

## MI -Access Participation English Language Arts Assessment Grade 6 Performance Level Descriptors

Grade 6	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students <b>who are emerging toward the performance standard</b> , with or without assistance, are typically able to demonstrate a <b>limited*</b> ability to...	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students <b>who attained the performance standard</b> are typically able to <b>independently*</b> ...	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently*</b> ...
Claim 1	Use <u>narrative text</u> to: 1) Use details to answer a concrete <i>who, what, or where</i> question; 2) Identify theme or main idea; 3) Identify an action of a character; 4) Differentiate between two types of narrative text genres; 5) Identify what narrator/speaker of short text/speech said. Use <u>informational text</u> to: 1) Answer a simple <i>who, what, or where</i> question; 2) Identify the main idea; 3) Match a detail with a person described in text; 4) Identify the title of text; 5) Identify what author/speaker of short text said. Understand <u>vocabulary</u> : 1) Use cues to recognize meaning of a familiar word when paired with pictures; 2) Identify two things that share a common characteristic; 3) Identify a word with the same meaning as a target word that appears in short text.	Use <u>narrative text</u> to: 1) Use details to answer a concrete <i>who, what, where, or when</i> question; 2) Identify theme or main idea; 3) Identify an action of a character; 4) Differentiate between two types of narrative text genres; 5) Identify what narrator/speaker of short text/speech said. Use <u>informational text</u> to: 1) Answer a simple <i>who, what, where, or when</i> question; 2) Identify the main idea; 3) Match a detail with a person or event described in text; 4) Identify the title of text; 5) Identify what author/speaker of short text said. Understand <u>vocabulary</u> : 1) Use cues to recognize meaning of a familiar word when paired with pictures; 2) Identify two things that share a common characteristic; 3) Identify a word with the same meaning as a target word that appears in short text.	Use <u>narrative text</u> to: 1) Use details to answer concrete <i>who, what, where, or when</i> questions; 2) Identify theme or main idea; 3) Identify actions of characters; 4) Differentiate between two or more types of narrative text genres; 5) Identify what narrators/speakers of short texts/speeches said. Use <u>informational text</u> to: 1) Answer simple <i>who, what, where, or when</i> questions; 2) Identify the main idea; 3) Match details with persons or events described in texts; 4) Identify the titles of texts; 5) Identify what authors/speakers of short texts said. Understand <u>vocabulary</u> : 1) Use cues to recognize meaning of familiar words; 2) Identify two or more things that share common characteristics; 3) Identify words with the same meaning as target words that appear in short texts.
Claim 2	Provide a detail about an action that occurs during an event or personal experience, while preparing to write/communicate about it; Differentiate if a sentence is a statement or a question.	Provide a detail about an action that occurs during an event or personal experience, while preparing to write/communicate about it; Differentiate if a sentence is a statement or a question.	Provide details about actions that occur during events or personal experiences, while preparing to write/communicate about them; Differentiate if sentences are statements or questions.
Claim 3	Select one detail from information presented orally or through other media; Identify correct use of singular/plural nouns when communicating; Identify the correct use of language to communicate effectively with familiar people.	Select one or more details from information presented orally or through other media; Identify correct use of singular/plural nouns or verbs when communicating; Identify the correct use of language to communicate effectively with familiar people.	Select one or more details from information presented orally or through other media; Identify correct use of singular/plural nouns or verbs when communicating; Identify the correct use of language to communicate effectively with a variety of audiences.
Claim 4	Select a fact or detail that relates to a given topic; Identify a word paired with a picture that describes an event, while preparing to write/communicate about it.	Select a fact, detail or other piece of information that relates to a given topic; Identify a word or phrase paired with a picture that describes an event, while preparing to write/communicate about it.	Select facts, details or other pieces of information that relate to a given topic; Identify words or phrases that describe an event while preparing to write/communicate about it.
*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student **Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better			