

# Performance Level Descriptors

## English Language Arts Grade 6

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# Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors** (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

**PLDs show a progression of knowledge and skills** expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level *as well as all content and skills in any performance levels that precede it, if any*. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

## Range Performance Level Descriptors

**Reading:** Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

### Reading Strand – Key Ideas and Details

Developing	Approaching	Meeting	Advanced
<p><b>A student at this level</b> can minimally cite limited textual evidence to support a basic analysis of what the text says explicitly, and attempts make logical inferences. (RI&amp;RL)</p>	<p><b>A student at this level</b> can partially cite some textual evidence to support an analysis of what the text says explicitly/implicitly and make partially logical inferences. (RI&amp;RL)</p>	<p><b>A student at this level</b> can cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&amp;RL)</p>	<p><b>A student at this level</b> can cite ample textual evidence to thoroughly support an analysis of what the text says explicitly/implicitly and make well-developed logical inferences. (RI&amp;RL)</p>
<p>can minimally or incompletely summarize texts, from a variety of genres, to determine a simple theme or explicit central idea and minimally or incompletely explain how it is developed by citing a few key supporting details over the course of a text. (RI &amp;RL)</p>	<p>can summarize texts, from a variety of genres, to partially determine a theme or central idea and partially explain how it is developed by citing some key supporting details over the course of a text. (RI &amp;RL)</p>	<p>can summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is developed by key supporting details over the course of a text. (RI &amp;RL)</p>	<p>can summarize texts, from a variety of genres, to thoroughly determine a theme or central idea and explain fully how it is developed by citing relevant key supporting details over the course of a text. (RI &amp;RL)</p>
<p>in literary texts, can minimally or incompletely describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p>	<p>in literary texts, can partially describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p>	<p>in literary texts, can describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p>	<p>in literary texts, can thoroughly describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)</p>
<p>in informational texts, can minimally or incompletely identify and analyze how individuals, events, and ideas are introduced,</p>	<p>in informational texts, can partially analyze how individuals, events, and ideas are introduced,</p>	<p>in informational texts, can analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>	<p>in informational texts, can thoroughly analyze how individuals, events, and ideas are</p>

related to each other, and developed. (RI)	related to each other, and developed. (RI)		introduced, related to each other, and developed. (RI)
<b>Reading Strand – Craft and Structure</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<p><b>A student at this level</b></p> <p>can minimally or incompletely determine the meaning of words and phrases, including figurative and connotative meanings; minimally analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a below- or grade-appropriate text. (RI&amp;RL)</p>	<p><b>A student at this level</b></p> <p>can partially determine the meaning of words and phrases, including figurative and connotative meanings; partially or inconsistently analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&amp;RL)</p>	<p><b>A student at this level</b></p> <p>can determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&amp;RL)</p>	<p><b>A student at this level</b></p> <p>can consistently determine the meaning of words and phrases, including figurative and connotative meanings; thoroughly analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&amp;RL)</p>
<p>in literary texts, can minimally or incompletely identify how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p>	<p>in literary texts, can partially identify how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p>	<p>in literary texts, can analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p>	<p>in literary texts, can thoroughly analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p>
<p>in informational texts, can minimally or incompletely identify how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>	<p>in informational texts, can partially identify how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>	<p>in informational texts, can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>	<p>in informational texts, can thoroughly analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>

in literary texts, can minimally or incompletely identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse at- or below-grade appropriate diverse texts. (RL)	in literary texts, can partially identify possible biases, the point of view, and explain how it is developed and conveys meaning in at-grade appropriate diverse texts. (RL)	in literary texts, can identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse at-grade-appropriate texts. (RL)	in literary texts, can consistently identify possible biases, the point of view, and thoroughly explain how it is developed and conveys meaning in diverse at- or above-grade-appropriate texts. (RL)
in informational texts, can minimally or incompletely explain how an author's geographic location, identity, and/or culture affect perspective; can attempt to minimally or incompletely analyze how the author distinguishes his or her position from that of others. (RI)	in informational texts, can partially explain how an author's geographic location, identity, and/or culture affect perspective; can partially analyze how the author distinguishes his or her position from that of others. (RI)	in informational texts, can explain how an author's geographic location, identity, and/or culture affect perspective; can analyze how the author distinguishes his or her position from that of others. (RI)	in informational texts, can thoroughly explain how an author's geographic location, identity, and/or culture affect perspective; can thoroughly analyze how the author distinguishes his or her position from that of others. (RI)
<b>Reading Strand – Integration of Knowledge and Ideas</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<b>A student at this level</b> attempts to minimally compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	<b>A student at this level</b> can partially or inconsistently compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	<b>A student at this level</b> can compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	<b>A student at this level</b> can thoroughly compare how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)
attempts to minimally trace and evaluate the development of an argument and specific claims in texts, minimally or incompletely distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can partially or inconsistently trace and evaluate the development of an argument and specific claims in texts, partially distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	can thoroughly trace and evaluate the development of an argument and specific claims in texts, consistently distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)

