

**Missouri Assessment Program Achievement Level Descriptors (ALDs)  
Grade 6 ELA**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p>Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit little command of the conventions of standard English.</p>	<p>Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts, and in writing. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.</p>	<p>Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational text, and in writing. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.</p>	<p>Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text, and in writing efficiently. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of standard English.</p>

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<b>Reading Literary and Informational</b>			
<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b></p> <ul style="list-style-type: none"> <li>• use inaccurate or minimal to no textual evidence to support conclusions drawn from texts.</li> <li>• inaccurately determine meaning in words or phrases.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• cite basic textual evidence.</li> <li>• use some explicit and limited information to support inferences.</li> <li>• provide a basic summary.</li> <li>• determine basic meaning of words and phrases including simple figurative language.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• cite relevant textual evidence explicitly when inferencing.</li> <li>• determine a theme or central idea using details.</li> <li>• analyze how a key individual event, or idea is introduced, illustrated and elaborated.</li> <li>• provide a summary distinct from personal opinion/judgments.</li> <li>• describe how a plot unfolds in a series of episodes.</li> <li>• describe how a character responds or changes as the plot resolves.</li> <li>• determine figurative, connotative and technical meanings of words and phrases using context clues, affixes, root words.</li> <li>• analyze the impact of word choice on meaning and tone.</li> <li>• analyze how a sentence, chapter, scene or stanza fits into the overall structure and contributes to development of theme, setting or plot .</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• consistently cite specific, relevant textual evidence to support conclusion drawn from text.</li> <li>• interpret the intent and impact of figurative language, literary devices, academic and domain specific words and phrases.</li> <li>• analyze or compare how information is presented within or across texts.</li> </ul>

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		<ul style="list-style-type: none"> <li>• determine author’s point of view and explain how the author develops the point of view of a narrator or speaker.</li> <li>• compare and contrast texts in different forms or genres in their approaches to similar themes and topics.</li> <li>• trace and evaluate the argument and specific claims in a text.</li> <li>• distinguish between claims that are supported by reasons and evidence and ones that are not.</li> <li>• compare and contrast one author’s presentation of events with that of another.</li> <li>• interpret figures of speech in context for meaning.</li> <li>• distinguish among connotations and similar denotations .</li> </ul>	
<b>Writing</b>			
<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b></p>
<ul style="list-style-type: none"> <li>• minimal to no use of grade appropriate, general academic and domain-specific words and phrases including those that signal precise actions or emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• partially revise and edit writing.</li> <li>• demonstrate limited command of conventions of standard English grammar, usage, capitalization, punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• revise and edit writing.</li> <li>• vary sentence patterns and use grade appropriate words and phrases.</li> <li>• maintain consistency in style and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• use of complex grade appropriate, general academic and domain-specific words and phrases.</li> </ul>

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<ul style="list-style-type: none"> <li>demonstrate minimal or no command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</li> </ul>		<ul style="list-style-type: none"> <li>use of grade appropriate, general academic and domain-specific words and phrases.</li> <li>demonstrate competent command of conventions of standard English grammar, usage, capitalization, punctuation and spelling.</li> </ul>	
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**Listening**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>
<ul style="list-style-type: none"> <li>minimally use details in information presented orally to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>partially interpret information presented in media and explain how it contributes to a topic, text.</li> <li>partially delineate a speaker's argument and specific claims.</li> </ul>	<ul style="list-style-type: none"> <li>interpret relevant information presented in media and explain how it contributes to a topic or text.</li> <li>delineate a speaker's argument and specific claims.</li> <li>distinguish claims that are supported by reasons and evidence from claims that are not.</li> </ul>	<ul style="list-style-type: none"> <li>critically interpret and use most relevant information delivered orally.</li> </ul>

**Research**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>

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<ul style="list-style-type: none"><li>gather minimal information from a single piece of source material.</li></ul>	<ul style="list-style-type: none"><li>draw basic conclusions from source material.</li><li>quote the data and conclusions of others without giving credit to the author.</li></ul>	<ul style="list-style-type: none"><li>gather relevant information from multiple sources.</li><li>assess the credibility of source.</li><li>quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li><li>provide basic bibliographic information for sources.</li></ul>	<ul style="list-style-type: none"><li>critically locate most relevant information to support central ideas.</li><li>critically distinguish relevant and irrelevant information.</li><li>critically integrate most relevant information from several sources.</li></ul>
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