

READING
Measurement Topic: Fluency and Vocabulary Development
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Determining the meaning of synonyms, antonyms, homophones, and multiple meaning words (homographs) in text: <ul style="list-style-type: none"> ○ Using a thesaurus to find synonyms and antonyms • Using basic decoding, structural, and syntactic (grammar) cues to recognize unfamiliar words in context: <ul style="list-style-type: none"> ○ Using knowledge of major word chunks/rimes ○ Using prefixes, suffixes, root words, and inflections to determine meaning (including Greek and Latin roots) ○ Identifying symbols and acronyms and connect them to whole words • Using context and semantic clues to define the meaning of a word: <ul style="list-style-type: none"> ○ Identifying the connotation and denotation of words (e.g., determining that “snake” has a connotation of evil from the context of the text) ○ Defining the meaning of a word using context clues and the author’s use of definition, restatement, analogy, or example ○ Recognizing the origins of frequently used foreign words in English • Using reference materials to determine word meaning and pronunciation: <ul style="list-style-type: none"> ○ Using dictionaries, thesauruses, glossaries, text features, and other resources • Reading aloud sixth grade-level texts fluently, with appropriate pacing, changes in voice, and expression • Recognizing a large body of sight and frequently used words automatically
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Footnote/endnote ○ Sidebar ○ Syntax • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about ways to determine the meaning of synonyms, antonyms, homophones, and homographs in text ○ Recognizing basic decoding, structural, and syntactic cues in text ○ Recognizing basic contextual and semantic clues in text ○ Recognizing and recalling accurate information about common reference materials and their purpose ○ Recognizing when a selection of text has been read with inappropriate pacing
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Comprehension
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying comprehension strategies before, during, and after reading: <ul style="list-style-type: none"> ○ Making detailed comparisons between texts or portions of texts ○ Making and defending generalizations ○ Explaining complex visual images text generates ○ Using complex Venn diagrams, semantic maps, webs ○ Summarizing and paraphrase information in text (e.g., arrange information in chronological, sequential, or logical order; communicate main ideas and important details; use own words and quotations) ○ Reflecting on what has been learned after reading and formulate ideas, opinions and personal responses to text • Analyzing devices authors use to accomplish their purpose (e.g., language structure, word choice, persuasive techniques, and choice of genre) • Determining how a work of literature reflects social and cultural influences of a time period • Determining cause and effect in text
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Complex vs. simple chronology ○ Social/ cultural ○ Cause and effect • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of specific strategies that can be used before, during, and after reading to help better comprehend text ○ Recognizing text that reflects social and cultural influences of a specific time period ○ Recognizing cause and effect of a specific event or problem in text
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Expository/Informational Text
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using common textual features (e.g., subheadings, captions, indices, appendices, glossaries, and bibliographies): <ul style="list-style-type: none"> ○ Identifying, interpreting, and using common graphic features (e.g., charts, tables, maps, diagrams, graphs, and cutaways) • Analyzing informational text: <ul style="list-style-type: none"> ○ Analyzing persuasive texts for instances of bias, hyperbole, propaganda, and faulty logic and provide examples from the text ○ Identifying missing, unclear, conflicting or irrelevant information ○ Identifying an author’s argument or viewpoint and evaluate the accuracy and validity of the evidence used • Comparing and contrasting information about a single topic: <ul style="list-style-type: none"> ○ Finding similarities and differences of a single between at least two different sources ○ Using sources including books, magazines, newspapers, and online resources • Describing characteristics of consumer, workplace, and public documents: <ul style="list-style-type: none"> ○ Describing the form, features, and purpose of editorials, school policies, memos, and résumés