attempts to minimally evaluate the quality of texts and to minimally make weak connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can partially or inconsistently evaluate the quality of texts and make some connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can evaluate the quality of texts and can make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can thoroughly evaluate the quality of texts and can make deep connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
<b>Writing:</b> Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.			
<b>Writing Strand – Text Types and Purposes</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<b>A student at this level</b> can minimally or incompletely compose basic reflective, formal, and creative writing, which may happen simultaneously or independently, for a limited variety of high-stakes and low-stakes purposes.	<b>A student at this level</b> can partially or inconsistently compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	<b>A student at this level</b> can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	<b>A student at this level</b> can consistently and effectively compose well-developed reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
can write basic or incomplete text in a limited variety of modes: <b>can write simple arguments</b> to minimally or incompletely support claims with undeveloped reasons, minimally relevant evidence, and basic or no literary theory.	can write text in a variety of modes: <b>can write basic arguments</b> to support claims with some clear reasons, relevant evidence, and literary theory.	can write text in a variety of modes: <b>can write arguments</b> to support claims with clear reasons, relevant evidence, and literary theory.	can skillfully write text in a variety of modes: <b>can write well-developed arguments</b> to support claims with ample clear reasons, relevant evidence, and well-developed literary theory.
<b>can write basic informative texts</b> to minimally or incompletely examine a topic and convey limited ideas, concepts, and information through the selection,	<b>can write basic informative texts</b> to partially examine a topic and convey ideas, concepts, and information through the selection,	<b>can write informative texts</b> to examine a topic and convey ideas, concepts, and information through the selection,	<b>can write informative texts</b> to thoroughly examine a topic and convey ample ideas, concepts, and information through the selection,

organization, and analysis of minimally relevant content.	organization, and analysis of partially relevant content.	organization, and analysis of relevant content.	organization, and analysis of relevant content.
<b>can write simple narratives</b> to minimally or incompletely develop real or imagined experiences or events, using minimally effective narrative techniques, minimally relevant descriptive details, and minimally or incompletely structured event sequences.	<b>can write basic narratives</b> to develop real or imagined experiences or events, using partially effective narrative techniques, somewhat relevant descriptive details, and partially structured event sequences.	<b>can write narratives</b> to develop real or imagined experiences or events, using effective narrative techniques, relevant descriptive details, and well-structured event sequences.	<b>can write well-developed narratives</b> to develop real or imagined experiences or events, using effective narrative techniques, relevant descriptive details, and well-structured event sequences.
<b>(organization)</b> can create simple writing that minimally or incompletely introduces a topic; minimally or incompletely organize ideas, concepts, and information; provide a limited concluding statement.	<b>(organization)</b> can create writing that partially introduces a topic; partially organize ideas, concepts, and information; provide a basic concluding statement appropriate to the mode of writing.	<b>(organization)</b> can create writing that introduces a topic; organize ideas, concepts, and information; provide a concluding statement appropriate to the mode of writing.	<b>(organization)</b> can create writing that introduces a clear topic; effectively organize ideas, concepts, and information; provide a well-developed concluding statement appropriate to the mode of writing.
<b>(transitions)</b> can use basic transitional words to minimally or incompletely clarify the relationships among ideas and concepts.	<b>(transitions)</b> can use appropriate transitions to partially clarify the relationships among ideas and concepts.	<b>(transitions)</b> can use appropriate transitions to clarify the relationships among ideas and concepts.	<b>(transitions)</b> can use ample appropriate transitions to thoroughly clarify the relationships among ideas and concepts.
<b>(word choice)</b> can rarely use precise language and domain-specific vocabulary to inform about or explain the topic; can use little sensory language to describe experiences and events.	<b>(word choice)</b> can use some precise language and domain-specific vocabulary to partially inform about or explain the topic; can use basic sensory language to describe experiences and events.	<b>(word choice)</b> can use precise language and domain-specific vocabulary to inform about or explain the topic; can use sensory language to describe experiences and events.	<b>(word choice)</b> can use ample precise language and domain-specific vocabulary to thoroughly inform about or explain the topic; can use effective sensory language to describe experiences and events.
<b>Writing Strand – Production and Distribution of Writing</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>

