

Sixth Grade Benchmarks English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
<i>Reading for Literature:</i>					
Determine a theme or central idea of a text.	Determines a theme or central idea with guidance.	Identifies how theme is conveyed through general details; summarizes texts by sequencing some events.	Identifies theme or central idea of specific texts; identifies how theme is conveyed through specific details; summarizes texts by sequencing events.	Consistently identifies theme or central idea of multiple texts; identifies how theme is conveyed through particular details; provides a concise summary of the text distinct from personal opinions and judgments.	In addition to Level 4, compare and contrasts themes/central ideas across texts; identifies how themes are shaped by crucial details or events.
Analyze the structure of a text.	Analyzes text structure with guidance.	Analyzes a sentence and how it fits into the overall structure of a text and contributes to the development of theme, setting or plot; Identifies the use of flashbacks or foreshadowing in specific texts.	Analyzes how specific sentences, chapters, scenes or stanzas fit into the overall structure of a text and contribute to development of theme, setting or plot; explains the influence of mood, character or plot of a specific text; explains the use of flashbacks and foreshadowing in specific texts.	Analyzes how sentences, chapters, scenes or stanzas fit into the overall structure of a text and contribute to development of theme, setting or plot; explains the influence of mood, character and plot; explains the use of flashbacks and foreshadowing; determines an author's purpose for including or omitting details to create meaning.	In addition to Level 4, compares use of literacy devices by various authors and/or across multiple texts; considers how changes to text structure would impact changes in theme or plot.
Explain how an author develops the point of view of the narrator or speaker.	Explains point of view with guidance.	Identifies point of view used (e.g., first, third); interprets how point of view influences specific texts with guidance.	Identifies point of view used (e.g., first, second, third, omniscient); interprets how point of view influences specific texts.	Identifies point of view used (e.g., first, second, third, omniscient); interprets how point of view influences text; determines an author's purpose for including or	In addition to Level 4, compares how characters' points of view differ and how such differences influence motivations and actions.

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				omitting details to create meaning.	
Read and comprehend literature at the lower end of the 6-8 grade level band.	Reads and comprehends literary texts below the 6-8 text complexity band.	Reads and comprehends some literary texts in the lower end of the 6-8 complexity band (Lexile Band 900-999) with supports and guidance.	Reads and comprehends some literary texts including stories, dramas and poems in the lower end of the 6-8 text complexity band (Lexile Band 900-999).	Consistently reads and comprehends literature including stories, dramas and poems proficiently in the lower end of the 6-8 text complexity band (Lexile Band 900-999).	Consistently reads and comprehends literature including stories, dramas and poems proficiently in the mid and upper range of the 6-8 text complexity band (Lexile Band 900-999).

<i>Reading for Information:</i>					
Determine a central idea of a text.	Determines the central idea of a text with guidance.	Determines the central idea of some texts; identifies how the idea is conveyed through general details and summaries.	Determines the central idea of some texts; identifies how the idea is conveyed through specific details; summarizes texts by listing facts or arguments.	Consistently determines the central idea of a text; identifies how the idea is conveyed through particular details; provides concise summaries of texts distinct from personal opinions or judgments.	In addition to Level 4, compares and contrasts texts with similar central ideas; compares and contrasts details that support similar ideas.
Determine an author's point of view or purpose in a text.	Determines an author's point of view or purpose with guidance.	Sometimes identifies an author's point of view or purpose for writing a particular text; struggles to understand/explain how point of view is conveyed in text.	Sometimes identifies an author's point of view or purpose for writing a particular text; explains how point of view is conveyed in some texts; responses may be incomplete or inaccurate.	Identifies an author's point of view or purpose for writing a particular text; explains how point of view is conveyed in a text; evaluates the credibility, accuracy and bias of informational text.	In addition to Level 4, compares point of view and purpose across texts with similar central ideas.
Trace and evaluate the argument and specific claims in a text.	Traces and evaluates arguments and specific claims with guidance.	Determines facts supporting author's ideas; traces and evaluates author's argument and specific claims with guidance.	Determines if some of the author's ideas are grounded in fact by tracing and evaluating the argument and specific claims; distinguishes some claims that are supported by reasons and evidence from those that are not.	Determines if the author's ideas are grounded in fact by tracing and evaluating the argument and specific claims; distinguishes claims that are supported by reasons and evidence from those that are not; evaluates the credibility, accuracy and bias of informational text.	In addition to Level 4, evaluates similar arguments and claims to determine those that are more credible.
Read and comprehend	Reads and	Reads and	Reads and	Consistently reads and	Consistently reads and

