MI-Access Functional Independence English Language Arts Assessment
Grade 6 Performance Level Descriptors

Grade 6	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students **who are emerging toward the performance standard,** with or without assistance, are typically able to demonstrate a **limited*** ability to…	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students **who attained the performance standard** are typically able to **independently***…	Based on the Essential Elements using the High level of the Michigan Range of Complexity, across all content claims, students **who surpassed the performance standard** are typically able to **consistently**** and **independently***…
Claim 1	Use <u>narrative text</u> to: 1) Answer a question using explicit details; 2) Identify a detail related to theme/main idea; 3) Identify how a character responds to a challenge/problem; 4) Identify the text genre based on organization/ structure; 5) Identify a word/phrase that shows what the narrator/speaker is thinking/feeling. Use <u>informational text</u> to: 1) Use details/clues to answer a question or make an inference; 2) Identify a detail related to the main idea; 3) Identify a detail that elaborates about an individual or event; 4) Determine how the title relates to its content; 5) Identify if a detail relates to the author's point of view. Understand <u>vocabulary</u>: 1) Identify a word to complete a sentence; 2) Identify the meaning of a word found in text; 3) Identify the synonym or antonym for a target word found in text.	Use <u>narrative text</u> to: 1) Answer a question using explicit details/clues to make inferences; 2) Identify a detail related to theme/main idea; 3) Identify how a character responds to a challenge/problem; 4) Identify the text genre based on organization/ structure; 5) Identify words/phrases that show what the narrator/speaker is thinking/feeling. Use <u>informational text</u> to: 1) Use details/clues to answer a question or make an inference; 2) Identify a detail related to the main idea; 3) Identify a detail that elaborates about an individual, event, or idea; 4) Determine how the title relates to its content; 5) Identify a concrete detail that describes/shows the author's point of view. Understand <u>vocabulary</u>: 1) Use context as a clue to choose a word to complete a sentence; 2) Identify meaning of a word or phrase found in text; 3) Identify the synonym or antonym for a target word found in text.	Use <u>narrative text</u> to: 1) Answer questions using explicit details/clues to make inferences; 2) Identify details related to theme/main idea; 3) Identify how characters respond to challenges/problems; 4) Identify the text genre based on organization/ structure; 5) Identify words/phrases that show what the narrator/speakers are thinking/feeling. Use <u>informational text</u> to: 1) Use details/clues to answer questions or make inferences; 2) Identify details related to the main idea; 3) Identify details that elaborate about individuals, events, or ideas; 4) Determine how the title relates to its content; 5) Identify concrete details that describe/show the author's point of view. Understand <u>vocabulary</u>: 1) Use context as a clue to choose words to complete a sentence; 2) Identify meaning of words or phrases found in text; 3) Identify synonyms or antonyms for target words found in text.
Claim 2	Write/dictate or draw about an event or personal experience including one or more actions/happenings; Identify which word should be capitalized in a sentence or choose the correct ending punctuation.	Write/dictate or draw about an event or personal experience including two or more actions/happenings; Identify which word(s) should be capitalized in a sentence and/or choose the correct ending punctuation.	Write/dictate or draw about events or personal experiences including actions/happenings with well-developed details; Identify which word(s) should be capitalized in a sentence and choose the correct ending punctuation.
Claim 3	Identify a reason that supports a point made by a speaker; Identify correct usage of personal pronouns when communicating; Identify the correct use of language to communicate effectively.	Identify a reason or piece of evidence that supports a point/claim made by a speaker; Identify correct use of a personal pronoun or an indefinite pronoun when communicating; Use language effectively to communicate with peers and adults.	Identify reasons or pieces of evidence that support a point/claim made by a speaker; Identify correct use of personal pronouns and indefinite pronouns when communicating; Use language effectively to communicate with peers and adults.
Claim 4	Identify a fact or detail to support a topic; List words that describe a personal experience in preparation for a writing project.	Identify/list/organize facts, details or other pieces of information to support a topic; Identify/list words or phrases that describe an event or personal experience in preparation for a writing project.	Identify/list/organize facts, details and other pieces of information to support a topic; Identify/list words or phrases that describe an event or personal experience in preparation for a writing project.
*May include students using standard accommodations as determined by their Individualized Education Program ****Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better**			