

Grade 6 ELA: Proficiency Statements by Quarter

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Communication	Come to discussions prepared, follows agreed upon norms, and communicates effectively; practice reflecting on texts or discussion to create connections to self, other texts, or the world while exploring one's own ideas, beliefs, and questions; and deliver information and/or presentations to small groups with key components: speak clearly, conduct self professionally.	Listen and respond respectfully to other and refers to textual evidence in discussions; reflect on texts or discussions to create connections to self, other texts, or the world while exploring one's own ideas, beliefs, and questions; and deliver information and/or presentations to small groups with key components: speaks clearly, conducts self professionally.	Pose questions and responds with textual evidence and paraphrase key ideas and/or others' perspectives; reflect on texts or discussions to create connections to self, other texts, or the world while exploring one's own ideas, beliefs, and questions; and integrate multimedia components to clarify claims and findings in presentation.	Demonstrate understanding of multiple perspectives through reflection and paraphrasing; set specific goals and deadlines to be an independent learner and/or collaborative group; reflect on texts or discussions to create connections to self, other texts, or the world while exploring one's own ideas, beliefs, and questions; and deliver information and/or presentations with key components: speak clearly, conducts self professionally.
Comprehension	Paraphrase the central idea and key information from two or more texts; determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; and comprehend print and digital grade-level texts (from a variety of specific disciplines) proficiently and independently, with scaffolding as needed.	Use note-taking strategies to understand information presented in diverse media and formats; show grade-level use and understanding of academic and technical vocabulary; and comprehend print and digital grade-level texts (from a variety of specific disciplines) proficiently and independently, with scaffolding as needed.	Use note-taking strategies to interpret information; evaluate a speaker's claim as supported or not; demonstrate understanding of word connotations and denotations; and comprehend print and digital grade-level texts proficiently and independently.	Determine the meaning of words and phrases as they used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, and technical meanings; and comprehend print and digital grade-level texts proficiently and independently.
Critical Thinking	Determine a text's purpose and identifies the central idea or claim; compare and contrast texts in different forms or genres; and develop a claim and determine supporting evidence.	Identify and explain how authors use various text and organizational structures to develop a central idea and claim; synthesize multiple texts to determine central ideas connected to a single topic; and develop claims supported by relevant evidence.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text; compare and contrast one author's presentation of events with that of another on the same topic; evaluate texts and authors as credible or not; and evaluate claims supported by evidence and reasoning, and those that are not.	Explain how characters respond or change as the plot moves toward a resolution; and explain how point of view and theme are developed/conveyed throughout texts in various structures or formats.
Writing Content	Produce clear writing by establishing a clear topic sentence or claim, which is developed by key information, examples, and/or relevant evidence; synthesize information from two teacher-provided sources; and incorporates relevant evidence to support analysis, explanation, or reflections.	Utilize provided text structure strategies and text features to organize writing; conduct teacher-supported research to synthesize information from multiple sources; quote or paraphrase information and conclusions of others; avoid plagiarism; and provide bibliographic information for sources.	Synthesize credible print and digital sources to develop, introduce, and support a claim with relevant evidence; use relevant evidence; quote or paraphrase information and conclusions of others; avoid plagiarism; and follow a standard citation format with guidance and provide bibliographic information for sources.	Produce clear and coherent writing with appropriate development, organization, and style for a specific task, purpose, or audience; and utilize effective techniques when writing narratives, including the impact of word choice on meaning and tone.

Writing Conventions	Demonstrate clear planning and editing of written work; use complete sentences in writing; and incorporate accurate capitalization and end punctuation with writing.	Demonstrate clear planning and editing of written work; use complete sentences in writing; and incorporate in writing accurate capitalization, end punctuation, and spelling of commonly confused words.	Demonstrate clear planning and editing of written work; use simple and compound sentences in writing; and incorporate in writing accurate capitalization, end punctuation, spelling of commonly confused words, and comma usage.	Demonstrate clear planning and editing of written work; vary sentence patterns for meaning, reader/listener interest, and style; and maintains consistency in style throughout a work; and incorporate in writing accurate capitalization, end punctuation, spelling of commonly confused words, comma usage, and use commas and quotation marks in dialogue.
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Grade 6 ELA Proficiency Report Scales: Quarter 1

