

## Grade 6 ELA & Math Performance Descriptors

This is the descriptors provided parents for each level of performance

<b>Content Strand/Reporting Category Statements</b>	
<b>Reporting Category</b>	<b>Text</b>
<b>Reading for Information</b>	Students find the central idea and supporting details of a text. They tell about the author’s purpose and point of view. They show how ideas are developed and supported in a text. They use media to understand a text, and they compare and contrast different texts on the same topic.
<b>Reading for Literature</b>	Students find the theme and supporting details of a text. They show how the story develops and how characters change throughout a text. They tell how an author uses organization and point of view to tell a story. They compare and contrast two texts with the same theme.
<b>Writing and Language</b>	Students write to argue an opinion and give information using supporting details. They use pronouns correctly. They use clues in a text, dictionaries, and relationships between words in a text to find the meaning of figurative language and new words or phrases.

<b>What These Results Mean</b>	
<b>Reporting Category</b>	<b>Text</b>
<b>Reading for Information - Below Proficient</b>	Your student may have trouble finding the central idea and supporting details in a text; telling about the author’s purpose or point of view; using clues in a text to understand words or phrases with many meanings; telling how people or ideas are described in a text.
<b>Reading for Information - At/Near Proficient</b>	Your student is often able to find the central idea and supporting details in a text; explain how an author uses certain sentences or paragraphs to develop the overall idea of a text; combine information from different sources (like pictures or charts) to understand a topic.

<b>Reading for Information – Above Proficient</b>	Your student almost always finds relationships between people or events in a text; finds the author’s purpose and point of view in a text; finds details an author uses to support a claim; finds similarities and differences between the ways two authors describe the same event.
<b>Reading for Literature – Below Proficient</b>	Your student may have trouble finding the theme and supporting details of a text; telling how characters change during a story; finding the figurative meaning of words and phrases using clues from a text; finding similarities and differences in texts with the same themes.
<b>Reading for Literature – At/Near Proficient</b>	Your student is often able to summarize a text correctly; use details from a text to make conclusions; tell about the point of view of a text; tell how characters change and respond to events in a story; find similarities and differences between reading a text and listening to a text.
<b>Reading for Literature – Above Proficient</b>	Your student almost always tells how changes in characters move the plot of a story forward; tells how one part of a story fits into the overall text; tells the way a word or phrase affects the feeling of a text; finds similarities and differences in two texts with the same theme.
<b>Writing and Language – Below Proficient</b>	Your student may have trouble organizing writing for a specific purpose (like to make an argument); using clues in a text to find the meaning of words and figurative language (like metaphors); using pronouns and punctuation correctly; spelling words correctly.
<b>Writing and Language – At/Near Proficient</b>	Your student is often able to write for a specific purpose (like to make an argument or give information); use facts and details to support claims when writing; use clues in a text to tell the meaning of new words and figurative language (like similes); use pronouns correctly.
<b>Writing and Language – Above Proficient</b>	Your student almost always organizes writing for a purpose (like to give information or make an argument) and uses supporting details; uses pronouns and punctuation correctly; tells the differences between the definition of a word and the feeling it gives the text.

## AzMERIT ELA 6–11 Writing Essay Performance Text (Argumentative)

Dimension 1: Grades 6–11				
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	NS	Your student earned no score out of 4 possible points. Your student’s essay was incomplete or written in a foreign language. The response was confusing, off-topic, or unrelated to the purpose.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	1	Your student earned 1 out of 4 possible points. Your student’s essay may be related to the topic but may offer little relevant detail. It may be very short or have a major drift off-topic, or the claim may be confusing or unclear. The argument is not structured or organized. It does not use transitions effectively and may include unrelated ideas.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	2	Your student earned 2 out of 4 possible points. Your student’s essay sometimes stays on topic and may have minor drifts in focus. The claim may be somewhat unclear or unfocused. The argument has some structure but is not clearly organized. It does not use transitions effectively or connect ideas well. The essay may have a weak beginning and end.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	3	Your student earned 3 out of 4 possible points. Your student’s essay stays on topic and is focused. It has a clear claim and the context fits the purpose. The argument is well organized, uses transitions, and makes connections between ideas. It clearly develops ideas. The essay has a clear beginning and end.
ELA	Statement of Purpose/Focus and Organization	6–11 (Argumentative)	4	Your student earned 4 out of 4 possible points. Your student’s essay is on topic and focused. The response is well organized and develops claims that use details from supporting sources. Transitions are used consistently to vary sentences and explain relationships between ideas. Ideas are logically developed and are strongly connected from beginning to end.

Dimension 2: Grades 6–11				
ELA	Evidence/Elaboration	6–11 (Argumentative)	NS	Your student earned no score out of 4 possible points. Your student’s essay was difficult to read or written in a foreign language. The response was incomplete, off-topic, or unrelated to the purpose.
ELA	Evidence/Elaboration	6–11 (Argumentative)	1	Your student earned 1 out of 4 possible points. Your student’s essay did not give enough evidence to support the claim. It included very few facts or details from sources. It used information that was incorrect or not relevant. The ideas were confusing or unclear. The argument used simple language. It may have been unclear for the audience or purpose of the task.
ELA	Evidence/Elaboration	6–11 (Argumentative)	2	Your student earned 2 out of 4 possible points. Your student’s essay includes little support for the claim. Details from sources are included but support claims weakly. There are few references given and weak use of complex sentences. Ideas use simple, direct language. The use of vocabulary may be inappropriate for the audience and purpose.
ELA	Evidence/Elaboration	6–11 (Argumentative)	3	Your student earned 3 out of 4 possible points. Your student’s essay is well supported and uses facts and details as evidence to support the claim. It uses citations and some evidence from sources. It uses transitions to make connections between ideas. It includes general and specific vocabulary appropriate for the audience and fits the purpose of the task.
ELA	Evidence/Elaboration	6–11 (Argumentative)	4	Your student earned 4 out of 4 possible points. Your student’s essay is on topic and focused. It uses evidence to effectively support the claim. The evidence is cited and smoothly integrated into the essay. The essay uses transitions to develop and connect ideas. It clearly states ideas. It uses words that are clearly appropriate for the audience and purpose.
Dimension 3: Grades 6–11				
ELA	Conventions/Editing	6–11 (Argumentative)	0	Your student earned 0 out of 2 possible points. Your student’s essay shows a lack of understanding of sentence formation and other conventions. There are many mistakes in spelling, punctuation, and capitalization. These mistakes make the meaning or point of the response unclear.

