ILLINOIS STATE BOARD OF EDUCATION

ENGLISH LANGUAGE ARTS GRADE 6

Theory of Action: Academic standards represent a collective commitment around what students should learn each year. The state assessment asks students to demonstrate their knowledge, skills, and understanding related to these standards using a common measure. The resulting data allows us to see patterns in performance that should guide school and district improvement, helping identify areas of strength and opportunity.

Role of Performance Level Descriptors in Defining Proficiency: Performance level descriptors bridge the state assessment to classroom instruction and the systems of formative assessments that guide local instruction and choices about individual students. *Academic proficiency represents a range of observable student performance characteristics*. There are multiple pathways to proficiency, and students rely upon their strengths differently within that range of performance.

Proficiency and Difficulty: A student's ability to demonstrate proficiency is influenced by the complexity of the texts or stimuli presented, tasks they're asked to complete, and the contexts in which they are engaged. As student performance improves, students are typically able to handle more challenging texts/stimuli, tasks, and contexts, and are able to demonstrate their skills and knowledge more accurately and consistently.

*Thorough - Complete, detailed, and covering all aspects of something with great attention to detail.
*Accurate - Free from errors, correct, and precise in details or measurements.
*Inconsistent - Lacking uniformity, contradictory, or not staying the same over time.
*Inaccurate - Containing errors, incorrect, or not precise.

Reading Literary Text *Student performance indicates the ability to…*			
Claim 1	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Above Proficient**
RL 6.1	Inaccurately identify one or two pieces of explicit and/or implicit textual evidence and inaccurately determine its relevance to the analysis.	Inconsistently identify one or two pieces of explicit and/or implicit textual evidence and may inconsistently support analysis of the text.	Accurately cite several relevant pieces of evidence to support an analysis of what the text says, including explicitly and implicitly.	Thoroughly cite precise and varied pieces of implicit and explicit textual evidence to thoroughly support complex analyses.
RL 6.2	Identify an inaccurate or vague theme and how it is conveyed through limited details; provide a limited or inaccurate summary that may include unnecessary details, opinions, or judgments.	Inconsistently identify a theme and how it is conveyed through some details; provide a partial summary that may include some unnecessary details, personal opinions, or judgments.	Accurately determine a theme and explain how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments.	Thoroughly analyze a theme and its development over the course of the text; provide an objective summary distinct from personal opinions or judgments.
RL 6.3	Inaccurately describe how a particular story or drama's plot unfolds or how the characters respond or change as the plot moves toward a resolution providing inaccurate support.	Inconsistently describe how a particular story or drama's plot unfolds or how the characters respond or change as the plot moves toward a resolution providing partial support.	Accurately describe how a particular story or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution providing clear support.	Thoroughly analyze how particular elements of a story or drama interact and unfold as well as how the characters respond or change as the plot moves toward a resolution, integrating implicit and explicit textual evidence providing effective support.

Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a prose-constructed response. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RL 6.5	<u>Inaccurately</u> identify the basic organization and text structure, identifying how a section of text contributes to the development of story elements (e.g., theme, setting, or plot) but lacks <u>clarity</u> and <u>understanding</u>.	<u>Inconsistently</u> identify the basic organization and text structure, identifying how <u>some</u> sections of text contribute to the development of story elements (e.g., theme, setting, or plot), but <u>lacks</u> <u>specificity</u>.	<u>Accurately</u> demonstrate understanding and analyze the organization and text structure, explaining how major sections of the text contribute to the overall development of story elements (e.g., theme, setting, or plot).	<u>Thoroughly</u> demonstrate understanding and analyze the organization and text structure, explaining how multiple structural elements reinforce the overall development of story elements as a whole (e.g., theme, setting, or plot).
RL 6.6	<u>Inaccurately</u> identify the author's point of view.	<u>Inconsistently</u> explain how an author develops the point of view of the narrator or speaker.	<u>Accurately</u> explain how an author develops the point of view of the narrator or speaker.	<u>Thoroughly</u> analyze how an author develops the point of view of the narrator or speaker and how it shapes the content and style.
RL 6.7	<u>Inaccurately</u> identify basic differences or similarities between reading a text and listening to or viewing its multimedia version.	<u>Inconsistently</u> compare and/or contrast the experience of reading a story, drama, or poem to listening to or viewing multimedia with partial clarity in describing what is "seen" and "heard."	<u>Accurately</u> compare and contrast the experience of reading a story, drama, or poem to listening to or viewing multimedia, clearly describing differences in the formats.	<u>Thoroughly</u> compare and contrast the experience of reading a story, drama, or poem to listening to or viewing multimedia providing detailed insights into how the sensory and interpretive experiences differ across the formats.
RL 6.9	<u>Inaccurately</u> identify similarities or differences in text forms or genres (e.g., stories and poems or historical novels and fantasy stories).	<u>Inconsistently</u> identify some similarities and differences in texts in different forms or genres (e.g., stories and poems or historical novels and fantasy stories) approach similar themes or topics with partial clarity.	<u>Accurately</u> compare and contrast texts in different forms or genres (e.g., stories and poems or historical novels and fantasy stories) explaining how they approach similar themes and topics.	<u>Thoroughly</u> compare and contrast texts in different forms or genres (e.g., stories and poems or historical novels and fantasy stories) using a variety of compelling examples to analyze how their unique structures, styles, or techniques shape their approaches to similar themes and topics.

Reading Informational Text	Student performance indicates the ability to...			
Claim 2	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Above Proficient**
RI 6.1	<u>Inaccurately</u> identify one or two pieces of explicit and/or implicit textual evidence and <u>inaccurately</u> determine its relevance to the analysis.	<u>Inconsistently</u> identify one or two <u>pieces</u> of explicit and/or implicit textual evidence and may <u>inconsistently</u> support analysis of the text.	<u>Accurately</u> cite several relevant pieces of evidence to support an analysis of what the text says, including explicitly and implicitly.	<u>Thoroughly</u> cite <u>precise</u> and <u>varied</u> <u>pieces</u> of implicit and explicit textual evidence to <u>thoroughly support</u> <u>complex</u> analyses.
RI 6.2	<u>Inaccurately</u> identify a central idea and how it is conveyed through <u>limited</u> details; provide a <u>limited</u> or <u>inaccurate</u> summary that may include unnecessary details, opinions, or judgments.	<u>Inconsistently</u> identify a central idea and how it is conveyed through <u>some</u> details; provide a partial summary that may include some unnecessary details, personal opinions, or judgments.	<u>Inconsistently</u> identify a central idea and how it is conveyed through <u>some</u> details; provide a partial summary that may include some unnecessary details, personal opinions, or judgments.	<u>Thoroughly</u> analyze a central idea, insightfully explaining how particular details convey meaning; provide an objective summary of the text distinct from personal opinions or judgments.
RI 6.3	<u>Inaccurately</u> identify a key individual, event, or idea in a text inaccurately describing how it is shown in textual evidence (e.g., through examples or anecdotes) without key details and relevant evidence.	<u>Inconsistently</u> explain how a key individual, event, or idea is introduced and partially describe how it is shown in textual evidence (e.g., through examples or anecdotes); key details and relevant evidence may be overlooked.	<u>Accurately</u> analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<u>Thoroughly</u> analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text effectively integrating claims with well-chosen textual evidence (e.g., through examples or anecdotes).
RI 6.5	<u>Inaccurately</u> identify the basic organization and text structure identifying how a section of text contributes to the development of ideas but lacks <u>clarity</u> and <u>understanding</u>.	<u>Inconsistently</u> identify the basic organization and text structure identifying how <u>some</u> sections of text contribute to the development of ideas but <u>lacks</u> <u>specificity</u>.	<u>Accurately</u> demonstrate understanding and analyze the organization and text structure explaining how major sections contribute to the overall development of ideas.	<u>Thoroughly</u> demonstrate understanding and analyze the organization and text structure explaining how multiple structural elements reinforce the overall development of ideas as a whole
RI 6.6	<u>Inaccurately</u> identify the author's point of view or purpose and <u>minimally</u> explain how it is conveyed.	<u>Inconsistently</u> identify the author's point of view or purpose and <u>partially</u> describe ways it is conveyed.	<u>Accurately</u> determine the author's point of view or purpose and clearly explain how it is conveyed.	<u>Thoroughly</u> analyze the author's point of view or purpose and how it is shaped through specific details or techniques.
RI 6.7	<u>Inaccurately</u> identify basic information from multimedia showing <u>limited</u> understanding of a topic or issue across different formats.	<u>Inconsistently</u> explain information from multimedia and <u>partially</u> combine it with textual information showing <u>some</u> understanding of a topic or issue across different formats.	<u>Accurately</u> integrate information from multimedia (e.g., visual or quantitative data) with words to develop a clear and coherent understanding of a topic or issue across different formats.	<u>Thoroughly</u> integrate information from multimedia (e.g., visual or quantitative data) with textual information to create a detailed and insightful understanding of a topic or issue across different formats.

