

ISTAR Grade 6 ELA Performance Level Descriptors (PLDs)

Developing Proficiency	Meeting Proficiency	Exceeding Proficiency
A Developing Proficiency student demonstrates emerging engagement with low-complexity literature and nonfiction text and emerging writing skills.	A Meeting Proficiency student demonstrates proficient engagement with low- to moderately complex literature and nonfiction text, and emerging engagement with highly complex text. He/she displays writing skills in addition to skills defined under Developing Proficiency.	An Exceeding Proficiency student demonstrates exemplary engagement with low- to highly complex literature and nonfiction text. He/she displays writing skills in addition to skills defined under Meeting and Developing Proficiency.
Reading		
<p>Text Complexity Definitions</p> <ul style="list-style-type: none"> ❖ Low text complexity: brief text with familiar ideas; short, simple sentences; and substantial graphic support ❖ Moderate text complexity: longer text with more complex ideas, a mixture of simple and compound sentences, and some graphic support ❖ High text complexity: longer text with more complex ideas and textual features, a variety of sentence structures including phrases and transition words, some grade-level or near grade-level vocabulary, and minimal graphic support 		
<p>While reading a text with <i>low complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • identify specific details in a literature or nonfiction text to explain what the text says explicitly. • identify the central idea in literature or nonfiction text. • use context to identify the meaning of words. 	<p>While reading a text with <i>low to moderate complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • use specific details in a literature or nonfiction text to explain what the text says explicitly. • provide a summary of a literature or nonfiction text. • determine the central idea in literature or nonfiction text. • determine the theme in a literature text. • recognize details that support the central idea of a literature or nonfiction text. • use context to identify the meaning of words or phrases. <p>While reading a text with <i>high complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • identify specific details in a literature or nonfiction text to explain what the text says explicitly. • determine the central idea in a literature or nonfiction text. 	<p>While reading a text with <i>low to high complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • use specific details in a literature or nonfiction text to explain what the text says explicitly. • use specific details in a literature or nonfiction text to support inferences. • provide a summary of a literature or nonfiction text. • determine the central idea in a literature or nonfiction text. • determine the theme in a literature text. • recognize details that support the theme or central idea of a literature or nonfiction text. • recognize details that support a claim in a nonfiction text. • use context to identify the meaning of words or phrases, including figurative and connotative meanings.
Writing		
<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • make an appropriate word choice in a sentence. • select relevant information to support a research topic. • identify a sentence based on simple mechanics. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • use appropriate descriptive words in a sentence. • use appropriate transition words in a sequence of events. • recognize a simple sentence vs. sentence fragments. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • recognize clear reasons and relevant evidence to support a claim. • identify a relevant research question when given a topic. • recognize simple and compound sentences (vs. sentence fragments and run-on sentences).