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Appendix ○ Cutaway ○ Résumés • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about the basic features and purposes of appendices and cutaways ○ Recognizing presence of bias and propaganda in text
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Literary Response and Analysis
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing characteristics of literary forms and genres (e.g., folktales, science fiction, mysteries, haiku, sonnets, haiku, young adult fiction) • Analyzing characteristics of elements of fiction: <ul style="list-style-type: none"> ○ Explaining the elements of fiction and their effects on the text (e.g., flashback, flash forward, pace, changes in setting, creation through language of voice and mood, extended metaphor, and symbolism) ○ Identifying the narrator's point of view (first person and third person, limited and omniscient) ○ Describing plot development by ordering the sequence of events and by identifying subplots, parallel story lines, cause and effect, and conflict/resolution • Analyzing how meaning is conveyed in poetry: <ul style="list-style-type: none"> ○ Explaining the use of contemporary vs. classic language in poetry ○ Describing structure of poems (e.g., rhyme scheme, verse type) ○ Explaining how an author uses allusion and mood imagery • Analyzing central ideas and recurring themes within and across texts (e.g. bravery, loyalty, friendship)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Allusion ○ Parallel story line ○ Voice ○ Extended metaphor • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of haiku, sonnet, mystery, and young adult fiction ○ Recognizing and recalling accurate information about characteristics of specific elements of fiction and their effects on the text ○ Recognizing and recalling accurate information about how meaning is conveyed in poetry through language use (contemporary/classic), structure (rhyme scheme, verse), allusion, and mood imagery ○ Recognizing central ideas and recurring themes within and across texts
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Audience and Purpose
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Maintaining a varied portfolio that: <ul style="list-style-type: none"> ○ Includes writing selected by both the student and teacher ○ Includes literary, informal, informational, interpretive, and responsive writing ○ Using formal or informal language appropriate to the purpose and audience (e.g., personal voice, professional voice)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Personal voice ○ Professional voice <p>Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:</p> <ul style="list-style-type: none"> ○ Describing basic purposes for maintaining a varied portfolio ○ Recognizing the purpose and audience of specific texts
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Drafting and Revising
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying prewriting strategies to plan and organize writing (e.g., discussion, outlining, graphic organizers, writing models, rubrics, background research): <ul style="list-style-type: none"> ○ Creating compositions with an effective introduction, a body, clear transitional words or phrases, ideas grouped by paragraphs with topic sentences and supporting details, and a conclusion that summarizes ○ Creating logical connections between sentences by using conjunctive adverbs (e.g., therefore, however, in addition, furthermore, in fact) ○ Reviewing and revising writing for meaning, clarity, word choice, organization of ideas, consistent point of view, transitional words or phrases, and to add relevant or delete irrelevant information ○ Editing own writing and the writing of others to evaluate quality and improve conventions (e.g., grammar {subject-verb agreement, pronoun/antecedent agreement}, spelling, punctuation, capitalization) using a checklist or set of rules, proofreading marks, rubrics, feedback, and reference materials ○ Using a word processor to write, edit, and revise compositions (e.g., produce final drafts that meet established criteria for class assignments)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Transition ○ Final draft ○ Topic sentence • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about strategies that can be used to plan and organize writing ○ Recognizing subject-verb agreement, pronoun-antecedent agreement, and modifier errors in text
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Writing Applications
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Exhibiting personal style and voice in narrative compositions: <ul style="list-style-type: none"> ○ Writing narrative compositions that establish a point of view, use appropriate diction and descriptive language, and pay attention to elements of plot, setting, and characterization • Writing responses to literature: <ul style="list-style-type: none"> ○ Showing an interpretation, critique, or reflection ○ Demonstrating understanding of text ○ Including supportive details from the text • Showing connection of the text to personal knowledge • Writing expository/persuasive compositions: <ul style="list-style-type: none"> ○ Stating a clear purpose and presenting information that reflects knowledge about the topic ○ Presenting an introduction; grouping related ideas into paragraphs with a topic sentence and supporting sentences ○ Supporting ideas with facts, examples, definitions, and analogies ○ Maintaining a consistent focus across paragraphs and providing a conclusion or summary paragraph ○ Focusing on a problem/solution ○ Using facts and details from primary or secondary sources with appropriate citation ○ Using text features when appropriate (charts, illustrations, graphs) ○ Writing persuasive compositions with a clear position or argument, a consistent point of view, detailed evidence to support argument, and answers to readers' concerns and counterarguments • Writing correspondence and technically based documents: <ul style="list-style-type: none"> ○ Writing business letters and letters of request and response that use the appropriate letter format
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Style ○ Voice ○ Position/argument • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing fictional narratives that use personification ○ Describing characteristics of voice in narrative compositions ○ Writing responses to literature that describe the main idea and significant details ○ Describing the defining characteristics of problem/solution compositions ○ Recognizing business correspondence that uses appropriate format to give or request information
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Research and Information Organization
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Forming and defending a hypothesis about a research topic: <ul style="list-style-type: none"> ○ Identifying a research topic by listing possible questions that can be answered by research ○ Creating written and/or multimedia reports to confirm or reject research ○ Finding supporting evidence from multiple sources (e.g., classroom, school or public libraries, online resources, interviews, newspapers, magazines, atlases, almanacs) ○ Evaluating the credibility, reliability, accuracy, and limitations of resources ○ Supporting ideas with facts, details, examples, direct quotes, and explanations from the primary and secondary sources ○ Using direct quotes and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) ○ Using maps, charts, graphs, or other graphics to enhance presentation of report

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Notes ○ Credible resources ○ Internet research • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing hypotheses that are too broad and too narrow in focus
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

LANGUAGE USAGE
Measurement Topic: Spelling and Language Mechanics
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Spelling high-frequency and grade-appropriate words; <ul style="list-style-type: none"> ○ Spelling commonly misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw) and commonly confused words (e.g., then/than, except/accept) ○ Spelling common words of foreign, medical, or scientific origin (derivatives) • Using strategies to spell different words: <ul style="list-style-type: none"> ○ Using spelling patterns and rules (e.g., <i>ie vs. ei</i>, plurals for words ending in <i>f</i>) ○ Using syllable constructions ○ Using less common roots, prefixes, and suffixes to spell words ○ Drawing on a variety of resources to find the correct spelling of new, unfamiliar, or difficult words (e.g., dictionaries, glossaries, thesauruses, spell check) • Using punctuation: <ul style="list-style-type: none"> ○ Using semicolons and colons (e.g., semicolons to connect two complete sentences, colons to introduce a list) ○ Using quotation marks (single and double) ○ Using dashes, brackets, parentheses, and hyphens • Analyzing the titles of various works to determine whether they exhibit proper conventions (italics, underlining, and quotations) and correct if needed