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 6.8	<u>Inaccurately</u> identify some claims in a text but does not effectively trace an argument nor determine whether they are supported by reasons or evidence.	<u>Inconsistently</u> identify specific claims in a text, tracing <u>some</u> of the argument with <u>partial</u> ability to distinguish between claims supported by reasons and evidence and those that are not.	<u>Accurately</u> trace and evaluate the argument and specific claims in a text <u>clearly</u> distinguishing claims that are supported by reasons and evidence from those that are not.	<u>Thoroughly</u> delineate and evaluate the argument and specific claims in a text <u>effectively</u> analyzing and distinguishing the merit of supported versus unsupported claims explaining the reasoning and evidence.
RI 6.9	<u>Inaccurately</u> identify how two authors present the same events and <u>inaccurately</u> identify a similarity or a difference in authors' presentations with <u>minimal</u> clarity or <u>limited</u> details.	<u>Inconsistently</u> identify some similarities and differences in how two authors present the same events with <u>partial</u> clarity or <u>some</u> details.	<u>Accurately</u> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<u>Thoroughly</u> compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Analyze how different authors approach and build knowledge on a topic.

Reading Vocabulary *Student performance indicates the ability to…*				
Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RL 6.4 RI 6.4 L6.4-6	<u>Inaccurately</u> identify contextual meaning of words and phrases based on context clues or provide <u>inaccurate</u> evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).	<u>Inconsistently</u> determine contextual meaning of words and phrases based on context clues or <u>inconsistently</u> provide accurate evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).	<u>Accurately</u> interpret the contextual meaning of words and phrases using context clues and provide accurate evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).	<u>Thoroughly</u> infer contextual meaning of both <u>literal and figurative</u> words and phrases using context clues and provide <u>multiple pieces</u> of accurate evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).

