

## English Language Arts Grade 6 Final

(Student name) scored at the *Advanced* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of a wide variety of words using a range of strategies;
- demonstrate understanding of what they read using a variety of complex strategies, including inductive reasoning and identifying implied main ideas and supporting details;
- analyze complex story elements and literary devices and interpret an author's purpose for writing;
- research a topic by locating and integrating appropriate information from print and electronic sources;
- identify all parts of a bibliography entry following a model;
- use analytical, critical, and/or creative thinking in response to a writing task;
- construct a response with a sharply focused central idea, effective and logical organization, relevant details and information, and a variety of transitions;
- use vivid words, language, and complex sentence structures to influence the intended audience, enhance meaning, and reflect individual personality; and
- maintain consistent command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Mastery* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify word meanings using a variety of strategies;
- demonstrate understanding of what they read using a variety of strategies, including making inferences, drawing conclusions, determining main ideas, comparing and contrasting, and predicting;
- interpret story elements and literary devices;
- identify an author's implied purpose for writing;
- research a topic by locating and selecting appropriate information from print and electronic sources;
- identify all parts of a bibliographic entry following a model;
- use analytical, critical, and/or creative thinking in response to a writing task;
- construct a response with a clearly stated central idea, logical organization, and a variety of details and transitions;
- select vocabulary, language, and sentence variety to engage the intended audience and reflect individual personality; and
- demonstrate reasonable command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of grade-level words using a variety of strategies, including context clues;
- identify story elements, literary devices, including imagery, and an author's stated purpose for writing;
- use knowledge of their distinctive characteristics to identify elements of various genres, including fiction, nonfiction, or poetry;
- demonstrate understanding of information in what they read using basic strategies and simple reasoning skills to analyze grade-appropriate texts, identify stated main ideas and supporting details, and predict the outcome of a story or situation;
- research a topic by locating information in a variety of commonly used electronic and print reference sources such as newspapers, magazines, brochures, maps, and legends;
- identify parts of a bibliographic entry for commonly used sources following a model;
- use some critical and/or creative thinking in response to a writing task;
- construct a response with a central idea, observable organization, some supporting details, and some transitions appropriate to the task;
- demonstrate some audience awareness by using simple sentences and appropriate wording; and
- demonstrate partial command of sentence formation, usage, mechanics, and spelling.

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(Student name) scored at the *Approaching Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of commonly used words;
- demonstrate partial understanding of what they read by identifying literal information and stated main ideas, making limited connections to their own experiences, and drawing conclusions;
- identify some story elements, literary devices, and the author's stated purpose;
- research a topic by locating information in commonly used print and electronic resources;
- identify some parts of a bibliographic entry for commonly used sources following a model;
- demonstrate a partial response to a writing task;
- construct a response with an unclear central idea, incomplete organizational pattern, limited supporting details, and simple or no transitions;
- show minimal audience awareness by using simple or inappropriate vocabulary, language, and sentence structure and little personal style; and
- demonstrate inconsistent command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Unsatisfactory* level in English Language Arts. Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students scoring at this level need to develop the ability to

- demonstrate an understanding of what they read;
- interpret texts and make connections between information in texts and their own experiences;
- locate information in commonly used resources.
- develop an appropriate response to a writing task;
- construct a response with a focused central idea, observable organization, and sufficient supporting details;
- show audience awareness through use of appropriate vocabulary, varied sentence structure, and personal style; and
- demonstrate acceptable command of sentence formation, usage, mechanics, and spelling.