

Arizona English Language Learner Assessment Threshold Performance Level Descriptors
Stage V—Grades 9, 10, 11, and 12

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

Grades 9-12	Grades 9-12	Grades 9-12
<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 sentences with accurate pronunciation, intonation, and stress. ○ Communicates using complete sentences in both formal and informal socio-functional settings. ○ Asks and responds to academic questions (e.g. making comparisons, describing events, agreeing/disagreeing with others, etc.) ○ Shares a personal experience/story with description language supported by details. ○ Provides multi-step directions with specific details. • Listening <ul style="list-style-type: none"> ○ Makes inferences and draws conclusions using evidence from fiction and non-fiction read-alouds. ○ Follows multiple step directions and procedures which include prepositional phrases. ○ Offers and justifies opinions and ideas in response to questions and statements in academic discourse. ○ Summarizing main ideas/concepts and supporting details from fiction and non-fiction read alouds in complete sentences. • Reading <ul style="list-style-type: none"> ○ Demonstrates ability to comprehend by answering literal, inferential, prediction, and evaluation questions about text. ○ Demonstrates ability to comprehend by summarizing the main idea and supporting details. ○ Determines the author’s point of view and/or stated or implied purpose. 	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Shares a personal experience/story supported by details and examples. ○ Provides multi-step directions using sentences and phrases. • Listening <ul style="list-style-type: none"> ○ Sequences events from read-alouds, presentations, and conversations. • Reading <ul style="list-style-type: none"> ○ Demonstrates ability to decode using: <ul style="list-style-type: none"> ▪ knowledge of parts of speech. ▪ functions of inflectional endings. ▪ affixes. ○ Demonstrates ability to comprehend by: <ul style="list-style-type: none"> ▪ locating signal words that indicate comparison/contrast. ▪ identifying author’s point or view. ▪ drawing conclusions from information implied or inferred in a literary text. ▪ identifying the conflict of a plot in a fictional text. ○ Identifies fact and opinion in persuasive text. ○ Identifies words used in persuasive text to affect the reader. • Writing <ul style="list-style-type: none"> ○ Writes a narrative paragraph based on real or imagined events that includes characters, plot, and setting. ○ Writes an expository paragraph that includes a topic sentence, supporting details, and a conclusion. ○ Writes a process document that includes 	<ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Expresses one’s needs and emotions in complete sentences. ○ Asks and responds to academic questions. ○ Shares a personal story in complete sentences. ○ Provides two-step directions/instructions using simple sentences, key words, and phrases. • Listening <ul style="list-style-type: none"> ○ Responds to fiction and non-fiction read-alouds by identifying main ideas/concepts and supporting details. ○ Follows multi-step directions/instructions which include prepositional phrases. ○ Asks questions to clarify ideas. ○ Responds in complete sentences to questions and statements in academic discussions by sharing one’s views on facts, ideas, and/or events. • Reading <ul style="list-style-type: none"> ○ Locates and applies specific information by using organizational features. ○ Reads high-frequency words. ○ Applies knowledge of word order (i.e. syntax) to confirm decoding of text. ○ Alphabetizes a series of words. ○ Demonstrates ability to comprehend by: <ul style="list-style-type: none"> ▪ answering literal questions. ▪ identifying the main idea and supporting details. ▪ locating sequential/chronological signal words. ▪ identifying author’s main purpose.

<ul style="list-style-type: none"> ○ Applies the understanding of content-area vocabulary. ○ Describes the plot and its components (conflict, climax and resolution). ○ Analyzes the motivations of the major and minor characters in a fictional text. ○ Distinguishes fact from opinion and bias in persuasive text. ○ Explains and/or interprets figurative language in a literary selection. <p>• Writing</p> <ul style="list-style-type: none"> ○ Writes one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting as appropriate. ○ Writes an expository essay that includes an introduction with thesis, body paragraphs with supporting details, and a conclusion. ○ Writes a process document that includes multiple step instructions with heading and sub-headings. ○ Writes a persuasive text that states a position and supports/refutes opposing arguments. ○ Uses commas in greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences and appositives. ○ Identifies and applies conventions of standard written English by correctly using: <ul style="list-style-type: none"> ▪ quotation marks. ▪ colons. ▪ apostrophes to punctuate plural possessives. ▪ verb tenses (perfect). ○ Develops engaging and focused text by including: <ul style="list-style-type: none"> ▪ an identifiable main idea/topic sentence and/or thesis statement. ▪ figurative language to evoke clear images. ▪ a variety of sentence structures (i.e. simple, compound, complex) for sentence fluency. ○ Locates and evaluates informational reference materials regarding research topics to complete a variety of writing tasks. 	<ul style="list-style-type: none"> multiple step instructions. ○ Writes a persuasive paragraph, stating a position and supporting arguments with evidence. ○ Uses declarative, interrogative, exclamatory, and imperative sentences in a variety of writing applications. ○ Identifies and applies conventions of standard English in written communications using noun, adverbial, and/or prepositional phrases. ○ Develops engaging and focused text by including: <ul style="list-style-type: none"> ▪ an identifiable purpose for a specific audience. ▪ an introduction to draw in the reader. ▪ details to support the main idea/topic sentence. ▪ transitions among sentences, paragraphs, and ideas. ▪ an ending that provides a sense of resolution or closure. ▪ precise vocabulary and descriptive phrases that convey the intended message. ○ Locates informational reference materials regarding research topics to complete a variety of writing tasks. 	<ul style="list-style-type: none"> ▪ identifying two events that related in a literary selection. ▪ relating illustrations to fictional texts. ▪ describing the setting and identifying the plot of a fictional text. <ul style="list-style-type: none"> ▪ Identifying content-area vocabulary. ○ Follows multi-step directions. ○ Compares and contrasts two items within an expository text. ○ Identifies words the author uses to create a visual image. <p>• Writing</p> <ul style="list-style-type: none"> ○ Writes sentences based on real and imagined events. ○ Writes sentences based on facts or experiences. ○ Writes a 2-3 sentence response that states a position/claim and supports the argument. ○ Identifies and applies conventions of standard English in written communications using: <ul style="list-style-type: none"> ▪ correct spelling. ▪ capitalization. ▪ end punctuation. ▪ commas in a series. ▪ apostrophes to punctuate contractions and singular possessives. ▪ noun phrases. ▪ verb tense (simple and progressive). ▪ subject-verb agreement. ○ Develops engaging and focused text by including: <ul style="list-style-type: none"> ▪ identifiable main idea. ▪ details to support the main idea. ▪ an identifiable conclusion. ▪ vocabulary that conveys the intended message.
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