literary non-fiction at the lower end of the 6-8 grade level band.	comprehends informational texts below the 6-8 text complexity band.	comprehends some nonfiction texts in the lower end of the 6-8 complexity band (Lexile Band 900-999) with supports and guidance.	comprehends some nonfiction texts in the lower end of the 6-8 text complexity band (Lexile Band 900-999).	comprehends nonfiction texts proficiently in the lower end of the 6-8 text complexity band (Lexile Band 900-999).	comprehends nonfiction texts proficiently in the mid and upper range of the 6-8 text complexity band (Lexile Band 900-999).
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<i>Writing:</i>					
Write arguments to support claims.	Writes arguments with guidance.	Writes arguments to support claims that include some of the following: introduction of claim(s); claims supported by clear and relevant reasons and evidence; conclusion that follows from the argument presented; elaboration is minimal, details are general or lack relevance, and presentation may be confused.	Writes arguments to support claims that include some of the following: introduction of claim(s); claims supported by clear and relevant reasons and evidence; conclusion that follows from the argument presented; responses lack sufficient elaboration or specificity.	Consistently writes arguments to support claims that include the following: introduction of claim(s); claims supported by clear and relevant reasons and evidence; established and maintained formal style; conclusion that follows from the argument presented.	In addition to Level 4, arguments are eloquently written and persuade the reader through construction of argument, use of convincing and apt supporting claims, use of emotional appeals to reader.
Write informative and explanatory texts.	Writes informative and explanatory texts with guidance.	Writes informative and explanatory texts that include some of the following: topic introduction; evidence of an organizational strategy (i.e., comparison/contrast, cause/effect); topic developed with facts, definitions, quotations or examples; conclusion that follows from information/explanation presented; elaboration is minimal, details are general or lack relevance, and presentation may be confused.	Writes informative and explanatory texts that include some of the following: topic introduction; evidence of an organizational strategy (i.e., definition, classification, comparison/contrast, cause/effect); topic developed with relevant facts, definitions, details, quotations or examples; conclusion that follows from information/explanation presented; responses lack sufficient elaboration or specificity.	Consistently writes informative and explanatory texts that include the following: topic introduction; evidence of an organizational strategy (i.e., definition, classification, comparison/contrast, cause/effect); formatting, graphics and/or multimedia that aids reader comprehension; topic developed with relevant facts, definitions, details, quotations or examples; precise, domain-specific language; established and maintained formal style; conclusion that follows from	In addition to Level 4, writes informative and explanatory texts that are eloquently written, provide extensive information on the topic, and refer readers to additional sources of information.

				information/explanation presented.	
Write narratives.	Writes narratives with guidance.	Writes narratives that include some of the following: introduction of narrator and/or characters; event sequence; conclusion that follows from narrated experiences/events; elaboration is minimal, details are general or lack relevance, and presentation may be confused.	Writes narratives that include some of the following: introduction of narrator and/or characters; event sequence that unfolds naturally and logically; conclusion that follows from narrated experiences/events; responses lack sufficient elaboration or specificity.	Consistently writes narratives that include the following: introduction of narrator and/or characters; event sequence that unfolds naturally and logically; use of narrative techniques (i.e., dialogue, pacing, description); use of transition words/phrases to convey sequence and signal shifts from one time frame or setting to another; use of precise words/phrases and descriptive or sensory language; conclusion that follows from narrated experiences/events.	In addition to Level 4, writes narratives that are eloquently written, richly detailed, and attempt to engage the reader in an emotional reaction to an issue or theme.

