

Proficiency Scales

Language Arts
Grade 6
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

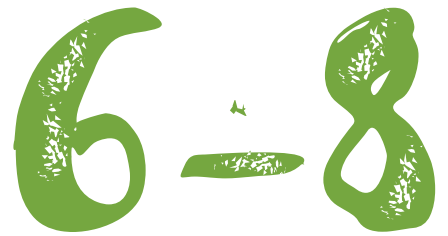
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DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ESSENTIAL QUESTIONS AND BIG IDEAS for READING DOMAINS



Reading Foundations, Literature and Informational Text

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Writing

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Speaking and Listening

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.

Subject: **Language Arts**Domain: **Reading/Reading Foundations**
Strand: **Fluency**Grade: **6**

Standards: LA.6.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience
LA.6.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Adapt pace and reading techniques for different purposes in oral and silent reading DOK 2 I can adapt my oral and silent reading for different purposes.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Adapt, audience, pace, purpose, technique</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Read orally, demonstrating understanding of the material and awareness of the audience	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **6**
Strand: **Key Ideas and Details**

Standards: LA.6.RL.1 Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RL.6.1)
LA.6.RI.1 Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RI.6.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Cite textual evidence to support analysis of what grade-appropriate literature or informational text says explicitly, as well as to support inferences drawn from the text DOK 3 I can refer to a story or piece of informational text to support my thoughts and draw inferences about the text.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Analysis, cite, explicit, inference, logical, support, text, textual evidence</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe what grade-appropriate literature or informational text says explicitly and draw logical inferences	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **6**
Strand: **Key Ideas and Details**

Standards: LA.6.RL.2 Determine the theme and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RL.6.2)
LA.6.RI.2 Determine the main idea and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RI.6.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Describe how a theme or main idea of grade-appropriate literature or informational text is conveyed through particular details DOK 3 I can use details from the text to determine the theme or main idea.Provide a summary of grade-appropriate literature or informational text distinct from personal opinions and judgments DOK 3 I can give a summary of the text without adding my opinions or judgments.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Convey, detail, distinct, judgment, main idea, opinion, personal, summarize, summary, text, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Determine a theme or main idea of grade-appropriate literature or informational textIdentify particular details that convey a teacher-provided theme or main idea of grade-appropriate literature or informational textSummarize grade-appropriate literature or informational text using a teacher-provided graphic organizer (e.g., <i>The theme or main idea of the text is _____. Details that support the theme or main idea include: _____.)</i>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts Domain: Reading/Literature, Informational Text Grade: 6 Strand: Key Ideas and Details		
Standards: LA.6.RL.3 Describe how a plot unfolds and how the characters respond as the plot progresses (RL.6.3) LA.6.RI.3 Analyze how a key individual, event, or idea is introduced, illustrated, and developed (e.g., through examples or anecdotes) (RI.6.3)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Describe how a particular grade-appropriate story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution DOK 2 I can describe how the plot of a story or drama unfolds in a sequence of events and how the characters change as the plot moves towards its conclusion. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a grade-appropriate informational text (e.g., through examples or anecdotes) DOK 3 I can think and talk in detail about how people, events, or ideas are introduced, illustrated, and developed in a piece of informational text. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Analyze, anecdote, character, detail, drama, elaborate, episode, event, example, idea, illustrate, individual, introduce, plot, resolution, respond, series, story, text, trait</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Describe the plot of a grade-appropriate story or drama Identify character traits of major characters in a grade-appropriate story or drama Describe the introduction, illustration, or elaboration of a key individual, event, or idea in a grade-appropriate informational text 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**
Strand: **Craft and Structure**Grade: **6**

Standards: LA.6.RL.4 Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone (RL.6.4)

LA.6.RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings (RI.6.4)