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Affix ○ Appositive ○ Semicolon • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct spelling of specific grade-level words ○ Describing characteristics of common strategies used to spell different words ○ Recognizing correct use of colons and semicolons ○ Describing text conventions for writing titles of specific works
1.5	<p>Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

LANGUAGE USAGE
Measurement Topic: Language Conventions
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using common compound-complex sentences: <ul style="list-style-type: none"> ○ Construct sentences with two main clauses and one subordinate clause ○ Demonstrate subject-verb agreement • Using consistent tense and explain when it is appropriate to stay in one tense • Using basic noun, adjective, and adverb clauses • Correcting basic run-ons and fragments in text • Using basic transitive and intransitive verbs

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Run-on sentence ○ Sentence fragment • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct use of common compound-complex sentences in text ○ Recognizing inconsistent use of tense in text ○ Recognizing noun, adjective, and adverb clauses in text ○ Recognizing basic run-ons and fragments in text ○ Recognizing transitive and intransitive verbs in text
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Speaking Applications
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Participating and contribute in discussions: <ul style="list-style-type: none"> ○ Assuming different roles (e.g., active listener, discussion leader, facilitator) ○ Taking notes ○ Volunteer opinions for consideration by the group • Creating and delivering oral presentations: <ul style="list-style-type: none"> ○ Making extended presentations involving taking and defending a position; supporting argument with detailed evidence; offering a logical sequence of information; using persuasive language; consistently using common organizational structures, and attempting to gain the listener's support for the position or argument ○ Using evidence and/or arguments to support opinions; using visual media; using formal or informal language ○ Employing verbal and non-verbal techniques for oral presentations that are appropriate for the topic, audience, and purpose (e.g., modulation of voice, tempo, word choice, feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture) ○ Delivering informational presentations that demonstrate an understanding of the topic; present ideas in a logical sequence; include details, examples, quotations, statistics, stories, and anecdotes; use precise language; include an effective introduction and conclusion consistent with the organizational pattern; identify and use multiple sources (e.g., books, newspapers, magazines, encyclopedias, web sites); and use visual materials when appropriate • Reciting brief poems, dramatic narratives, and soliloquies using clear diction, timing, volume, phrasing, and expression • Modifying oral presentations based on verbal and non-verbal feedback from the audience
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2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Persuasion ○ Vocal modulation (volume) • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing characteristics of participation/contribution in small and large group discussions ○ Recognizing effective and ineffective defense of positions in oral presentations ○ Recognizing appropriate and inappropriate voice modulation, tempo, and enunciation in oral presentations ○ Recognizing appropriate and inappropriate use of physical gestures, body movement, and eye contact in oral presentations ○ Describing basic ways to determine if an audience is confused
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Listening Comprehension
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing and evaluating a speaker’s presentation: <ul style="list-style-type: none"> ○ Evaluating the qualities of a speaker (e.g., word choice, tone, feeling, gestures, eye contact) and how speaker quality impacts the message ○ Interpreting the speaker’s purpose in presentations and visual materials (e.g., to inform, to entertain, to persuade) ○ Summarizing the main idea, identify and note important details, draw conclusions, and ask relevant questions about the content, delivery, and purpose of the presentation • Analyzing the techniques speakers use to communicate a message (e.g., persuasive techniques, effect of word choice, making an emotional appeal) • Evaluating the credibility of a speaker by determining the speaker’s point of view, bias, or hidden messages • Identifying the rhetorical devices that speakers use for effect (e.g., rhythm, timing of speech, repetitive patterns, the use of onomatopoeia) • Recognizing the way in which language differs across a variety of social situations (e.g., formal and informal speeches, use of slang among peers)

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Nonverbal message ○ Point of view ○ Credibility • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing the main idea and supporting details from an oral presentation ○ Recognizing rhetorical devices and persuasive techniques in oral presentations ○ Recognizing characteristics of a quality speaker
1.5	<p>Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Analysis and Evaluation of Media
 Grade Six

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing persuasive techniques in presentations and media (e.g., bandwagon, glittering generalities, emotional word repetition, bait and switch, testimonial): <ul style="list-style-type: none"> ○ Recognizing the use of false or misleading information, stereotypes, and biases in visual media • Recognizing elements that recur across media (e.g., common features found in print and broadcast advertising; the layout of magazines and newspapers) • Analyzing communication in visual media (e.g., explain how language choice, symbols, images, sound, special techniques, and other conventions are used in visual media to convey messages) • Analyzing how media targets special interest groups (e.g., teenagers, voters, people who buy certain products) by using language, images, and content
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Bandwagon ○ Glittering generalities ○ Misinformation • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing persuasive techniques in presentations and media ○ Recognizing elements that recur across media ○ Recognizing methods used to convey messages in visual media ○ Recognizing methods used by media to target special interest groups
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>