

Grade 6 Reading

The grade 6 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passages may be up to 1,500 words long and some passages may be paired with other, related passages. Literary text at this grade includes realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, and simple instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 514 and above

At the beginning of the year, sixth-grade students performing at the Advanced level successfully use a variety of word-identification strategies and use an on grade-level and above grade-level reading vocabulary to construct meaning from a variety of grade-appropriate texts. Students performing at this level easily comprehend a variety of texts at literal, inferential, and evaluative levels. They make inferences and predictions and summarize information about a single text or paired texts and provide appropriate, text-based details to support the summary. Their ability to analyze an author's style and use of language is evident. In general, students at the Advanced level use a range of reading strategies effectively and exhibit in-depth comprehension of a variety of grade-level texts.

Proficient

Score range: 457–513

At the beginning of the year, sixth-grade students performing at the Proficient level appropriately use a range of word-identification strategies. They have sufficient understanding of text at a literal level, and they summarize information and provide text-based details to support the summary, although some details may be irrelevant. Students' ability to analyze grade-level texts and make connections is adequate. Students at this level are able to compare ideas across two texts and draw conclusions; however, they may demonstrate an incomplete understanding of similarities and differences and provide only general text-based information to support the comparison. In general, students at this level apply a variety of comprehension strategies and sufficiently comprehend a variety of grade-level texts.

Basic

Score range: 418–456

At the beginning of the year, sixth-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. When reading literary texts, students at this level have sufficient understanding of a text at a literal level but partial understanding at an inferential level. In general, students at the Basic level

demonstrate adequate, literal understanding of what they read and limited inferential comprehension. However, they may be able to demonstrate a wider variety of comprehension skills and strategies during classroom instruction with below grade-level texts or if given assistance.

Minimal Performance

Score range: 417 and below

At the beginning of the year, sixth-grade students performing at the Minimal Performance level have basic word-identification and comprehension strategies. Students at this level demonstrate general comprehension at the literal level and limited comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytical and evaluative thinking skills with below grade-level and on grade-level texts if given assistance.