LA.6.L.6 Acquire and use content-specific words and phrases (L.6.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the impact of a specific word choice on meaning and tone in grade-appropriate literature DOK 3 I can think and talk about the effects that specific words have on the meaning or tone of a story.Determine the meaning of words and phrases as they are used in a grade-appropriate informational text, including technical meanings DOK 3 I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression DOK 3 I can show new knowledge of vocabulary when I think about how words or phrases are important to meaning or expression.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Academic, analyze, comprehension, connotative, domain-specific, expression, figurative, impact, meaning, phrase, technical meaning, text, tone, vocabulary, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify specific words that have an impact on meaning and tone in grade-appropriate literatureDetermine the meaning of words and phrases as they are used in a grade-appropriate informational text, including figurative and connotative meaningsAcquire and use accurately grade-appropriate general academic and domain-specific words and phrases	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 6
		Strand: Craft and Structure	
Standards: LA.6.RL.5 Analyze how a sentence, chapter, scene, or stanza fits into the structure of a text and contributes to the development of the theme, setting, or plot (RL.6.5) LA.6.RI.5 Analyze how a sentence, paragraph, chapter, or section fits into the structure of a text and contributes to the development of the ideas (RI.6.5)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a grade-appropriate piece of literature and contributes to the development of the theme, setting, or plot DOK 3 I can think and talk about how specific parts of a story, play, or poem fit into the overall text and contribute to the development of the theme, setting, or plot.Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a grade-appropriate informational text and contributes to the development of the ideas DOK 3 I can think about how various sections (sentence, paragraph, chapter, section) fit into the overall structure of an informational text and how that affects the development of the ideas in the text.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Analyze, chapter, development, drama, form, idea, organizational pattern, paragraph, plot, scene, sentence, setting, stanza, story, structure, text, theme The student will perform basic processes, such as: <ul style="list-style-type: none">Map the plot of a grade-appropriate story or dramaDescribe the overall form, structure, or organizational pattern used in a grade-appropriate informational text		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**
Strand: **Craft and Structure**Grade: **6**

Standards: LA.6.RL.6 Explain how an author develops the point of view of the narrator (RL.6.6)
LA.6.RI.6 Determine an author's point of view or purpose and explain how it is conveyed (RI.6.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain how an author develops the point of view of the narrator or speaker in a grade-appropriate piece of literature DOK 3 I can explain how an author develops the point of view of the narrator or speaker in a text.Explain how an author's point of view or purpose is conveyed in a grade-appropriate informational text DOK 3 I can explain how an author's point of view is expressed in an informational text.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Author, convey, develop, narrator, point of view, purpose, speaker</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe the point of view of the narrator or speaker in a grade-appropriate piece of literatureDescribe an author's point of view or purpose in a grade-appropriate informational text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Language Arts **Domain: Reading/Literature, Informational Text** **Grade: 6**
Strand: Integration of Knowledge and Ideas

Standards: LA.6.RL.7 Compare and contrast the experience of reading print versions with listening or viewing multimedia versions of the same text (RL.6.7)
LA.6.RI.7 Synthesize information presented in different media or formats to develop a coherent understanding of a topic (RI.6.7)
LA.6.RL.9 Make connections between a text and personal life experiences, other texts, and the world
LA.6.RI.12 Use a variety of reference and research materials, both print and digital

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Compare and contrast the experience of reading a grade-appropriate story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch DOK 3 I can compare and contrast the difference between reading a story, drama, or poem to listening or watching the story in an audio or video version. Integrate information presented in different media or formats (<i>e.g., visually, quantitatively, in words</i>) to develop a coherent understanding of a topic or issue DOK 3 I can better understand a topic or issue by thinking about how it has been presented in different media or formats. Make connections between texts, other texts, and the world DOK 3 I can tell how texts I read are similar to other texts I have read and to things I know about the world. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Audio, coherent, compare, contrast, difference, drama, format, information, issue, live, media, poem, quantitative, similarity, story, text, topic, version, video, visual</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify similarities and differences in a grade-appropriate written text and visual representation of the text 	

	<ul style="list-style-type: none"> • Locate information in different media or formats • Make connections between a text and personal life experiences 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **6**
Strand: **Integration of Knowledge and Ideas**

Standard: LA.6.RI.8 Evaluate the argument and specific claims in a text, identifying those that are supported by reasons and evidence (RI.6.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Evaluate the argument and specific claims in a grade-appropriate informational text, distinguishing claims that are supported by reasons and evidence from claims that are not DOK 3 <p>I can locate and judge arguments or claims in an informational text and separate those that are supported by reasons and evidence from those that are not.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Argument, claim, distinguish, evidence, opinion, reason, support, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Trace the arguments and specific claims used to support the argument in a grade-appropriate informational textIdentify examples of opinion in a grade-appropriate informational text and the words that signal an opinion	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **6**
Strand: **Integration of Knowledge and Ideas**

