

<b>Topic: English Language Arts/Reading</b>	
<b>Included Standards: Grade 6 Access Points Vocabulary and Fluency</b>	
<b>Grade: 6</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression and be able to use multiple strategies to increase knowledge of grade level appropriate vocabulary.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to, read and discuss a variety of text. (I/S)</li> <li><input type="checkbox"/> Read text with accuracy (I)</li> <li><input type="checkbox"/> Listen and respond to stories and informational text (P)</li> <li><input type="checkbox"/> Determine the correct meaning of a word with multiple meanings (e.g. homographs) in context. (I)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> rate, expression, prefixes, suffixes, root words, phrase, context clues</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use new vocabulary that is introduced and taught directly. (I/S)</li> <li><input type="checkbox"/> Use context clues and graphics to determine meaning of unknown words (I)</li> <li><input type="checkbox"/> Use context clues and illustrations to determine meaning of unknown words. (S)</li> <li><input type="checkbox"/> Categorize key vocabulary (I/S)</li> <li><input type="checkbox"/> Relate new vocabulary to familiar words. (I/S)</li> <li><input type="checkbox"/> Respond to new vocabulary that is introduced and taught directly. (P)</li> <li><input type="checkbox"/> Recognize common abbreviations. (S)</li> <li><input type="checkbox"/> Recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals. (I)</li> <li><input type="checkbox"/> Recognize and use regular plurals, compound words and contractions. (S)</li> <li><input type="checkbox"/> Recognize common synonyms and antonyms. (S)</li> <li><input type="checkbox"/> Determine the meaning of unknown words using a dictionary and digital tool. (I)</li> <li><input type="checkbox"/> Determine the meaning of unknown words using a picture dictionary and digital tool. (S)</li> <li><input type="checkbox"/> Read text with high frequency sight words and phonetically regular words with accuracy. (S)</li> <li><input type="checkbox"/> Use phonics skills to decode complex word families (e.g. -ieve). (I)</li> <li><input type="checkbox"/> Use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and r-controlled vowels. (S)</li> <li><input type="checkbox"/> Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities. (P)</li> <li><input type="checkbox"/> Identify pictures or symbols paired with words to indicate the next step in familiar daily activities. (P)</li> <li><input type="checkbox"/> Identify familiar persons, objects and actions by name. (P)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: English Language Arts/Reading</b>	
<b>Included Standards: Grade 6 Access Points Comprehension</b>	
<b>Grade: 6</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to use a variety of strategies to comprehend grade level text.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. (I)</li> <li><input type="checkbox"/> Use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities. (P)</li> <li><input type="checkbox"/> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. (S)</li> <li><input type="checkbox"/> Identify the theme in fiction or nonfiction selections. (I)</li> <li><input type="checkbox"/> Identify text structures (e.g. comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers. (I)</li> <li><input type="checkbox"/> Identify the author's purpose (e.g. tell a story, give information, elicit feelings) in a variety of texts with graphics. (S)</li> <li><input type="checkbox"/> Identify cause and effect relationships in stories and informational text. (I)</li> <li><input type="checkbox"/> Identify explicit cause and effect relationships in read-aloud stories and informational text. (S)</li> <li><input type="checkbox"/> Identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers. (S)</li> <li><input type="checkbox"/> Identify the author's purpose (e.g. to inform, entertain, persuade) using key words, phrases and graphics in text. (I)</li> <li><input type="checkbox"/> Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. Table of content, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections. (I)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b> narrative, informational text, text features, author's purpose, essential message, cause/effect, theme, similarities, differences</p> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify fiction or nonfiction selections based on a theme. (S)</li> <li><input type="checkbox"/> Recognize familiar read-aloud stories with a theme (e.g. friendship). (P)</li> <li><input type="checkbox"/> Determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when. (S)</li> <li><input type="checkbox"/> Determine the main idea or essential message in text through identifying relevant details and facts. (I)</li> <li><input type="checkbox"/> Use background knowledge of the subject and text features (e.g., illustrations, title) to make predictions of content of reading selection. (S)</li> <li><input type="checkbox"/> Identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities. (P)</li> <li><input type="checkbox"/> Recognize details in read-aloud stories and informational text. (P)</li> <li><input type="checkbox"/> Use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities. (P)</li> <li><input type="checkbox"/> Respond to pictures or symbols paired with words used to guide classroom activities. (P)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.