

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. *The descriptions provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
Advanced 514 and above	<p>At the beginning of the year, students at the Advanced level demonstrate in-depth understanding of academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of unfamiliar words or figurative language used in poetry. ▪ using knowledge of root words and affixes to determine the meaning of unfamiliar words. ▪ using a dictionary or thesaurus entry and context clues to determine the meaning of a multiple-meaning word as used in a text. ▪ using information to identify story elements that are not described in detail, such as the setting of a portion of a story. ▪ identifying key points about a topic, or minor or very specific details stated in an informational text. ▪ identifying the location of specific events in a sequence. ▪ inferring the main character's problem or feelings in a literary text. ▪ drawing conclusions about a central message or common or universal theme in a literary text or poem. ▪ inferring the author's purpose in writing a poem. ▪ summarizing information about a key point in an informational text and providing appropriate text-based details to support the summary. ▪ using text features such as headings and subheadings to infer in which section additional information would best fit. ▪ analyzing and identifying the organizational pattern of an informational text. ▪ identifying the specific genre of a literary text, such as fantasy or science, realistic, or historical fiction, based on its characteristics. ▪ identifying symbolism in a literary text. ▪ making inferences about an author's style, such as techniques used to capture a reader's attention. ▪ analyzing an author's use of specific descriptive phrases to create an effect and providing some relevant

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	<p>text-based details to support the analysis.</p> <ul style="list-style-type: none"> ▪ predicting what additional events would occur if a literary text were extended. ▪ comparing informational and literary texts to identify a common topic or similar ideas, experiences, theme, or authors' point of view and providing limited but relevant text-based information to support the comparison. ▪ connecting a theme in a literary text to situations beyond the text. ▪ distinguishing between statements of fact or opinion in an informational text and identifying a text-based example of each. ▪ identifying examples of the author's intentional use of language or details to convey a given idea or to achieve a given purpose or to achieve a certain effect. ▪ inferring an author's purpose for including certain details or in making certain word choices.
<p>Proficient 457–513</p>	<p>At the beginning of the year, students at the Proficient level demonstrate competency in the academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using knowledge of familiar words to determine the meaning of unfamiliar compound words used in text. ▪ using context clues to determine the meaning of unfamiliar words or which meaning of a multiple-meaning word is used in a text. ▪ interpreting the meaning of familiar idioms, as used in a text. ▪ using a dictionary or thesaurus and context clues to determine a synonym for a familiar or unfamiliar word. ▪ identifying characters' motives, thoughts, and actions based on stated information in a literary text. ▪ identifying a main idea in an informational text. ▪ identifying the relative location of events in a sequence and completing a graphic organizer to represent the sequence of events in a literary text or steps in a process in an informational text. ▪ identifying an implied detail or cause and effect relationship in an informational text. ▪ summarizing information in a text and providing text-based details to support the summary, some of which may be irrelevant. ▪ inferring the author's purpose for writing an informational text. ▪ identifying why a text is fiction or nonfiction based on its characteristics. ▪ identifying a word, phrase, or sentence that conveys a particular tone. ▪ identifying the general effect of an author's use of a literary device, such as simile, metaphor, personification, hyperbole, or imagery. ▪ comparing ideas across two literary texts, but demonstrating an incomplete understanding of similarities

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	<p>and differences, and providing overly general text-based information to support the comparison.</p> <ul style="list-style-type: none"> ▪ identifying a real-world situation to which ideas or concepts in a text could be extended or applied or identifying a new example of a concept discussed in a text. ▪ distinguishing between opinion and fact in informational text. ▪ drawing conclusions about a text based on the author's general style or approach to the topic.
<p>Basic 418–456</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues or prior knowledge to identify the meaning of simple similes or metaphors or of unfamiliar words. ▪ identifying synonyms of familiar words. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ applying grammar features such as contractions, verb tense, and usage or using a dictionary to determine the meaning of words. ▪ identifying characters, setting, and major events in a literary text. ▪ identifying the stated main idea in an informational text and details that support a main idea. ▪ using text features such as headings, subheadings, illustrations, or diagrams to locate specific information in a text. ▪ identifying a common or familiar theme in a literary text. ▪ making simple inferences and predictions from literary text. ▪ identifying the audience for whom a text would be useful. ▪ making generalizations about the topic of an informational text and summarizing a key point or message. ▪ identifying an author's purpose for writing a given text and a purpose for reading a text. ▪ identifying the genre of a given text. ▪ identifying the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or imagery. ▪ making predictions about likely future events based on information in a text. ▪ making basic connections among ideas or concepts within a text. ▪ recognizing facts and opinions and stated comparisons and contrasts in short informational passages. ▪ identifying a clear example of an author's use of words or phrases to achieve a given purpose.

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<p>Minimal Performance</p> <p>417 and below</p>	<p>At the beginning of the year, students at the Minimal Performance level demonstrate very limited academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using clear context clues, illustrations, and graphics to determine meanings of words and phrases. ▪ using knowledge of familiar words to determine the meaning of compound words and affixed words and recognizing how the meaning of a familiar word changes when an affix is added. ▪ using a dictionary to determine the meaning of a word as used in a text. ▪ recalling stated information about story elements, such as the main character, setting, and sequence of events of a literary text. ▪ identifying the main topic of a text and stated information in a text. ▪ drawing simple conclusions about story elements based on illustrations. ▪ making simple predictions or inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics. ▪ distinguishing between fiction, nonfiction, and poetry. ▪ identifying the meaning of a familiar simile or metaphor, as used in a text. ▪ making limited predictions from the text that may be informed by prior experience and text-based information.