	1 – Novice	2 – Approaching	3 – Proficient	4 – Advanced
Communication	With help, partial success with approaching and proficient content.	Identify norms for collaborative discussions; identify connections to self, other texts, or the world; and share information or ideas with others.	Come to discussions prepared, follows agreed upon norms, and communicates effectively; practice reflecting on texts or discussion to create connections to self, other texts, or the world while exploring one’s own ideas, beliefs, and questions; and deliver information and/or presentations to small groups with key components: speak clearly, conduct self professionally.	In addition to proficiency, utilize effective communication strategies to engage peers in collaborative discussions on a variety of topics; and/or create relevant connections to other concepts, disciplines, or current events in discussions.
Comprehension	With help, partial success with approaching and proficient content.	Determine appropriate reading strategies to aid in comprehension; identify and explain context clues; identify a central idea; read fiction and nonfiction texts in a variety of genres, formats, and mediums; and show progress on classroom and/or district comprehension assessments.	Paraphrase the central idea and key information from two or more texts; determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; and comprehend print and digital grade-level texts (from a variety of specific disciplines) proficiently and independently, with scaffolding as needed.	In addition to proficiency, determine and apply various reading strategies to understand complex texts of concepts; demonstrate self-monitoring reading score at the 95 th percentile or above on the WFPS reading assessment.
Critical Thinking	With help, partial success with approaching and proficient content.	Identify various text structures and text features; describe text features used within specific text structures and/or disciplines; and identify a claim and identifies relevant evidence that supports the claim.	Determine a text’s purpose and identifies the central idea or claim; compare and contrast texts in different forms or genres; and develop a claim and determine supporting evidence.	In addition to proficiency, cite relevant evidence and utilizes in-depth, logical reasoning when responding to various questions or prompts; and/or independently investigate topics from multiple credible sources; synthesizes information to explain key ideas/concepts and/or draw conclusions.
Writing Content	With help, partial success with approaching and proficient content.	Practice utilizing a clear topic sentence and/or paragraph structure; practice developing a claim supported by evidence; and use the synthesis chart to categorize information from two or more sources.	Produce clear writing by establishing a clear topic sentence or claim, which is developed by key information, examples, and/or relevant evidence; synthesize information from two teacher-provided sources; and incorporates relevant evidence to support analysis, explanation, or reflections.	In addition to proficiency, synthesize information from multiple, self-chosen, credible sources to develop a topic; and/or effectively apply advanced organizational strategies for various writing tasks.
Writing Conventions	With help, partial success with approaching and proficient content.	Identify complete simple sentences; identify sentence fragments in own writing Identifies run-on sentences in own writing; practice using planning and editing strategies; practice accurate capitalization; and practice using appropriate end punctuation marks.	Demonstrate clear planning and editing of written work; use complete sentences in writing; and incorporate accurate capitalization and end punctuation with writing.	In addition to proficiency, analyze how authors use specific conventions, sentence patterns, and/or syntax to develop style, voice, and meaning; and/or explain the rules for and effectively uses advanced writing conventions.

Grade 6 ELA Proficiency Report Scales: Quarter 2

	1 – Novice	2 – Approaching	3 – Proficient	4 – Advanced
Communication	With help, partial success with approaching and proficient content.	Responds to others’ questions or comments; use evidence to answer questions; identify connections to self, other texts, or the world; and practice presentation skills.	Listen and respond respectfully to other and refers to textual evidence in discussions; reflect on texts or discussions to create connections to self, other texts, or the world while exploring one’s own ideas, beliefs, and questions; and deliver information and/or presentations to small groups with key components: speaks clearly, conducts self professionally.	In addition to proficiency, utilize effective communication strategies to engage peers in collaborative discussions on a variety of topics; and/or create relevant connections to other concepts, disciplines, or current events in discussions.
Comprehension	With help, partial success with approaching and proficient content.	Take scaffolded notes; practice comprehension strategies; read fiction and nonfiction texts in a variety of genres, formats, and mediums.	Use note-taking strategies to understand information presented in diverse media and formats; show grade-level use and understanding of academic and technical vocabulary; and comprehend print and digital grade-level texts (from a variety of specific disciplines) proficiently and independently, with scaffolding as needed.	In addition to proficiency, apply various reading strategies to understand complex texts or concepts; and/or demonstrate self-monitoring reading score at the 95 th percentile or above on the WFPS reading assessment.
Critical Thinking	With help, partial success with approaching and proficient content.	Identify some text structures; examine how an author’s purpose is connected to the text structure they choose; identify text features and explains their purpose; determine a claim and/or theme from a given text Identifies textual evidence to support a given claim or central idea.	Identify and explain how authors use various text and organizational structures to develop a central idea and claim; synthesize multiple texts to determine central ideas connected to a single topic; and develop claims supported by relevant evidence.	In addition to proficiency, cite relevant evidence and utilizes in-depth, logical reasoning when responding to various questions or prompts; and/or independently investigate topics from multiple credible sources that are self-selected; can explain what makes each source credible.
Writing Content	With help, partial success with approaching and proficient content.	Practice utilizing a clear topic sentence and/or paragraph structure; write a claim; use evidence; use the synthesis chart to categorize information from two or more sources; and determine important and not important information.	Utilize provided text structure strategies and text features to organize writing; conduct teacher-supported research to synthesize information from multiple sources; quote or paraphrase information and conclusions of others; avoid plagiarism; and provide bibliographic information for sources.	In addition to proficiency, analyze/explain how to effectively utilize text structures, features, and formats in relations to the intended purpose and audience; and/or write for an authentic audience.
Writing Conventions	With help, partial success with approaching and proficient content.	Identify complete simple sentences; identify sentence fragments in own writing; identify run-on sentences in own writing; practice using planning and editing strategies; practice accurate capitalization; practice using appropriate end punctuation marks; and practice spelling commonly confused words correctly.	Demonstrate clear planning and editing of written work; use complete sentences in writing; and incorporate in writing accurate capitalization, end punctuation, and spelling of commonly confused words.	In addition to proficiency, analyze how authors use specific conventions, sentence patterns, and/or syntax to develop style, voice, and meaning; and/or explain the rules for and effectively uses advanced writing conventions.