<p><b>A student at this level</b></p> <p>with minimal independence and collaboration, can produce short, minimally clear, or coherent writing in which the incomplete development, weak organization, and minimal style are minimally or incompletely culturally-sustaining and rhetorically authentic to task, purpose, and audience.</p>	<p><b>A student at this level</b></p> <p>can independently and collaboratively produce somewhat clear and coherent writing in which the development, organization, and style are partially culturally-sustaining and rhetorically authentic to task, purpose, and audience.</p>	<p><b>A student at this level</b></p> <p>can independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience</p>	<p><b>A student at this level</b></p> <p>can independently and collaboratively consistently produce well-developed clear and coherent writing in which the development, organization, and style are thoroughly culturally-sustaining and rhetorically authentic to task, purpose, and audience.</p>
<p>with some guidance and support from peers and adults, can attempt to minimally develop and strengthen writing as needed by limited planning, revising, editing, rewriting, or rarely trying a new approach.</p>	<p>with some guidance and support from peers and adults, can partially develop and strengthen writing as needed by inconsistently planning, revising, editing, rewriting, or trying a new approach.</p>	<p>with some guidance and support from peers and adults, can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>with some guidance and support from peers and adults, can consistently and effectively develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>can attempt to use basic technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish short writing and minimally present weak relationships between information and ideas, as well as to minimally interact and collaborate with others; can attempt to produce basic writing through printing, cursive, and/or typing (with weak command of keyboarding skills, typing a minimum of less than one page in a single sitting), rarely selecting</p>	<p>can partially use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish basic writing and partially present the relationships between information and ideas efficiently, as well as to partially interact and collaborate with others; can partially produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting), inconsistently selecting</p>	<p>can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others; proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting), selecting the method(s)</p>	<p>can use technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to consistently and effectively produce and publish writing and present the relationships between information and ideas efficiently and thoroughly, as well as to interact and collaborate with others; skillfully produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), consistently selecting the</p>



the method(s) best suited for audience and purpose.	the method(s) best suited for audience and purpose.	best suited for audience and purpose.	method(s) best suited for audience and purpose.
<b>Writing Strand – Inquiry to Build and Present Knowledge</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<p><b>A student at this level</b> can minimally or incompletely attempt to conduct short inquiry projects to answer a simple question, drawing on limited basic sources and minimally refocusing the inquiry when appropriate.</p>	<p><b>A student at this level</b> can partially or inconsistently conduct short inquiry projects to answer a question, drawing on some grade-appropriate sources and partially refocusing the inquiry when appropriate.</p>	<p><b>A student at this level</b> can conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>A student at this level</b> can consistently and effectively conduct short inquiry projects to thoroughly answer a question, drawing on several sources and consistently refocusing the inquiry when appropriate.</p>
<p>can attempt to gather minimal relevant information from some print and digital sources and attempt to minimally or incompletely assess the credibility of each source; rarely attempt to quote or paraphrase the data and conclusions of others while minimally avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>can gather some relevant information from multiple print and digital sources and partially assess the credibility of each source; partially quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>can gather relevant information from multiple print and digital sources; can assess the credibility of each source; can quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>can consistently gather relevant information from multiple print and digital sources; can effectively and accurately assess the credibility of each source; can consistently quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>can attempt to draw evidence from literary or informational texts to minimally or incompletely support analysis, reflection, and inquiry.</p>	<p>can draw partial evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p>can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p>can draw ample evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>

**Language:** Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

**Language Strand – Knowledge of Language**

Developing	Approaching	Meeting	Advanced
<p><b>A student at this level</b> can minimally or incompletely attempt to demonstrate a limited understanding of how language functions in different cultures, contexts, and disciplines; can attempt to apply this knowledge to minimally comprehend when reading and listening and make choices when composing, creating, and speaking.</p>	<p><b>A student at this level</b> can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; partially apply this knowledge to comprehend more fully when reading and listening and inconsistently make effective choices when composing, creating, and speaking.</p>	<p><b>A student at this level</b> can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.</p>	<p><b>A student at this level</b> can consistently and effectively demonstrate a thorough understanding of how language functions in different cultures, contexts, and disciplines; thoroughly apply this knowledge to comprehend more fully when reading and listening, and consistently make effective choices when composing, creating, and speaking.</p>
<p>can attempt to minimally or incompletely recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>
<p>can attempt to minimally determine the language demands of a writing/speaking situation and rarely respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>	<p>can inconsistently determine the language demands of a writing/speaking situation and can sometimes respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>	<p>can determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>	<p>can consistently determine the language demands of a writing/speaking situation and respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).</p>

can attempt to minimally or incompletely expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can consistently and effectively expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
can attempt to minimally or incompletely maintain consistency in style and tone.	can inconsistently maintain consistency in style and tone.	can maintain consistency in style and tone.	can consistently maintain consistency in style and tone.