Written Expression	*Student performance indicates the ability to…*			
Claim 4	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Above Proficient**
W6.1-W6.10	**Development of Ideas:** Minimally address a prompt with limited or unclear development of the claim, topic, and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue) using limited reasoning unsupported by text-based evidence. Details or descriptions are vague or incomplete; the response may not fully consider the task, purpose, or audience. **Organization:** Demonstrates minimal coherence and lacks clarity or cohesion with an introduction and/or conclusion that may be missing, unclear, or underdeveloped. **Clarity of Language:** Demonstrate minimal command of language inaccurately explaining, describing, and/or comparing and/or analyzing ideas with limited or unclear use of concrete words, sensory details, linking or transitional words, and/or domain-specific vocabulary. Establish a minimally effective or inappropriate style.	**Development of Ideas:** Partially address a prompt with some development of the claim, topic, and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities, and using dialogue) using some logical reasoning supported by text-based evidence, details, and/or descriptions, though the development may be uneven or only somewhat appropriate to the task, purpose, and audience. **Organization:** Demonstrate inconsistent coherence, clarity, and cohesion with some organization and connections between ideas. Include an introduction and/or conclusion that may only be partially effective. **Clarity of Language:** Demonstrate partial command of language inconsistently explaining, describing, and/or comparing ideas using some concrete words, sensory details, linking or transitional words, and/or domain-specific vocabulary. Inconsistently or partially establish an effective style.	**Development of Ideas:** Address a prompt and provide effective and comprehensive development of the claim, topic, and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue) by using clear, logical reasoning supported by text-based evidence, details, and/or description. The development is consistently appropriate to the task, purpose, and audience. **Organization:** Demonstrate effective coherence, clarity, and cohesion with well-organized ideas that are logically connected and easy to follow. Include an effective introduction and conclusion. **Clarity of Language:** Demonstrate an effective command of language accurately explaining, describing, and/or comparing and/or analyzing ideas effectively using concrete words and phrases, sensory details, linking and transitional words, and domain-specific vocabulary. Establish and maintain a mostly effective style.	**Development of Ideas:** Address all aspects of a prompt with thorough and comprehensive development of the claim, topic, and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities, and using dialogue) using thorough reasoning supported by text-based evidence, rich and well-chosen details, and/or vivid descriptions that demonstrate a deep understanding of the task, purpose, and audience. **Organization:** Demonstrate thorough coherence, clarity, and cohesion with ideas that are seamlessly organized, logically connected, and presented in a fluid and highly engaging manner. Include an engaging and well-crafted introduction and conclusion that effectively support the task and purpose. **Clarity of Language:** Demonstrate a thorough command of language effectively explaining, describing, and/or comparing and/or analyzing ideas. Skillfully use vivid and precise concrete words, sensory details, seamless linking and transitional words, and well-integrated domain-specific vocabulary to enhance clarity and depth of ideas. Establish and maintain an effective style.

Knowledge of Written Language and Conventions *Student performance indicates the ability to…*

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
L6.1-3 **L6.6** **W 6.1**	Demonstrate a <u>minimal</u> command of the conventions of Standard English producing incoherent meaning. <u>Frequent</u> and <u>varied</u> errors <u>impede</u> understanding regarding the following:	Demonstrate an <u>inconsistent</u> command of the conventions of Standard English producing <u>partially</u> clear meaning. Errors <u>often</u> <u>impede</u> understanding regarding the following:	Demonstrate an <u>accurate</u>, <u>grade-level</u> command of the conventions of Standard English producing clear meaning. Errors <u>seldom</u> impede understanding regarding the following:	Demonstrate a <u>thorough</u>, <u>above grade-level</u> command of the conventions of Standard English producing clear meaning. Errors <u>do not</u> impede understanding regarding the following:
	• Mechanics, such as spelling, capitalization, and punctuation (e.g., parenthesis and dashes). • Grammar (e.g., subjective/objective/possessive, and intensive pronouns, antecedents). • Usage (e.g., varied sentence patterns, appropriate shifts in pronouns).	• Mechanics, such as spelling, capitalization, and punctuation (e.g., parenthesis and dashes). • Grammar (e.g., subjective/objective/possessive, and intensive pronouns, antecedents). • Usage (e.g., varied sentence patterns, appropriate shifts in pronouns).	• Mechanics, such as spelling, capitalization, and punctuation (e.g., parenthesis and dashes). • Grammar (e.g., subjective/objective/possessive, and intensive pronouns, antecedents). • Usage (e.g., varied sentence patterns, appropriate shifts in pronouns).	• Mechanics, such as spelling, capitalization, and punctuation (e.g., parenthesis and dashes). • Grammar (e.g., subjective/objective/possessive, and intensive pronouns, antecedents). • Usage (e.g., varied sentence patterns, appropriate shifts in pronouns).