Standards: LA.6.RL.8 Compare and contrast texts in different genres in terms of their approaches to similar themes and topics (RL.6.9)
LA.6.RI.9 Compare and contrast one author's presentation of events with that of another (RI.6.9)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Compare and contrast grade-appropriate texts in different forms or genres (<i>e.g., stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics DOK 3 I can compare and contrast similar themes or topics in literature.Compare and contrast one author's presentation of events with that of another (<i>e.g., a memoir written by and a biography on the same person</i>) DOK 3 I can compare and contrast one author's presentation of events with that of another author's presentation of the same events.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Author, biography, compare, contrast, event, fantasy, form, genre, historical, memoir, novel, poem, similar, story, text, theme, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify topics or themes in grade-appropriate literature in different genresIdentify key events provided by two authors on the same topic in informational text	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Language Arts Domain: Reading/Literature, Informational Text Grade: 6 Strand: Range of Reading and Level of Text Complexity		
Standards: LA.6.RL.10 Select literature that reflects the principles of God's Word LA.6.RI.10 Select informational text that affirms the principles in God's Word LA.6.RL.13 Read literature for pleasure, personal growth, and spiritual development LA.6.RI.13 Read literary nonfiction for pleasure, personal growth, and spiritual development		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Read literature for pleasure, personal growth, and spiritual development DOK 3 I can read literature for pleasure, personal growth, and spiritual development. Read informational texts for pleasure, personal growth, and spiritual development DOK 3 I can read informational texts for pleasure, personal growth, and spiritual development. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Affirm, development, God's Word, growth, information, literature, personal, pleasure, principles, select, spiritual, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Select literature and informational texts that affirm the principles in God's Word 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Language Arts **Domain: Reading/Literature, Informational Text** **Grade: 6**
Strand: Range of Reading and Level of Text Complexity

Standards: LA.6.RL.11 Read and comprehend literature of appropriate complexity, independently and proficiently (RL.6.10)
LA.6.RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.6.10)
LA.6.RL.12 Self-monitor reading strategies and make modifications as needed

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Read and comprehend grade-appropriate literature (<i>e.g., stories, dramas, poems</i>) and informational text, self-monitoring reading strategies and making modifications as necessary DOK 3 <p>I can read and understand sixth grade literature and informational texts independently.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Comprehend, informational, literature, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Read grade-appropriate literature and informational text using teacher-directed comprehension strategies (<i>e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **6**Strand: **Text Types and Purposes**

Standards: LA.6.W.1 Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; transitional words, phrases, and clauses; style appropriate for the audience; and a conclusion (W.6.1)

LA.6.W.4 Write for meaning from a biblical worldview

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Write arguments that: introduce claim(s) and organize the reasons and evidence clearly; support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style; provide a concluding statement or section that follows from the argument presented DOK 3 <p>I can write arguments and use clear reasons and relevant evidence to support my claims.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Argument, biblical worldview, claim, clarify, clause, concluding statement, credible, evidence, formal style, introduce, organize, phrase, reason, relationship, relevant, source, support, text, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Write arguments using a teacher-provided template (<i>e.g., include all of the 3.0 elements</i>)Write for meaning from a biblical worldview	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Writing**Grade: **6**Strand: **Text Types and Purposes**

Standards: LA.6.W.2 Write informative/explanatory texts that include: an introduction; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a conclusion (W.6.2)

LA.6.W.4 Write for meaning from a biblical worldview

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Write informative/explanatory texts that: introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., charts, tables</i>), and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from the information or explanation presented DOK 3 <p>I can write organized and informative pieces with relevant content to explore a topic and express ideas, concepts, and information.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Analysis, biblical worldview, cause/effect, chart, clarify, classification, comparison/contrast, comprehension, concept, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, fact, formal style, formatting, graphic, heading, idea, inform, information, informative/explanatory, introduce, multimedia, organization, organize, precise, quotation, relationship, relevant, selection, strategy, table, topic, transition</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify the characteristics of a model informative/explanatory pieceGenerate a list of details from relevant information related to the topicWrite informative/explanatory pieces using a teacher-provided template (<i>e.g.,</i>	

	<i>include all of the 3.0 elements)</i> <ul style="list-style-type: none"> • Write for meaning from a biblical worldview 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**

