

## **Grade 6 Language Usage ISAT Proficiency Level Descriptors**

### **Advanced**

Teachers observe that sixth grade students typically performing at the Advanced level of language usage demonstrate an in-depth understanding of grade-level skills and the writing process and can effectively relate the writing task to purpose and audience. On the ISAT Language Usage Test, sixth grade students typically performing at the Advanced level consistently identify a clear focus and/or topic sentence, relevant details, and a distinct conclusion. These students also consistently recognize that effective transition words reinforce sequence and that varied sentence structure, precise word choice, and descriptive phrases improve meaning, clarity, and style. Students at this level regularly edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation.

### **Proficient**

Teachers observe that sixth grade students typically performing at the Proficient level of language usage demonstrate an understanding of grade-level skills and the writing process and can generally relate the writing task to purpose and audience. On the ISAT Language Usage Test, sixth grade students typically performing at the Proficient level identify a clear focus and/or topic sentence, relevant details, and a distinct conclusion. These students also recognize that transition words reinforce sequence and that varied sentence structure, precise word choice, and descriptive phrases improve meaning, clarity, and style. Students at this level edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation.

### **Basic**

Teachers observe that sixth grade students typically performing at the Basic level of language usage demonstrate a limited understanding of grade-level skills and the writing process and can occasionally relate the writing task to purpose and audience. On the ISAT Language Usage Test, sixth grade students typically performing at the Basic level rarely identify a clear focus and/or topic sentence, relevant details, and a distinct conclusion. These students also rarely recognize that transition words reinforce sequence and that varied sentence structure, precise word choice, and descriptive phrases improve meaning, clarity, and style. Students at this level demonstrate difficulty in editing for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation.