



English Language Arts Assessment

English Language Arts (ELA) Grade 6 Threshold Achievement Level Descriptors (ALD)

With Claims, Targets and Standards

This document aligns the Oregon ELA Assessment claims and targets with the Oregon English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the Oregon ELA Assessment reports.

CLAIMS AND TARGETS: Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure inclusion of standards, learning progressions, and the Depth of Knowledge levels.

DEPTH OF KNOWLEDGE: The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like in reading and determining author’s purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

OSAS Blueprint: Target Sampling ELA/Literacy Grades 6 - 8

Component	Claim	Content Category	Targets	Items	Total Items	OSAS Blueprint Descriptors			
Computer Adaptive (CAT)	1: Reading	Literary	2: Central Ideas	0-1	4	Approximately 33% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.			
			4: Reasoning and Evaluation	1					
			1: Key Details	2 - 3					
			3: Word Meanings						
			5: Analysis with/across Texts						
			6: Text Structures and Features						
			7: Language Use						
	2: Writing	Informational	9: Central Ideas	1 - 2	7 - 8	Approximately 66% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics.			
			11: Reasoning and Evaluation	1 - 2					
			8: Key Details	5 - 6					
			10: Word Meanings						
			12: Analysis with/across Texts						
			13: Text Structures and Features						
	14: Language Use								
3: Listening	Listening	4: Listen/Interpret	4	4	Approximately 33% of the assessment evidence will come from revising, and/or editing narrative writing.				
		4: Research	Research			2: Interpret and Integrate Information	1	3	Approximately 33% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources.
						3: Analyze Information/Sources	1		
						4: Use Evidence	1		
Performance Task (PT)	2: Writing	Organization/Purpose	4/7: Compose Full Texts	1 Full Write	Each student receives one writing PT based on the use of informational articles. The PT will align to one of the following writing purposes: Opinion/Argumentative or Informational/Expository				
		Evidence/Elaboration	4/7: Compose Full Texts						
		8: Language and Vocabulary Use							
	4: Research	Research	9: Edit/Clarify	0-1 Machine Scored 0-1 Short Text	Students will receive on an additional research item in the ELA PT. Either a machine scored item or a short text item will be assigned and reported under Claim #4 (Research).				
			2: Interpret and Integrate Information						
			3: Analyze Information/Sources						
			4: Use Evidence						

Each **Claim** provides the different **Content Categories** and **Assessment Target** included OSAS ELA Summative Assessment in alignment to the **Oregon English Language Arts and Literacy Standards**.

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Oregon Reading Content Category: Literary Text

Assessment Targets	2: Central Ideas Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	4: Reasoning and Evaluation Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	1: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	3: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	5: Analysis within/across Texts Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	6: Text Structures and Features Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	7: Language Use Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.
	Oregon English Language Arts and Literacy Standards						

6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.3 - Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 6.RL.6 - Explain how an author develops the point of view or perspective of the narrator or speaker in a text. 6.RL.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 6.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 6.L.4a - Use context as a clue to the meaning of a word or phrase. 6.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. 6.L.4c - Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 6.L.5b - Use the relationship between particular words to better understand each of the words. 6.L.5c - Distinguish among the connotations of words with similar denotations. 6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.3 - Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 6.RL.6 - Explain how an author develops the point of view or perspective of the narrator or speaker in a text.	6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.L.5a - Interpret figures of speech in context.
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Threshold Reading Literary Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<p><i>Student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i></p>	<p><i>Student demonstrates adequate ability to read closely, analytically to comprehend a range of literary and informational texts of moderate-to-high complexity, and to use textual evidence to demonstrate critical thinking.</i></p>	<p><i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i></p>
<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language. 	<ul style="list-style-type: none"> • With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation. 	<ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Content Category: Informational Text

Assessment Targets	9: Central Ideas Identify or determine a main idea and the key details that support it.	11: Reasoning and Evidence Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events ideas, concepts, procedures, point of view, use of information from illustrations, compare and contrast points or key details) and use supporting evidence as justification/explanation.	8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	10: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	12: Analysis within/across Texts Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of	13: Text Structures and Features Relate knowledge of text features (e.g., maps, photographs) demonstrate understanding of the text.	14: Language Use Determine understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.