Domain: **Writing**

Grade: **6**

Strand: **Text Types and Purposes**

Standards: LA.6.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing); sensory details; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context; a narrator and/or characters; and a conclusion (W.6.3)

LA.6.W.4 Write for meaning from a biblical worldview

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Write narratives that: engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; provide a conclusion that follows from the narrated experiences or events **DOK 3**

I can write narrative stories with good technique, appropriate detailed descriptions, and logical sequences.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- *Biblical worldview, character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, plan, precise, relevant, sensory, sequence, setting, technique, time frame, transition*

The student will perform basic processes, such as:

- Use a teacher-provided template for planning and organizing a narrative
- Describe the use of narrative techniques such as dialogue, pacing, and description, and the use of transition words, phrases, and clauses
- Write narratives using a teacher-provided template or graphic organizer (e.g., *My story is about _____. This is the order in which things happened: _____. This is what happened at the end: _____.*)
- Write for meaning from a biblical worldview

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts	Domain: Writing Strand: Production and Distribution of Writing	Grade: 6
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Standards: LA.6.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.6.4)
 LA.6.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience (e.g., <i>opinion, informative/explanatory, narrative, and research writing</i>) DOK 3 <p style="color: purple;">I can produce clear writing with appropriate development, organization, and style to suit my task, purpose, and audience.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Describe the task, purpose, and audience for a given writing task Produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer (e.g., <i>My topic is _____. Details about my topic include:_____.</i>) Write routinely over extended time frames (e.g., <i>time for research, reflection, and revision</i>) and shorter time frames (e.g., <i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Writing	Grade: 6
		Strand: Production and Distribution of Writing	
Standards: LA.6.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach (W.6.5) LA.6.W.7 Use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.6.6)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Develop and strengthen grade-appropriate writing by planning, revising, editing, rewriting, or trying a new approach DOK 3 I can plan, revise, edit, rewrite, or try a new approach in my writing with the help of peers and adults.Use technology, including the Internet, to produce and publish grade-appropriate writing (e.g., using keyboarding skills), as well as to interact and collaborate with others DOK 2 I can use different forms of technology to create and publish my writing and to interact and collaborate with others.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Collaborate, edit, interact, Internet, plan, publish, revise, rewrite, technology The student will perform basic processes, such as: <ul style="list-style-type: none">Plan writing using a teacher-provided planning template or graphic organizer (e.g., My topic is _____. Details about my topic include:_____.)Revise and edit writing based on teacher and peer feedbackDemonstrate the features of various grade-appropriate technologies (e.g., word processor, web-based meeting/chat session))Demonstrate basic use of a keyboard (e.g., type a minimum of three pages in a single sitting)		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **6**Strand: **Research to Build and Present Knowledge****Standard:** LA.6.W.8 Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate (W.6.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Conduct short grade-appropriate research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate <p>DOK 3</p> <p>I can complete short research projects to answer a specific question by using several sources and by refocusing my research when needed.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Inquiry, question, refocus, research, research project, source</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Develop a grade-appropriate research questionDemonstrate each step of the research process in isolation using a teacher-provided template (<i>e.g., generate appropriate keyword searches, locate appropriate sources, record information related to topic</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts **Domain: Writing** **Grade: 6**
Strand: Research to Build and Present Knowledge

Standards: LA.6.W.9 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; provide basic bibliographic information for sources (W.6.8)
LA.6.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Gather relevant information from multiple grade-appropriate print and digital sources, and assess the credibility of each source DOK 3 I can determine if a source is credible when I gather new information from books or technology. Quote or paraphrase the data and conclusions of others while avoiding plagiarism, and provide basic bibliographic information for sources DOK 3 I can quote or paraphrase from print and digital sources without plagiarizing and provide basic bibliography information to recognize the sources I use in my research. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Bibliography, cite, conclusion, credibility, data, digital, information, paraphrase, plagiarism, print, quote, relevant, source</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Use a teacher-provided template or process to compile and cite grade-appropriate information Describe the criteria for credible sources 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 6
		Strand: Comprehension and Collaboration	
Standard: LA.6.SL.1 Engage in collaborative conversations in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material and refer to readings during discussion; follow rules for collegial discussions, set goals and deadlines, define roles; ask and respond to specific questions; review key ideas and demonstrate understanding of multiple perspectives through reflection and paraphrasing (SL.6.1)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly (<i>e.g., come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion; pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion; review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</i>) DOK 3 <p>I can effectively participate in different types of discussions and with different people about sixth grade topics, texts, and issues.</p>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Contribute, deadline, diverse, detail, discussion, elaboration, evidence, explicit, goal, idea, issue, paraphrase, perspective, pose, preparation, probe, question, refer, reflect, reflection, respond, role, text, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as neededParticipate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate mannerPrepare for participation in a discussion		

