"> ○ Uses capitalization for the pronoun “I,” sentence beginnings, and proper nouns (names, days, months). ○ Uses various subjects (singular/plural, common nouns, singular possessive nouns and pronouns ○ Prints legibly numerals and upper and lower case letters of the alphabet.

<ul style="list-style-type: none"> ○ Applies knowledge of affixes to words in context for decoding. ○ Uses word order (syntax) to confirm decoding. ○ Segments and decodes regularly spelled multi-syllabic and compound words. ○ Applies knowledge of spelling pattern exceptions. ○ Evaluates the usefulness of various print sources based on the organizational features for a given task. ○ Summarizes the main idea and supporting details from grade-appropriate text that uses academic/content-area vocabulary. ○ Describes, compares, and contrasts characters' traits, their motivations, the setting, and the plot of a fictional text. ○ Describes the setting using key words from a fictional text. ○ Compares and contrasts two settings within fictional text. ○ Applies understanding of content vocabulary. ○ Follows multi-step directions. ○ Interprets information from functional documents and external text in nonfiction text for a specific purpose. ○ Compares and contrasts two items within an expository text. <ul style="list-style-type: none"> ● Writing <ul style="list-style-type: none"> ○ Writes narratives based on imagined or real events and includes characters, setting, sensory details, appropriate word choice, and logical sequencing to develop the plot using transitional words and varied sentence structures. ○ Writes expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary. ○ Writes one or more persuasive paragraphs that state a clear position with supporting details using persuasive vocabulary/strategies. ○ Spells multi-syllable, grade-appropriate 	<ul style="list-style-type: none"> ○ Recognizes and uses word order (syntax). ○ Predicts what might happen next in a reading selection. ○ Identifies the main idea and two to three details from text. ○ Identifies the setting and the characters' traits within a fictional text. ○ Identifies compare/contrast, sequential, and cause and effect signal words. ○ Identifies the author's purpose for writing. ○ Identifies the cause and effect relationship of two related events in a literary selection. ○ Identifies the plot from a fictional text. ○ Follows two-to-three step written directions to complete a task. ○ Locates specific information from external text in nonfiction text for a specific purpose. ○ Distinguishes fact from opinion in persuasive text. <ul style="list-style-type: none"> ● Writing <ul style="list-style-type: none"> ○ Writes a paragraph containing only key ideas and content vocabulary to summarize a text that may include graphics. ○ Uses end punctuation for sentences, commas in a series, and apostrophes in contractions and singular possessives. ○ Uses capitalization for titles, including book titles. ○ Uses simple (present, past, future) and progressive (present, past) verb tenses. ○ Spells simple grade-appropriate high frequency, common words. 	
--	---	--

<p>academic words.</p> <ul style="list-style-type: none">○ Uses semi-colons in a series, introductory clauses, dialogue, and direct address.○ Uses subject-verb agreement in grade-appropriate sentences.○ Uses capitalization for proper nouns (place names, dates, holidays, languages), book and poem titles, and abbreviations.○ Uses quotation marks for dialogue and titles, colons in business letter salutations, and apostrophes in plural possessives.○ Uses declarative, positive, negative, and interrogative construction forms in a variety of writing applications.○ Uses future progressive verb tense.		
--	--	--