<i>Speaking & Listening:</i>					
Engage effectively in a range of collaborative discussions.	Engages in discussions with guidance.	Inconsistently engages in discussions; preparation may be limited; poses and responds to specific questions with comments; frequently requires redirection or prompting during discussions.	Frequently engages in discussions by evidencing some of the following skills: comes to some discussions prepared; draws on preparation by referring to and reflecting on topic, text or issue; follows some rules for collegial discussions; poses and responds to some specific questions with comments.	Most of the time engages in discussions by evidencing most of the following skills: comes to most discussions prepared; draws on preparation by referring to and reflecting on topic, text or issue; follows most rules for collegial discussions; poses and responds to most specific questions with comments that contribute to discussion; evidences understanding of and reflection on multiple	Consistently engages in discussions by evidencing the following skills: comes to discussions prepared; draws on preparation by referring to and reflecting on topic, text or issue; follows rules for collegial discussions; poses and responds to specific questions with comments that contribute to discussion; evidences understanding of and reflection on multiple perspectives.

				perspectives.	
Interpret and explain orally presented information.	Interprets and explains orally presented information with guidance.	Inconsistently interprets and explains information presented in diverse media and formats; explanations may be limited or unrelated to topic under study; evaluates credibility, accuracy or bias with scaffolding and supports.	Frequently interprets some information presented in diverse media and formats (e.g., visually, quantitatively, orally); explains how it contributes to a topic, text or issue under study; evaluates the credibility, accuracy or bias of some informational text (including Internet sites, electronic recordings, visuals and other technology resources).	Most of the time interprets most information presented in diverse media and formats (e.g., visually, quantitatively, orally); explains how it contributes to a topic, text or issue under study; evaluates the credibility, accuracy and bias of most informational text (including Internet sites, electronic recordings, visuals and other technology resources).	Consistently interprets information presented in diverse media and formats (e.g., visually, quantitatively, orally); explains how it contributes to a topic, text or issue under study; evaluates the credibility, accuracy and bias of informational text (including Internet sites, electronic recordings, visuals and other technology resources).
Present claims and findings.	Presents claims and findings with guidance.	Inconsistently presents claims and findings by including some pertinent descriptions, facts or details, and using appropriate eye contact, volume and/or pronunciation; requires redirection or prompting during presentation.	Presents some claims and findings by sequencing ideas logically; using some pertinent descriptions, facts or details; using appropriate eye contact, volume and pronunciation.	Presents claims and findings by sequencing ideas logically; using pertinent descriptions, facts or details; using appropriate eye contact, volume and pronunciation.	In addition to Level 4 performance, supports peers in developing presentations of claims and findings.

<i>Language:</i>					
Use conventions of standard English grammar and usage.	Demonstrates command of the convention of standard English grammar and usage with guidance.	Inconsistently demonstrates conventions of standard grammar and usage; recognizes and corrects some inappropriate shifts in pronoun number or person; requires guidance and support to identify and correct some errors.	Frequently demonstrates some of the following skills: recognizes and corrects some inappropriate shifts in pronoun number or person; recognizes some variations from standard English in their own and others' writing and speaking; identifies strategies to improve expression.	Most of the time demonstrates most of the following skills: recognizes and corrects most inappropriate shifts in pronoun number or person; recognizes most variations from standard English in their own and others' writing and speaking; identifies strategies to improve expression.	Consistently demonstrates the following skills across assignments: recognizes and corrects inappropriate shifts in pronoun number or person; recognizes variations from standard English in their own and others' writing and speaking; identifies strategies to improve expression.
Use conventions of standard English capitalization, punctuation	Demonstrates command of the convention of standard	Inconsistently demonstrates capitalization,	Frequently demonstrates some of the following skills:	Most of the time demonstrates most of the following skills:	Consistently demonstrates the following skills across

and spelling.	English capitalization, punctuation and spelling with guidance.	punctuation and spelling skills; requires guidance and support to identify and correct errors.	uses punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells most frequently used words correctly.	uses punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells most words correctly.	assignments: uses punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells words correctly.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determines or clarifies the meaning of unknown words with guidance.	Inconsistently determines meaning of unknown words or phrases; inconsistently uses context or affixes/roots as clues to word meaning; seeks guidance and support to identify and understand meaning of some unknown words and phrases.	Frequently demonstrates some of the following skills: uses context as a clue to the meaning of a word/phrase; uses common affixes and roots as clues to word meaning; consults some reference materials to determine or clarify pronunciation, meaning or part of speech.	Most of the time demonstrates the following skills: uses context as a clue to the meaning of a word/phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to word meaning; consults reference materials to determine or clarify pronunciation, meaning or part of speech.	Consistently demonstrates the following skills across complex texts: uses context as a clue to the meaning of a word/phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to word meaning; consults reference materials to determine or clarify pronunciation, meaning or part of speech.