

Grade 6 English Language Arts Performance Level Descriptors

Limited

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for Grade 6 English Language Arts. A student at this level has an **emerging ability** to determine a central idea of a text and how it is conveyed through particular details while providing a summary of the text distinct from personal opinions or judgments, trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, and introduce a topic by organizing ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

When reading literary text, a student at the **Limited Level** can:

- Refer generally to the text to support analysis of what the text says explicitly;
- Identify a central idea and provide a retelling of events of a text;
- Identify a basic plot of a particular story or drama and how the main character changes;
- Demonstrate a basic understanding of simple figurative language or word relationships, using the relationship between particular words to better understand each of the words;
- Identify a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text;
- Describe a narrator's or speaker's explicitly stated point of view in a text;
- Identify basic similarities between reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text;
- Identify overtly differing textual elements in different forms or genres with similar themes or topics.

When reading informational text, a student at the **Limited Level** can:

- Identify textual evidence to support analysis of what the text says explicitly;
- Identify a central idea of a text and provide a basic retelling of events;
- Identify how a key individual, event, or idea is introduced and illustrated;
- Identify basic figurative, connotative, or technical meanings of words and phrases;
- Locate a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text;
- Identify an author's explicitly stated point of view or purpose in a text;
- Identify basic information presented in different media or formats to show a partial understanding of a topic or issue;
- Identify specific claims, reasoning, and evidence in a text;
- Compare and contrast one author's presentation of events with that of another, identifying explicit similarities and differences.

When writing, a student at the **Limited Level** can:

- Attempt to provide a claim or controlling idea, use an inconsistent or unclear organizational structure, lack evidence, employ the most basic sentence construction and word choice;
- Demonstrate a lack of command of the conventions of standard English grammar, usage, and mechanics.

Basic

A student performing at the **Basic Level** demonstrates partial command of Ohio's Learning Standards for Grade 6 English Language Arts. A student at this level has a **general ability** to determine a central idea of a text and how it is conveyed through particular details while providing a summary of the text distinct from personal opinions or judgments, trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, and introduce a topic by organizing ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

When reading literary text, a student at the **Basic Level** can:

- Identify textual evidence to support analysis of what the text says explicitly;
- Identify a central idea of a text and provide a simple summary of a text distinct from personal opinions or judgments;
- Explain how the plot of a particular story or drama unfolds and how the characters change;
- Demonstrate a basic understanding of simple figurative language or word relationships, using the relationship between particular words to better understand each of the words, and identifying the connotations of familiar words with similar denotations;
- Describe how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text;
- Describe the point of view of the narrator or speaker in a text;
- Identify similarities between reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text;
- Identify differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.

When reading informational text, a student at the **Basic Level** can:

- Cite textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text;
- Identify a central idea and provide a simple summary distinct from personal opinions or judgments;
- Explain how a key individual, event, or idea is introduced and elaborated;
- Identify figurative, connotative, or technical meanings of words and phrases;
- Explain how a particular sentence, paragraph, chapter, or section contributes to overall text structure and the development of ideas;
- Identify an author's point of view or purpose in a text and give an example of how it is conveyed in the text;
- Identify information presented in different media or formats to show a partial understanding of a topic or issue;
- Trace the argument and specific claims, reasoning, and evidence in a text;
- Compare and contrast one author's presentation of essential events with that of another.

When writing, a student at the **Basic Level** can:

- Provide a claim or controlling idea, use an inconsistent or unclear organizational structure, include loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employ simple sentence construction and word choice;
- Demonstrate basic command of the conventions of standard English grammar, usage, and mechanics.

Proficient

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for Grade 6 English Language Arts. A student at this level has a **consistent ability** to determine a central idea of a text and how it is conveyed through particular details while providing a summary of the text distinct from personal opinions or judgments, trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, and introduce a topic by organizing ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

When reading literary text, a student at the **Proficient Level** can:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments;
- Describe how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution;
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, and distinguishing among connotations of words with similar denotations;
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure and contributes to the development of the theme, setting, or plot;
- Explain how an author develops the point of view of the narrator or speaker;
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text;
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

When reading informational text, a student at the **Proficient Level** can:

- Cite evidence to support analysis of inferences and explicit details;
- Determine a central idea and how it is conveyed through particular details and provide a summary distinct from personal opinions or judgments;
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes);
- Determine figurative, connotative, and technical meanings of words and phrases;
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas;
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text;
- Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue;
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not;
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person).

