

Arizona English Language Learner Assessment Threshold Performance Level Descriptors
Stage IV—Grades 6, 7, and 8

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

Grades 6, 7, and 8	Grades 6, 7, and 8	Grades 6, 7, and 8
<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>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>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 sentences using accurate pronunciation, intonation, and stress. ○ Produces multi-syllabic words including those with common affixes using accurate pronunciation and stress. ○ Participates in formal and informal conversation tasks using complete sentences. ○ Shares an experience using descriptive language supported by details and examples using complete sentences. ○ Makes predictions and inferences about grade-appropriate academic content using complete sentences. ○ Issues a sequence of steps using grade-appropriate academic vocabulary. • Listening <ul style="list-style-type: none"> ○ Distinguishes between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. ○ Makes inferences and draws conclusions from grade-appropriate read-alouds and presentations. ○ Sequences events from information presented in grade-appropriate read-alouds, presentations, and conversations. ○ Completes all steps of multi-step directions. • Reading <ul style="list-style-type: none"> ○ Applies knowledge of word order (syntax) to confirm decoding of text. ○ Answers literal, inferential, and personal response questions about text. ○ Summarizes main idea and supporting details from text using academic vocabulary. 	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Participates in social conversations sharing personal information using complete sentences. ○ Shares an experience using details and examples in complete sentences. ○ Makes predictions about academic content using complete sentences. ○ Gives multiple-step directions and instructions. • Listening <ul style="list-style-type: none"> ○ Distinguishes between individual phonemes (e.g., minimal pairs, minimal phrases, rhyming and non-rhyming words). ○ Identifies main ideas and details from read-alouds and presentations. ○ Follows multi-step instructions/directions, procedures, and processes which contain specific academic content vocabulary. • Reading <ul style="list-style-type: none"> ○ Locates specific information using organizational features. ○ Alphabetizes a series of words. ○ Applies knowledge of affixes to base words in context. ○ Reads contractions. ○ Summarizes main idea and supporting details from text. ○ Locates signal words that indicate sequential/chronological order, comparison/contrast, and cause/effect. ○ Makes inferences and draws conclusions from information implied or inferred in literary text. 	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Produces beginning, middle, and final sounds in a word. ○ Introduces others and expresses basic social conventions (i.e., greetings, farewells, courtesies) using complete sentences. ○ Shares an experience using complete sentences. ○ Gives two-step directions and instructions. • Listening <ul style="list-style-type: none"> ○ Distinguishes phonemes in the initial, medial, and final positions of words. ○ Follows multi-step instructions/directions which include prepositional phrases. • Reading <ul style="list-style-type: none"> ○ Alphabetizes a series of words to the third letter. ○ Reads high frequency words. ○ Makes predictions based on cover, title, illustrations, and text. ○ Identifies author’s main purpose. ○ Identifies major characters, settings, and plot within a fictional text. ○ Relates illustrations to fictional text. • Writing <ul style="list-style-type: none"> ○ Writes phrases and/or sentences about real or imagined events, observations, or memories. ○ Uses verb tenses (i.e. simple present, simple past, simple future, present progressive) in a variety of writing

<ul style="list-style-type: none"> ○ Determines author’s stated and/or implied purpose using grade-appropriate text. ○ Analyzes the literary elements (e.g., compare, contrast, and describe connections between two characters; analyze motivations of major and minor characters; analyze, compare, and contrast settings; and describe plot and its components) within a grade-appropriate fictional text. ○ Applies understanding of content area vocabulary within math, science, and social studies text. ○ Follows a set of written multi-step instructions to perform unfamiliar procedures and answer questions or solve problems in math, science, and social studies. ○ Interprets information from external text within non-fiction text for a specific purpose. ○ Compares and contrasts two items within an expository text. ○ Distinguishes fact from opinion and bias in persuasive text by providing supporting evidence. <ul style="list-style-type: none"> ● Writing <ul style="list-style-type: none"> ○ Writes one or more grade-appropriate narrative paragraphs that include an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate. ○ Writes a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses the audience, stated purpose and context. ○ Writes a formal letter that presents information purposefully and follows a conventional format. ○ Writes one or more grade-appropriate persuasive paragraphs that state a clear position, convincing arguments, and relevant evidence. ○ Uses common spelling patterns/generalizations and common spelling of homonyms, inflectional endings, prefixes, and suffixes. ○ Writes paragraphs using appropriate capitalization and punctuation. ○ Uses verb tenses (simple, progressive, perfect) in a variety of writing applications. ○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications. 	<ul style="list-style-type: none"> ○ Describes the literary elements (e.g., distinguish between major and minor characters; compare and contrast characters and settings; and identify plot and its components) within a fictional text. ○ Locates information in reference sources for a specific purpose. ○ Locates information from external text within non-fiction text for a specific purpose. ○ Identifies fact from opinion in persuasive text. ○ Identifies words used in persuasive texts to affect the reader. ○ Answers who, what, where, when, why, which, and how questions about text. <ul style="list-style-type: none"> ● Writing <ul style="list-style-type: none"> ○ Writes a narrative paragraph about real or imagined events, using a sequence of sentences including characters or setting. ○ Writes a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context. ○ Writes friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context. ○ Writes a persuasive paragraph using facts, ideas, and concepts to influence the reader. ○ Uses common spellings of CVC, CCVC, CVCC words, r-controlled words, diphthongs, digraphs, and irregular plurals. ○ Uses verb tenses (i.e., simple, progressive) in a variety of writing applications. ○ Writes words and sentences using appropriate capitalization and punctuation. ○ Uses subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications. ○ Uses noun, adverbial, and/or prepositional phrases in sentences. ○ Writes a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas. 	<p>applications.</p> <ul style="list-style-type: none"> ○ Uses subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications. ○ Uses noun phrases in sentences. ○ Writes simple sentences to support a main idea.
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<ul style="list-style-type: none">○ Applies appropriate tools to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.○ Identifies and corrects errors in conventions.○ Integrates elements of effective writing including grade-appropriate sentence structure, word choice, smooth and effective transitions, and a conclusion that provides a sense of resolution.		
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