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 6
		Strand: Comprehension and Collaboration	
Standards: LA.6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to understanding a topic or text (SL.6.2)			
LA.6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from those that are not (SL.6.3)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Explain how information presented in diverse grade-appropriate media and formats (<i>e.g., visually, quantitatively, orally</i>) contributes to a topic, text, or issue under study DOK 3 I can think about information presented in different media or formats and explain how it contributes to a topic, text, or issue.Distinguish claims made by a speaker that are supported by reasons and evidence from claims that are not DOK 2 I can explain a speaker’s arguments or claims and separate those that are supported by reasons and evidence from those that are not.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Claim, distinguish, diverse, evidence, format, information, issue, media, orally, quantitative, reason, support, text, topic, visual</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Interpret information presented in diverse grade-appropriate media and formats (<i>e.g., visually, quantitatively, orally</i>)Identify a speaker’s claims and specific evidence		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 6
		Strand: Presentation of Knowledge and Ideas	
Standards: LA.6.SL.4 Present claims and findings on an issue or topic, sequencing ideas logically and using pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4) LA.6.SL.7 Demonstrate reverence to God when speaking and listening			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Present grade-appropriate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes DOK 2 I can present claims and findings in a logical order using relevant descriptions, facts, and details to support the main idea.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Accentuate, claim, description, detail, eye contact, fact, finding, idea, logical, main idea, pertinent, pronunciation, reverence, sequence, theme, volume</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Write a grade-appropriate speech using a teacher-provided graphic organizer or template (e.g., <i>My speech is about: _____. Details about the topic of my speech include: _____.)</i>Use appropriate eye contact, adequate volume, and clear pronunciation when giving a presentationDemonstrate reverence when listening to God’s Word and participating in prayer		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: Language Arts		Domain: Speaking and Listening	Grade: 6
		Strand: Presentation of Knowledge and Ideas	
Standards: LA.6.SL.5 Use a variety of media, including digital, for presentations (SL.6.5) LA.6.SL.6 Adapt speech to a variety of contexts and tasks (e.g., debate, drama, interview), demonstrating command of formal English when appropriate (SL.6.6)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">• Include multimedia components (<i>e.g., graphics, images, music, sound</i>) and visual displays in presentations to clarify information DOK 2 I can include multimedia (graphics, images, music, sound) and other displays to help me clarify information in my presentations.• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate DOK 2 I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">• <i>Clarity, context, eye contact, formal English, graphic, image, information, multimedia, presentation, pronunciation, task, visual, visual aid, volume</i> The student will perform basic processes, such as: <ul style="list-style-type: none">• Use visual aids for presentation (<i>e.g., white board, pictures</i>)• Demonstrate speech to only one context• Identify the elements of effective presentations		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Language**Grade: **6**Strand: **Conventions of Standard English**

Standard: LA.6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use pronouns in the proper case (subjective, objective, possessive), number, and person; use intensive pronouns (e.g., I did it myself); ensure pronoun-antecedent agreement; recognize variations from standard English and use strategies to improve expression if required by context (L.6.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) DOK 2 I can make sure that pronouns are used correctly in sentences (as subjects, as objects, as possessives).• Use intensive pronouns (<i>e.g., myself, ourselves</i>) DOK 2 I can use intensive pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves).• Recognize and correct inappropriate shifts in pronoun number and person DOK 2 I can recognize and correct when pronouns shift inappropriately in number and person.• Recognize and correct vague pronouns (<i>e.g., ones with unclear or ambiguous antecedents</i>) DOK 2 I can recognize and correct vague pronouns (those with unclear antecedents—the words they are referring to).• Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language DOK 2 I can recognize writing or speaking that differs from standard English, and identify and use strategies to improve what is trying to be expressed in conventional language.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none">• <i>Ambiguous, antecedent, convention, conventional, expression, grammar, intensive pronoun, number, objective case, person, possessive case, pronoun, standard English, strategy, subjective case, usage, vague</i>	