**Language – Vocabulary Acquisition and Use**

<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<p><b>A student at this level</b></p> <p>can minimally or incompletely determine or clarify the meaning of unknown and multiple-meaning words and phrases in below- or at-grade-level reading and content; use limited, explicit context clues; minimally or incompletely analyze meaningful word parts; consult basic general and specialized reference materials; and apply few word-solving strategies (for meaning) as appropriate.</p>	<p><b>A student at this level</b></p> <p>can partially or inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; inconsistently use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.</p>	<p><b>A student at this level</b></p> <p>can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.</p>	<p><b>A student at this level</b></p> <p>can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; consistently use context clues, effectively analyze meaningful word parts, consult general and specialized reference materials, and skillfully apply word-solving strategies (for meaning) as appropriate.</p>
<p>can minimally or incompletely verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>can inconsistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>can consistently verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

can rarely use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use basic grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	can consistently and effectively use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
can demonstrate minimal or incomplete understanding of simple figurative language, word relationships, and nuances in word meanings.	can demonstrate partial understanding of basic figurative language, word relationships, and nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.
can attempt to determine the basic denotative, connotative, and figurative meanings of some simple words and phrases used in texts; when words have similar denotations, rarely attempts to describe differences in connotation and their impact on meaning and tone.	can partially determine the denotative, connotative, and figurative meanings of simple words and phrases used in texts; when words have similar denotations, can partially describe differences in connotation and their impact on meaning and tone.	can determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, can describe differences in connotation and their impact on meaning and tone.	can consistently and effectively determine the denotative, connotative, and figurative meanings of at- or above-grade-level words and phrases used in texts; when words have similar denotations, can thoroughly describe differences in connotation and their impact on meaning and tone.
can attempt to interpret common figures of speech (e.g., personification) in context.	can interpret explicit figures of speech (e.g., personification) in context.	can interpret figures of speech (e.g., personification) in context.	can interpret implicit or subtle figures of speech (e.g., personification) in context.
can rarely attempt to use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	can inconsistently use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	can use the relationship between particular words (e.g., cause/effect) to better understand each of the words.	can consistently use the relationship between particular words (e.g., cause/effect) to better understand each of the words.
can minimally or incompletely attempt to distinguish between simple words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).	can inconsistently distinguish between simple words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).	can distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).	can consistently distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).

can attempt to minimally or incompletely demonstrate a limited ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can rarely attempt to make intentional vocabulary choices appropriate to the context and situation.	can demonstrate a partial or inconsistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can partially make intentional vocabulary choices appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make intentional vocabulary choices appropriate to the context and situation.	can demonstrate a consistent ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can make effective intentional vocabulary choices appropriate to the context and situation.
<b>Language – Conventions of Standardized English</b>			
<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Advanced</b>
<b>A student at this level</b> can minimally or incompletely attempt to demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can attempt to discern when and where it is appropriate to use standardized English.	<b>A student at this level</b> can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can partially or inconsistently discern when and where it is appropriate to use standardized English.	<b>A student at this level</b> can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.	Meets is the highest level for this expectation.
can attempt to minimally or incompletely use and explain the intended purpose of language choice with use of objective, subjective, possessive, and intensive pronouns, and strategies to improve expression in conventional language.	can inconsistently use and explain the intended purpose of language choice with use of objective, subjective, possessive, and intensive pronouns, and strategies to improve expression in conventional language.	can appropriately use and explain the intended purpose of language choice with use of objective, subjective, possessive, and intensive pronouns, and strategies to improve expression in conventional language.	

<p>can minimally or incompletely attempt to demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can attempt to discern when and where it is appropriate to use standardized English.</p>	<p>can inconsistently demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.</p>	<p>can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; discern when and where it is appropriate to use standardized English.</p>	
<p>can attempt to minimally or incompletely use and explain the intended purpose in conventions with commas, parentheses, dashes, and correct spelling.</p>	<p>can inconsistently use and explain the intended purpose in conventions with commas, parentheses, dashes, and correct spelling.</p>	<p>can appropriately use and explain the intended purpose in conventions with commas, parentheses, dashes, and correct spelling.</p>	