When writing, a student at the **Proficient Level** can:

- Adequately sustain a claim or controlling idea, include a clear organizational structure, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure, and include adequate word choice;
- Demonstrate command of the conventions of standard English grammar, usage, and mechanics.

Accelerated

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio’s Learning Standards for Grade 6 English Language Arts. A student at this level has a **superior ability** to determine a central idea of a text and how it is conveyed through particular details while providing a summary of the text distinct from personal opinions or judgments, trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, and introduce a topic by organizing ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

When reading literary text, a student at the **Accelerated Level** can:

- Cite strong textual evidence to support an inference as well as analysis of the text;
- Evaluate central ideas and how they are conveyed through particular details and provide a summary of a text distinct from personal opinions or judgments;
- Explain how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of characters contribute to the plot as it moves toward a resolution;
- Analyze the effect of figurative language, word relationships and nuances, distinguishing among connotations of words with similar denotations;
- Analyze how a particular sentence, chapter, scene, or stanza affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text;
- Analyze how an author develops the point of view of the narrator or speaker;
- Analyze the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text;
- Compare, contrast and analyze texts in different forms or genres in terms of their approaches to similar themes and topics.

When reading informational text, a student at the **Accelerated Level** can:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
- Evaluate central ideas and how they are conveyed through particular details in a text; provide a summary distinct from personal opinions or judgments;
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text, and use evidence from the text to explain relationships among key individuals, events, or ideas;
- Analyze figurative, connotative, and technical meanings of words and phrases and the impact of specific word choice;
- Articulate why the author uses a particular sentence, paragraph, chapter, or section and explain how it contributes to the development of the ideas;
- Analyze an author’s point of view *and* purpose in a text;
- Analyze information presented in different media or formats to develop an understanding of a complex topic or issue;
- Trace and evaluate the argument and specific claims in a text, describing why the reasoning or evidence supports or does not support the claim;
- Compare and contrast one author’s presentation of events with that of another and provide limited evidence to illustrate the impact of the different presentations.

When writing, a student at the **Accelerated Level** can:

- Sustain a focused claim or controlling idea, include an effective organizational structure, provide relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, vary sentence structure with purposeful word choice to enhance meaning;
- Demonstrate strong command of the conventions of standard English grammar, usage, and mechanics.

Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for Grade 6 English Language Arts. A student at this level has a **sophisticated ability** to determine a central idea of a text and how it is conveyed through particular details while providing a summary of the text distinct from personal opinions or judgments, trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, and introduce a topic by organizing ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

When reading literary text, a student at the **Advanced Level** can:

- Cite strong text evidence to support a complex textual inference as well as analysis;
- Evaluate central ideas and how they are conveyed through particular details; provides a comprehensive summary distinct from personal opinions or judgments;
- Analyze how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution;
- Analyze the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations;
- Analyze how a particular sentence, chapter, scene, or stanza affects the overall text structure and contributes to the development of the theme, setting, or plot throughout the text, citing evidence from the text to support the response;
- Analyze how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis;
- Analyze the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including analyzing auditory, visual and graphic effects and how the student perceives their contribution;
- Compare, contrast and evaluate texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

When reading informational text, a student at the **Advanced Level** can:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as complex inferences drawn from the text;
- Evaluate central ideas and how they are conveyed through particular details; provide a comprehensive summary distinct from personal opinion or judgments;
- Analyze how a key individual, event, or idea is introduced, illustrated and elaborated in a text using evidence to evaluate relationships among individuals, events, or ideas;
- Analyze the implied figurative, connotative, and technical meanings of words and phrases and the impact of specific word choice;
- Articulate why the author uses a particular sentence, paragraph, chapter, or section and explain how it develops ideas, citing evidence as support;
- Analyze an author's point of view *and* purpose in a text; provide textual evidence to show how the author's purpose is conveyed in the text;
- Synthesize information presented in different media or formats to develop an understanding of a complex topic or issue;
- Trace and evaluate the argument and specific claims in a text, explaining why the reasoning and evidence supports or does not support the claim;
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person); provides evidence to illustrate the impact of the different presentations.

When writing, a student at the **Advanced Level** can:

- Thoroughly sustain a focused claim or controlling idea, fully address a counterclaim when appropriate, utilize a purposeful organizational structure, provide specific, appropriate, and integrated support that

demonstrates a nuanced understanding of grade-level texts, purposefully employ sentence structure and word choice to enhance meaning;

- Demonstrate mastery of the conventions of standard English grammar and usage.