	The student will perform basic processes, such as: <ul style="list-style-type: none"> • Use grade-appropriate grammar and usage in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **6**Strand: **Conventions of Standard English**

Standard: LA.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas, parentheses, brackets, dashes, hyphens) to set off nonrestrictive/parenthetical elements; spell correctly (L.6.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Use punctuation (<i>e.g., commas, parentheses, dashes</i>) to set off nonrestrictive/parenthetical elements DOK 2 I can use commas, parentheses, and dashes to set off specific elements in my writing.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Comma, convention, dash, element, nonrestrictive, parentheses, parenthetical, punctuation</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Demonstrate the use of grade-appropriate conventions in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts	Domain: Language Strand: Conventions of Standard English	Grade: 6
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Standard: LA.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas, parentheses, brackets, dashes, hyphens) to set off nonrestrictive/parenthetical elements; spell correctly (L.6.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Spell grade-appropriate words correctly when writing DOK 2 I can spell correctly. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: The student will perform basic processes, such as: <ul style="list-style-type: none"> Spell grade-appropriate words correctly in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Language Arts	Domain: Language Strand: Knowledge of Language	Grade: 6
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Standard: LA.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: vary sentence patterns; maintain consistency in style and tone (L.6.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style DOK 2 <i>I can differ my sentences to help me clarify my meaning, to promote better interest from my readers/listeners, and to show my own writing style.</i> Maintain consistency in style and tone DOK 3 <i>I can show consistency in the style and tone of my writing.</i> 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Consistency, interest, pattern, sentence, style, tone</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Vary sentence patterns and maintain consistency in style and tone based on teacher and peer feedback 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **6**Strand: **Vocabulary Acquisition and Use**

Standard: LA.6.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult print and digital references for pronunciation, meaning, and part of speech (L.6.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Use context (<i>e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a grade-appropriate word or phrase DOK 3 I can use context clues to figure out what words or phrases mean.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Clue, context, function, meaning, paragraph, phrase, position, sentence, verify, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Demonstrate the use of context clues using structured sentences in isolationVerify the preliminary determination of the meaning of a grade-appropriate word or phrase (<i>e.g., by checking the inferred meaning in context</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **6**Strand: **Vocabulary Acquisition and Use**

Standard: LA.6.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult print and digital references for pronunciation, meaning, and part of speech (L.6.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>) DOK 2 I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes, and roots.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Affix, clue, meaning, root, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Recognize or recall the meanings of grade-appropriate Greek or Latin affixes and roots	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**
Strand: **Vocabulary Acquisition and Use**Grade: **6**

Standard: LA.6.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult print and digital references for pronunciation, meaning, and part of speech (L.6.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Consult grade-appropriate reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech DOK 3 I can use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Clarify, dictionary, digital, glossary, meaning, part of speech, precise, print, pronunciation, reference, thesaurus, verify, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Demonstrate the use of grade-appropriate reference materials in isolation (<i>e.g., dictionaries, glossaries, thesauruses</i>)Verify the preliminary determination of the meaning of a grade-appropriate word or phrase (<i>e.g., by checking the inferred meaning in a dictionary</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Language Arts		Domain: Language	Grade: 6
Strand: Vocabulary Acquisition and Use			
Standard: LA.6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., personification) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (L.6.5)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Interpret figures of speech (<i>e.g., personification</i>) in context in a grade-appropriate text DOK 3 I can use context clues to discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns, oxymorons).Use the relationship between particular grade-appropriate words (<i>e.g., cause/effect, part/whole, item/category</i>) to better understand each of the words DOK 3 I can use the relationships between words to help me better understand each of the individual words (cause/effect, part/whole, item/category).Distinguish among the connotations (associations) of words with similar denotations (definitions) (<i>e.g., stingy, scrimping, economical, unwasteful, thrifty</i>) in a grade-appropriate text DOK 3 I can understand the slight differences between words with very similar definitions.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Cause/effect, item/category, part/whole, relationship, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify examples of figures of speech (<i>e.g., personification</i>) in a grade-appropriate textIdentify the relationship between particular grade-appropriate words (<i>e.g., cause/effect, part/whole, item/category</i>)		

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	