

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

Grade 6	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Medium 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 Medium 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 Medium 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	<p>Use <u>narrative text</u> to: 1) Use details and clues to answer a basic question about a text element; 2) Identify a detail related to theme/main idea when theme/main idea is provided; 3) Identify an event that had an effect on a character or how a specific action/event made the character feel; 4) Identify narrative text genres as story or drama; 5) Identify what the narrator/speaker is feeling when specific clues are given.</p> <p>Use <u>informational text</u> to: 1) Use a detail/clue to answer a basic question; 2) Identify a detail related to the main idea when the main idea is provided; 3) Identify one detail about an individual or event described in text; 4) Select a title that is appropriate when given choices; 5) Identify what/how the author feels about the topic of a text.</p> <p>Understand <u>vocabulary</u>: 1) Use context clues to determine the meaning of a familiar word paired with pictures and/or objects; 2) Demonstrate understanding that the same word can have different meanings; 3) Identify a word with the same meaning as a target word.</p>	<p>Use <u>narrative text</u> to: 1) Use details and clues to answer a question about a basic narrative text element; 2) Identify a detail related to theme/main idea when theme/main idea is provided; 3) Identify an event that had an effect on a character or how a specific action/event made the character feel; 4) Identify a variety of narrative text genres (story, poem, and drama); 5) Identify what the narrator/speaker is feeling when specific clues are given.</p> <p>Use <u>informational text</u> to: 1) Use a detail/clue to answer a basic question; 2) Identify a detail related to the main idea when the main idea is provided; 3) Identify one detail about an individual, event, or idea described in text; 4) Select a title that is appropriate when given choices; 5) Identify what/how the author feels about the topic of a text.</p> <p>Understand <u>vocabulary</u>: 1) Use context clues to determine the meaning of familiar words paired with pictures and/or objects; 2) Demonstrate understanding that the same word can have different meanings; 3) Identify a word with the same meaning as a target word.</p>	<p>Use <u>narrative text</u> to: 1) Use details and clues to answer questions about basic narrative text elements; 2) Identify details related to theme/main idea; 3) Identify events that had an effect on characters and how specific actions/events made the characters feel; 4) Identify a variety of narrative text genres (story, poem, and drama); 5) Identify what the narrator/speaker is feeling when specific clues are given.</p> <p>Use <u>informational text</u> to: 1) Use details/clues to answer basic questions; 2) Identify details related to the main idea when the main idea is provided; 3) Identify one or more details about individuals, events, and/or ideas described in text; 4) Select a title that is appropriate when given choices; 5) Identify what/how the author feels about the topic a text.</p> <p>Understand <u>vocabulary</u>: 1) Use context clues to determine the meaning of familiar words paired with pictures and/or objects; 2) Demonstrate understanding that the same word can have different meanings; 3) Identify words with the same meaning as a target word.</p>
Claim 2	Provide a detail about one action/happening that occurred while preparing to write/communicate about an event or personal experience; Identify capital letters and/or basic punctuation (periods and question marks).	Provide details about one action/happening that occurred while preparing to write/communicate about an event or personal experience; Identify capital letters and/or basic punctuation (periods and question marks).	Provide details about one or more actions/happenings that occurred while preparing to write/communicate about an event or personal experience; Identify capital letters and/or basic punctuation (periods, question marks, exclamation points, and commas).
Claim 3	Identify a speaker's point/claim when given choices; Begin to identify correct use of simple grammatical structures (singular/plural nouns, appropriate pronouns, verbs) when communicating; Identify the correct use of language to communicate effectively for different purposes.	Identify a speaker's point/claim when given choices; Identify correct use of simple grammatical structures (singular/plural nouns, appropriate pronouns, verbs) when communicating; Use language to communicate effectively with a variety of audiences and for different purposes.	Identify a speaker's point/claim when given choices; Identify correct use of simple grammatical structures (singular/plural nouns, appropriate pronouns, verbs, adjectives) when communicating; Use language to communicate effectively with a variety of audiences and for different purposes.
Claim 4	Select facts or details that relate to a given topic; Identify words that describe an event or personal experience, while preparing to write/communicate about it.	Select facts, details, or other pieces of information that relate to a given topic; Identify words that describe an event or personal experience, while preparing to write/communicate about it.	Select facts, details, and other pieces of information that relate to given topics; Identify words that describe events or personal experiences, and begin to write/communicate about them.
<p>*May include students using standard accommodations as determined by their Individualized Education Program</p> <p>**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</p>			