

Grade 6 Language Usage ISAT Proficiency Level Descriptors

Advanced

In the area of language usage, sixth grade students typically performing at the Advanced level demonstrate an **in-depth understanding** of grade-level skills. These students

- consistently identify a clear focus and/or a topic sentence, supporting details, and a distinct conclusion.
- consistently sequence text correctly, using transition words to reinforce the sequence.
- consistently identify the purpose and intended audience of a piece of grade-appropriate writing.
- consistently identify precise words and descriptive phrases to enhance meaning, clarity, and style.
- consistently revise by adding essential details, eliminating irrelevant details, and/or rearranging sentences/paragraphs for meaning, clarity, organization, and style.
- consistently identify a variety of sentences with subject-verb agreement to improve flow.
- regularly edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation.

Proficient

In the area of language usage, sixth grade students typically performing at the Proficient level demonstrate an **understanding** of grade-level skills. These students

- identify a clear focus and/or a topic sentence, supporting details, and a distinct conclusion.
- sequence text correctly, using transition words to reinforce the sequence.
- identify the purpose and intended audience of a piece of grade-appropriate writing.
- identify precise words and descriptive phrases to enhance meaning, clarity, and style.
- revise by adding essential details, eliminating irrelevant details, and/or rearranging sentences/paragraphs for meaning, clarity, organization, and style.
- identify a variety of sentences with subject-verb agreement to improve flow.
- edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation.

Basic

In the area of language usage, sixth grade students typically performing at the Basic level demonstrate a **limited understanding** of grade-level skills. These students

- inconsistently identify a clear focus and/or a topic sentence, supporting details, and/or a distinct conclusion.
- rarely sequence text with transition words to reinforce the sequence.
- rarely identify the purpose and audience of a piece of grade-appropriate writing.
- rarely identify precise words and descriptive phrases to enhance meaning, clarity, and style.
- rarely revise by adding essential details, eliminating irrelevant details, and/or rearranging sentences/paragraphs for meaning, clarity, organization, and style.
- rarely identify a variety of sentences with subject-verb agreement to improve flow.

- rarely edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation.