

**Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 6 ELA**

Below Basic	Basic	Proficient	Advanced
<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, listening, and speaking forms. 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, listening, and speaking forms. 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 texts and in writing, listening, and speaking forms. 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 texts and in writing, listening, and speaking forms. 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 extensive command of the conventions of standard English.</p>

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Reading Literary and Informational			
Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • cite inaccurate, irrelevant, or no textual evidence explicitly when inferring, analyzing, and drawing conclusions. • inconsistently determine the meaning of words and phrases. 	<ul style="list-style-type: none"> • cite minimal textual evidence explicitly when inferring, analyzing, and drawing conclusions. • determine a theme or central idea. • provide a partial summary. • describe how a plot unfolds in a series of episodes. • determine basic meaning of words and phrases including simple figurative language. • make comparisons within the text. • trace the argument in a text. 	<ul style="list-style-type: none"> • cite relevant textual evidence explicitly when inferring, analyzing, and drawing conclusions. • determine a theme or central idea, citing evidence to show development. • provide a summary. • describe how a plot unfolds in a series of episodes as well as how a character responds or changes as the plot resolves. • determine and interpret the meaning of words, including figurative and connotative meanings of words and phrases using context clues, affixes, root words, or reference materials. • analyze the impact of word choice on meaning and tone. • analyze how a sentence, chapter, scene, stanza, or image fits into the overall structure and contributes to development of theme, setting, or plot. 	<ul style="list-style-type: none"> • consistently cite relevant textual evidence explicitly when inferring, analyzing, and drawing conclusions. • use extensive thinking to draw a conclusion about the text as a whole • interpret the intent and impact of figurative language, literary devices, and academic and domain-specific words and phrases. • analyze or compare how information is presented within or across texts.

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		<ul style="list-style-type: none">• determine author's point of view and purpose; explain how the author develops the point of view of a narrator or speaker.• compare and contrast texts in different forms or genres and media in their approaches to similar themes and topics.• trace and evaluate the argument and specific claims in a text.• distinguish between claims that are supported by reasons and evidence and ones that are not.• compare and contrast one author's presentation of events with that of another.• analyze text and relationship to historical content.	
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Writing

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • demonstrate minimal to no use of grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions or emotions. 	<ul style="list-style-type: none"> • partially revise and edit writing. • demonstrate limited command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • revise and edit writing. • maintain consistency in style and tone appropriate to task, purpose, and audience (argumentative, expository, and narrative writing). • demonstrate competent command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • demonstrate use of complex grade-appropriate general academic and domain-specific words and phrases. • demonstrate extensive command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. •

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Speaking & Listening

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • minimally use details from information presented in media to answer questions. 	<ul style="list-style-type: none"> • partially interpret information presented in media and explain how it contributes to a topic or text through reflection or paraphrasing. • partially delineate a speaker's argument and specific claims. • minimally participate in group discussions. • speak appropriately but may not always be audible or clear. 	<ul style="list-style-type: none"> • interpret relevant information presented in media and explain how it contributes to a topic or text through reflection or paraphrasing. • delineate a speaker's argument and specific claims. • follow rules for collegial discussions to solve problems and work toward a specific goal. • plan and deliver presentations appropriate for task, audience, and purpose. • speak clearly, audibly, and to the point. 	<ul style="list-style-type: none"> • critically interpret and use most relevant information delivered in media. • take a leadership role in collegial discussions, working to solve problems. • plan and deliver appropriate presentations, emphasizing main points, to demonstrate understanding of task, audience, and purpose.

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Research

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • gather minimal information from a single piece of source material. 	<ul style="list-style-type: none"> • draw basic conclusions from source material. • minimally assess the credibility of the source. • quote the data and conclusions of others without giving credit to the author. 	<ul style="list-style-type: none"> • gather relevant information from multiple sources. • assess the credibility of sources. • quote or paraphrase the data and conclusions of others while avoiding plagiarism. • provide basic bibliographic information for sources. 	<ul style="list-style-type: none"> • critically locate and distinguish most relevant information to support central ideas. • critically integrate most relevant information from several credible sources.