ELA	Conventions/Editing	6–11 (Argumentative)	1	Your student earned 1 out of 2 possible points. Your student’s essay may be off-topic and show little to no organization. It may show some correct use of language rules and conventions. There are few mistakes in the essay, but they may confuse the meaning. There is inconsistent use of punctuation, capitalization, and spelling rules.
ELA	Conventions/Editing	6–11 (Argumentative)	2	Your student earned 2 out of 2 possible points. Your student’s essay shows a strong understanding of sentence formation and other conventions. The response is clear but has some minor mistakes. It correctly uses punctuation, capitalization, and spelling rules.

## Grade 6 Math

<b>Content Strand/Reporting Category Statements</b>	
<b>Reporting Category</b>	<b>Text</b>
Ratio and Proportional Relationships	Students understand ratios, rates, and percentages. They use proportions to describe relationships between two numbers and recognize similar relationships. They use ratios and rates to solve problems and to create tables. They convert units of measurement.
Expressions and Equations	Students write, read, and find the value of expressions with exponents and letters that stand for numbers. They produce and identify equivalent expressions. They understand that solutions to equations and inequalities are the values that make the equations or inequalities true.
The Number System	Students solve division problems with fractions. They add, subtract, multiply, and divide when solving problems with multidigit decimal numbers. They find the greatest common factor and least common multiple. They understand the relationship between positive and negative numbers.
Geometry, Statistics, and Probability	Students find the area of geometric figures and apply techniques used to solve real-world problems. They find the volume of solid figures. They draw polygons and three-dimensional figures. They recognize statistical questions. They describe, display, and interpret data.

## What These Results Mean

Reporting Category	Text
<b>Ratio and Proportional Relationships - Below Mastery</b>	Your student may have trouble identifying or representing unit rates; describing unit rates using basic language; determining if the relationship between two numbers is proportional; recognizing that a percent can be represented as a rate; and finding missing values in tables and plots.
<b>Ratio and Proportional Relationships - At/Near Mastery</b>	Your student is often able to understand that ratios and rates can be described in multiple ways; identify and determine ratios, rates, or percents; solve ratio and rate problems; and manipulate units of measurement when using multiplication or division to solve problems.
<b>Ratio and Proportional Relationships - Above Mastery</b>	Your student almost always correctly uses ratios, rates, or percents to describe relationships between numbers or values; solves unit rate problems that involve multiple steps, real-world situations, or percents; and converts units of measurement to solve problems.
<b>Expressions and Equations - Below Mastery</b>	Your student may have trouble understanding that exponents represent repeated multiplication; translating word problems into expressions and equations with variables; identifying equivalent expressions; using substitution to find solutions; and creating equations from graphs or tables.

<b>Expressions and Equations – At/Near Mastery</b>	Your student is often able to find values of expressions with exponents; solve equations and inequalities; use inequalities to describe real-world relationships; and identify independent and dependent variables and use equations to describe the relationship between them.
<b>Expressions and Equations – Above Mastery</b>	Your student almost always correctly solves multistep problems; creates equivalent expressions with exponents; solves equations and inequalities; and represents a real-world situation involving independent and dependent variables and describes the relationship between the variables.
<b>The Number System – Below Mastery</b>	Your student may have trouble solving division problems involving a whole number and a fraction; adding, subtracting, or multiplying decimal numbers; solving division problems; finding common factors or common multiples; and plotting integers on a graph or horizontal number line.
<b>The Number System – At/Near Mastery</b>	Your student is often able to use addition, subtraction, multiplication, or division strategically to solve problems; find greatest common factors and least common multiples; use positive and negative numbers and plot them on a graph; and determine the distance between two points.
<b>The Number System – Above Mastery</b>	Your student almost always correctly solves multistep division problems and real-world problems with the coordinate plane and absolute values; uses addition, subtraction, multiplication, and division appropriately; creates equivalent expressions; and checks answers for correctness.
<b>Geometry, Statistics, and Probability – Below Mastery</b>	Your student may have trouble finding the area of polygons; representing three-dimensional figures; recognizing statistical questions; identifying data represented in a graph; understanding the meaning of mean, median, mode, and range; and displaying data visually.
<b>Geometry, Statistics, and Probability – At/Near Mastery</b>	Your student is often able to find the area of polygons and the volume of simple figures; find the surface area of a three-dimensional figure; determine the mean, median, mode, and range of a set of data; and correctly use dot plots, histograms, and box plots to display data visually.
<b>Geometry, Statistics, and Probability – Above Mastery</b>	Your student almost always correctly solves real-world multistep geometry problems; solves geometry problems that include fractions or decimal numbers; creates data sets, histograms, and box plots that meet given conditions; and determines how new data will affect a given set.