Oregon English Language Arts and Literacy Standards

<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RH/RST.1; 6.RH/RST.2</p>	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.9 - Compare and contrast one author's presentation of events with that of another.</p> <p>6.RH/RST.1; 6.RH/RST.3 6.RH/RST.6; 6.RH/RST.7 6.RH/RST.8; 6.RH/RST.9</p>	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RH/RST.1</p>	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>6.L.4c - Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6.L.4d - Verify the preliminary determination of the meaning of a word or phrase.</p> <p>6.L.5b - Use the relationship between particular words to better understand each of the words.</p> <p>6.L.5c - Distinguish among the connotations of words with similar denotations.</p> <p>6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>6.RH/RST.1; 6.RH/RST.4</p>	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RH/RST.1; 6.RH/RST.3 6.RH/RST.6;</p>	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.RH/RST.1; 6.RH/RST.3 6.RH/RST.7</p>	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.L.5a - Interpret figures of speech in context.</p> <p>6.RH/RST.1</p>
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Threshold Reading Informational Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<p><i>Student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i></p>	<p><i>Student demonstrates adequate ability to read closely, analytically to comprehend a range of literary and informational texts of moderate-to-high complexity, and to use textual evidence to demonstrate critical thinking.</i></p>	<p><i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i></p>
<ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language. 	<ul style="list-style-type: none"> • With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation. 	<ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures across texts.

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

**Content Category:
CAT Items**

Assessment Targets	Organization/Purpose	Evidence/Elaboration	Conventions
	<p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. 6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>	<p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. 6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>	<p>8: Language and Vocabulary Use: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>

Oregon English Language Arts and Literacy Standards

<p>6.W.3 (Target 1b) a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>6.W.2 (Target 3b) a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.W.1 (Target 6b) a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. 6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

**Content Category:
Performance Task**

Organization/Purpose	Evidence/Elaboration	Conventions
<p>COMPOSE FULL TEXTS:</p> <p>4: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p>7: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p>	<p>COMPOSE FULL TEXTS:</p> <p>4. Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p>7. Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p>	<p>8: Language and Vocabulary Use : Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>9: Edit/Clarify: Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p>

Oregon English Language Arts and Literacy Standards

<p>6.W.2 (Target 4)</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented. <p>6.W.1 (Target 7)</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented. <p>6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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Threshold Writing Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<p><i>Student demonstrates partial ability to produce writing for a range of purposes and audiences.</i></p>	<p><i>Student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i></p>	<p><i>Student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i></p>
<ul style="list-style-type: none"> • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing. 	<ul style="list-style-type: none"> • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing. 	<ul style="list-style-type: none"> • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.

Claim #3 Speaking/Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Content Category: Listening

**Assessment
Targets**

- 1: Not currently assessed
- 2: Not currently assessed
- 3: Not currently assessed
- 4: **Listen/Interpret:** Interpret and use information delivered orally.

Oregon English Language Arts and Literacy Standards

- 6.SL.2** - Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- 6.SL.3** - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Threshold Listening Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<i>Student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>Student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>Student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
<ul style="list-style-type: none"> • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view. 	<ul style="list-style-type: none"> • Engage and interact with media and source materials and account for elements that contribute to points of view. 	<ul style="list-style-type: none"> • Effectively engage and interact with media and source materials and account for elements that contribute to points of view.

Claim #4 Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Oregon English Language Arts and Literacy Standards

Assessment Targets	2: Interpret and Integrate Information: Locate information to support central ideas and key details that are provided; select information from data or print and non- print text sources for a given purpose.	3: Analyze Information/Sources: Distinguish relevant/irrelevant information.	4: Use Evidence: Cite evidence to support opinions or ideas.
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Content Standards

<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.9 - Compare and contrast one author’s presentation of events with that of another.</p> <p>6.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.RH/RST.1; 6.RH/RST.2; 6.RH/RST.7; 6.RH/RST.8; 6.RH/RST.9 6.WHST.8; 6.WHST.9</p>	<p>6.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>6.WHST.8</p>	<p>6.RI.9 - Compare and contrast one author’s presentation of events with that of another.</p> <p>6.W.1b -Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.RH/RST.1; 6.RH/RST.7; 6.RH/RST.8; 6.RH/RST.9 6.WHST.8; 6.WHST.9</p>
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Threshold Research Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

Nearly Meeting	Meeting	Exceeding
<i>Student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>Student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i>
<ul style="list-style-type: none"> • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support. 	<ul style="list-style-type: none"> • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence. 	<ul style="list-style-type: none"> • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.