

Strand: Writing		
Topic: Writing for Different Genres		
Level: 6.W.1		
Score 4.0 Mastery	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p> <p>The student will:</p> <p>Writing exhibits strong focus, organization, support, and style: A Score Point 4 writing is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance. The piece strongly fulfills its purpose by retelling the main idea and important details. The piece does not include minor details or unrelated information The piece is arranged in an appropriate and clear order The piece includes opening and closing sentences that support the topic The piece includes all the important details that support the main idea Transitions are used effectively</p>	Sample Tasks
		*Essay (informative, narrative, persuasive, expository, argumentative) *Novel Test *Oral Presentation *Book Talk *Independent Reading Project
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	<p>The student will:</p> <p>Writing exhibits adequate focus, organization, support, and style: A Score Point 3 writing represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score 4 writing The piece generally fulfills its purpose by retelling the main idea and important details The piece includes few minor details or unrelated information that may minimally impede the focus The piece is generally arranged in an appropriate and clear order The piece includes opening and closing sentences that attempt to support the topic and remains focused The piece includes the majority of the details that support the main idea Attempts to use effective transitions</p>	Sample Tasks
		*Written summary *Response to literature *Paragraphs
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	<p>The student will:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>*Perform basic processes, such as:</p> <p>Writing exhibits minimal focus, organization, support, and style: A Score Point 2 writing represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak. The piece includes some information with only a few details, or list ideas with minimal facts and supporting details The piece attempts to recognize the correct main idea or topic The piece has a beginning, middle, or end that may be weak or absent The piece attempts to progress in an order that enhances meaning The piece lacks transitions; if transitions are used, they are ineffective or incorrect **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.</p>	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	<p>Writing exhibits a less than minimal command of focus, organization, support, and style: A Score Point 1 writing represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style The piece attempts a main idea but sometimes loses focus or ineffectively displays focus The piece includes little information and few or no facts and details to develop the topic The piece has only one or two of the three elements of organization: introduction, middle, conclusion The piece is often repetitive, predictable, or dull Transitions between ideas are absent</p>	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Reading Literature		
Topic: Themes in Literature		
Level: 6.RL.2.2		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	<p>The student will:</p> <p>The level 4 incorporates a variety of literary skills appropriately when responding to a text while making literary and real-world connections with the identified theme.</p>	<p>*Given a literary text, student can: DETERMINE the implicit/implied THEME and CITE TEXT EVIDENCE as support. Will also MAKE VALID, RELEVANT CONNECTIONS between other texts, self, or world without using opinion or judgement.</p>
3.5		
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	<p>Determine the theme and explain how the author uses details to make the theme clear. Use sufficient evidence, typically three examples, to support correctly stated theme.</p>	<p>*Given a grade level literary text (Lexile 925-1070), student can: DETERMINE the IMPLICIT/IMPLIED THEME and CITE TEXT EVIDENCE as support without using opinion of judgement.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as:	<p>*Given a grade level literary text, student can: *DETERMINE the EXPLICIT/STATED THEME and *CITE TEXT EVIDENCE as support without using opinion of judgement.</p>
	Cite, evidence, explicit, implicit, implied, judgment, relevant evidence, summarize, theme	
	*Perform basic processes, such as:	
Given choices or using graphic organizer can identify theme and supporting text evidence. **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.		
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Reading Vocabulary

Topic: Vocabulary in Context

Level: 6.RV.2.2/6.RV.2.4

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: Can use and recognize vocabulary in context, and apply it to classroom content.	*Generate new words in writing based on the knowledge of the root or context of the passage.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	Can create a sentence using vocabulary appropriately in context and apply grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	*Root Word Vocabulary Assessments *Answer a question/create a sentence using a vocabulary word *Recognize words in literary/nonfiction texts and explain how they are used. *Use vocabulary in writing.
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: Context, root word *Perform basic processes, such as: Given choices, can use the appropriate vocabulary word in a sentence using context clues. **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	*Root Word Vocabulary Assessments *Match words to meaning *Place words in a sentence *Answer a question/create a sentence using a vocabulary word
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Reading

Topic: Independent Reading/Reading Comprehension

Level: 6.RL.1/6.RN.1

6 General

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks *Independently read and respond to more than two self-selected books per nine weeks at teacher recommended level. Responses may include: teacher conference, book report, written "response to literature" prompt *Consistently participate in 30 book challenge
	The student will: *comprehend, interpret, and analyze grade level and above texts and/or media sources.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	Sample Tasks *Independent Reading Projects *Book Presentation
	*comprehend and interpret grade level texts and/or media sources.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	Sample Tasks *Independently read 1 self-selected book per semester at a teacher recommended level. Score cannot receive higher than a level two if errors in coventions and grammar impede reading the sample task. *Score in the Advanced Range (1071+) on SRI
	*comprehend grade level texts and/or media sources.	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	*Score in the Proficient Range (925-1070) on SRI
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	*Score in the Basic Range (730-924) on SRI
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	*Score in the Below Basic Range (BR-729) on SRI
Score 0.0	Even with help, the student has no success.	