Grade 6 ELA Proficiency Report Scales: Quarter 3

	1 – Novice	2 – Approaching	3 – Proficient	4 – Advanced
Communication	With help, partial success with approaching and proficient content.	Ask surface level questions; respond to others’ questions or comments; practice paraphrasing others’ ideas or conclusions; use evidence to answer questions; identify connections to self, other texts, or the world; practice presentation skills; use a provided graphic organizer or scaffold to organize presentations; and identify multimedia components and how they can help an audience member better understand information.	Pose questions and responds with textual evidence and paraphrase key ideas and/or others’ perspectives; reflect on texts or discussions to create connections to self, other texts, or the world while exploring one’s own ideas, beliefs, and questions; and integrate multimedia components to clarify claims and findings in presentation.	In addition to proficiency, utilize effective communication strategies to engage peers in collaborative discussions on a variety of topics; and/or create relevant connections to other concepts, disciplines, or current events in discussions.
Comprehension	With help, partial success with approaching and proficient content.	Practices using note-taking strategies; uses scaffolded notes Determines appropriate reading strategies to aid in comprehension Compares and contrasts word connotations Describes connotations of words in multiple contexts Reads fiction and nonfiction texts in a variety of genres, formats, and mediums	Use note-taking strategies to interpret information; evaluate a speaker’s claim as supported or not; demonstrate understanding of word connotations and denotations; and comprehend print and digital grade-level texts proficiently and independently.	In addition to proficiency, apply various reading strategies to understand complex texts or concepts; and/or demonstrate self-monitoring reading score at the 95 th percentile or above on the WFPS reading assessment.
Critical Thinking	With help, partial success with approaching and proficient content.	Identify some text structures; determine an author’s point of view; determine an author’s purpose; determine a claim and the textual evidence to support a given claim; determine if reasoning (commentary) explains how the evidence supports a claim; and identify how two author’s presentation of events on the same topic are similar and different.	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text; compare and contrast one author’s presentation of events with that of another on the same topic; evaluate texts and authors as credible or not; and evaluate claims supported by evidence and reasoning, and those that are not.	In addition to proficiency, cite relevant evidence and utilize in-depth, logical reasoning when responding to various questions or prompts; and/or investigate and evaluate real-world claims, evidence, reasoning, and/or text credibility.
Writing Content	With help, partial success with approaching and proficient content.	Identify text structures; determine an author’s point of view; determine an author’s purpose; determine a claim from a given text; identify textual evidence to support a given claim; determine if commentary (reasoning) explains how the evidence supports a claim; compare and contrast two author’s presentation of events on the same topic; synthesize important information within key categories; and demonstrate an understanding of the topic or text by developing key ideas and incorporating discipline specific vocabulary.	Synthesize credible print and digital sources to develop, introduce, and support a claim with relevant evidence; use relevant evidence; quote or paraphrase information and conclusions of others; avoid plagiarism; and follow a standard citation format with guidance and provide bibliographic information for sources.	In addition to proficiency, analyze/explain how to effectively utilize text structures, features, and formats in relation to the intended purpose and audience; and/or write for an authentic audience.

Writing Conventions	With help, partial success with approaching and proficient content.	Use complete simple sentences in writing; identify sentence fragments; identify run-on sentences; practice using planning and editing strategies; practice accurate capitalization; practice using appropriate end punctuation marks; practice spelling commonly confused words correctly; practice appropriate comma usage; practice using prepositions or introductory phrases to add sentence variety and style; practice maintaining consistency in style.	Demonstrate clear planning and editing of written work; use simple and compound sentences in writing; and incorporate in writing accurate capitalization, end punctuation, spelling of commonly confused words, and comma usage.	In addition to proficiency, analyze how authors use specific conventions, sentence patterns, and/or syntax to develop style, voice, and meaning; and/or explain the rules for and effectively uses advanced writing conventions.
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Grade 6 ELA Proficiency Report Scales: Quarter 4

	1 – Novice	2 – Approaching	3 – Proficient	4 – Advanced
Communication	With help, partial success with approaching and proficient content.	Come to discussions prepared; ask questions and respectfully responds to others; use evidence on the topic, text, or issue to reflect on ideas being discussed; identify multiple perspectives on a single topic; paraphrase others' ideas; and use a provided graphic organizer to develop and share information or a claim.	Demonstrate understanding of multiple perspectives through reflection and paraphrasing; set specific goals and deadlines to be an independent learner and/or collaborative group; reflect on texts or discussions to create connections to self, other texts, or the world while exploring one's own ideas, beliefs, and questions; and deliver information and/or presentations with key components: speak clearly, conducts self professionally.	In addition to proficiency, utilize effective communication strategies to engage peers in collaborative discussions on a variety of topics; and/or integrate relevant connections to other concepts, content domains, or current events during discussion.
Comprehension	With help, partial success with approaching and proficient content.	Describe the effect of specific word choices or phrases on meaning and tone; compare and contrast word connotations; explain why authors use figurative language; describe the difference between literal and figurative language; determine appropriate reading strategies to aid in comprehension; and read fiction and nonfiction texts in a variety of genres, formats, and mediums.	Determine the meaning of words and phrases as they used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, and technical meanings; and comprehend print and digital grade-level texts proficiently and independently.	In addition to proficiency, determine and apply various reading strategies to understand complex texts or concepts; and/or demonstrate self-monitoring reading score at the 95 th percentile or above on the WFPS reading assessment.
Critical Thinking	With help, partial success with approaching and proficient content.	Demonstrate understanding of elements of plot; identify narrative elements and their purpose; determine an author's point of view and purpose; describe a character's perspective; identify how characters change through a story; determine a theme that is supported by textual evidence; and identify essential and non-essential information.	Explain how characters respond or change as the plot moves toward a resolution; and explain how point of view and theme are developed/conveyed throughout texts in various structures or formats.	In addition to proficiency, cite relevant evidence and utilize in-depth, logical reasoning when responding to various questions or prompts; and/or evaluate an author's use of narrative elements to effectively tell a story/share a theme.
Writing Content	With help, partial success with approaching and proficient content.	Introduce the setting and characters; determine transition words that help a reader understand the sequence of a story; explain how word choice impacts meaning and tone; identify how words have different connotations; practice using narrative techniques; and provide a conclusion that connects back to the story.	Produce clear and coherent writing with appropriate development, organization, and style for a specific task, purpose, or audience; and utilize effective techniques when writing narratives, including the impact of word choice on meaning and tone.	In addition to proficiency, intentionally apply elements such as figurative language, word choice, point of view or style to impact reader's interpretation of a text; intentional choices can be explained; and/or explore an in-depth character study while creating characters and conveys that depth of character in a narrative.

Writing Conventions	With help, partial success with approaching and proficient content.	Use complete simple sentences in writing; identify sentence fragments; identify run-on sentences; practice using planning and editing strategies; practice accurate capitalization; practice using appropriate end punctuation marks; practice spelling commonly confused words correctly; practice appropriate comma usage, including in dialogue; and practice appropriate quotation usage in dialogue.	Demonstrate clear planning and editing of written work; vary sentence patterns for meaning, reader/listener interest, and style; and maintains consistency in style throughout a work; and incorporate in writing accurate capitalization, end punctuation, spelling of commonly confused words, comma usage, and use commas and quotation marks in dialogue.	In addition to proficiency, analyze how authors use specific conventions, sentence patterns, and/or syntax to develop style, voice, and meaning; explain the rules for and effectively uses advanced writing conventions; and/or apply consistent verb tense throughout a narrative.
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