Strand: Reading Literature

Topic: Text Evidence in Fiction and Non-fiction

Level: 6.RL.2.1

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: The level 4 incorporates a variety of literary skills appropriately when responding to a text. In addition to selecting the best evidence to support a given claim, explains why this is the best selection. Develop in-depth commentary (explanation) and higher level inferences in answer.	*Literary and non-fiction analysis
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	Use RACE and: *cites the text using quotes, details, examples, and paraphrasing accurately *cites the best pieces of textual evidence to support analysis *explains what the text says explicitly and when drawing inferences from the text *uses parenthetical citations to cite text	*Read a grade level passage, cite several pieces of relevant evidence, and explain how the evidence supports the answer *Include parenthetical citations in a literary analysis
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Perform basic processes, such as: Use RACE format to answer questions Cites textual evidence to support answer Explains answer. **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	*Provide sample RACE response and be able to identify parts of RACE *When appropriate, use key phrases, such as “according to the text,” “the author states,” etc. in RACE responses *Put RACE responses in correct order *Read a passage and select the correct evidence from a list that supports a given answer *Highlight supporting evidence in the text
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Speaking and Listening**Topic: Speaking and Listening****Level: 6.SL.1**

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks -Flipgrid, book reports/talks, google slides, research project/presentation, gallery walks
	The student will: clearly and thoroughly show presentation organization, preparedness, appropriate body language, and voice all within a given time frame as per the speaking and listening rubric	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will: adequately show presentation organization, preparedness, appropriate body language, and voice all within a given time frame as per the speaking and listening rubric	Sample Tasks -Flipgrid, book reports/talks, google slides, research project/presentation, gallery walks
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will: *Recognize or recall specific vocabulary, such as: minimally show presentation organization, preparedness, appropriate body language, and voice all within a given time frame as per the speaking and listening rubric	Sample Tasks -Flipgrid, book reports/talks, google slides, research project/presentation, gallery walks
	*Perform basic processes, such as:	
1.5	identify character traits (versus character emotions)	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Reading Literature

Topic: Plot Structure

Level: 6.RL.3.1

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The level 4 incorporates a variety of literary skills appropriately when responding to a text.	Given a literary text, student can: EXPLAIN and ANALYZE how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text with additional specific and expanded text evidence.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	can define and identify the elements of a plot structure (exposition, rising action, climax, falling action, and resolution). can explain how plot is developed by key events and situations experienced by the characters.	Given a grade level literary text, student can: EXPLAIN and ANALYZE how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text.
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: characterization, contribute, development, plot, setting, theme	Given a grade level literary text, student can: EXPLAIN how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text.
	*Perform basic processes, such as: using a graphic organizer (plot diagram), can explain theme, characterization, setting, or plot. **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Writing		
Topic: Conventions		
Level: 6.W.1		
Score 4.0 Mastery	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p> <p>The student will:</p> <p>Writing exhibits strong command of language skills: In a Score 4 writing, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication. Words have very few or no capitalization errors Sentences have very few or no punctuation errors Words have very few or no spelling errors Sentences have very few or no grammar or word usage errors Writing has a variety of sentence structures with very few or no errors in usage Writing has very few or no paragraphing errors Writing has very few or no run-on sentences or sentence fragments</p>	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	<p>The student will:</p> <p>Writing exhibits adequate command of language skills: In a Score Point 3 writing, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language. Words have occasional capitalization errors Sentences have occasional punctuation errors Words have occasional spelling errors Sentences have occasional grammar or word usage errors Writing has a variety of sentence structures with only occasional errors in usage Writing has occasional paragraphing errors Writing has occasional run-on sentences or sentence fragments If any of the errors impede the the flow of communication, the paper cannot receive a Score of 3.</p>	Sample Tasks
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	*Write a response to a writing prompt, question, etc. in complete sentences that is AT LEAST one paragraph in length employing the components of R.A.C.E. (restate, answer, cite, explain).
Score 2.0 Progressing	<p>The student will:</p> <p>Writing exhibits minimal command of language skills: In a Score Point 2 writing, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate. Words have frequent capitalization errors Sentences have frequent punctuation errors Words have frequent spelling errors Sentences have frequent grammar or word usage errors Writing lacks a variety of sentence structures or the sentences have frequent errors in usage Writing has frequent paragraphing errors Writing has frequent run-on sentences and sentence fragments **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.</p>	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	<p>Writing exhibits a less than minimal command of language skills: In a Score Point 1 writing, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate. Words have many capitalization errors Sentences have many punctuation errors Words have many spelling errors Sentences have many grammar or word usage errors Writing does not use a variety of sentence structures, or has many errors is usage Writing has many paragraphing errors Writing has many run-on sentences and sentences fragments</p>	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	