

## META-PR Alterna 2016

### General Academic Performance Level Descriptors of Puerto Rico

#### Sixth Grade

#### English

The student has access to standards-based instruction and is assessed using authentic materials that are aligned to the grade-level standards and indicators that have been modified to reduce the level of complexity. Additional supports have been incorporated, including technological assistance, adaptations, and/or modifications.

**Performance of Listening, Reading, and Writing skills at the required grade level should be demonstrated during evaluation.**

The skills that are required for students to demonstrate performance during the evaluation of English as a Second Language and which are a representation of the grade-level indicators are:

- Listen and respond to complex instructions. (6.L.1.c)
- Determine the theme of a story, drama, or poem from details in the text. (6.R.2.L)
- Find information on different topics by selecting the most valuable informational source to locate an answer (e.g., books, magazines, newspapers, and websites). (6.R.7.I)
- Use subjective and objective pronouns correctly in sentences. (6.LA.1.a)

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Pre-basic</b>
<p>The student exhibits superior understanding and consistent high performance when applying and explaining the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to be demonstrated during assessment. The student is able to use critical thinking and more complex skills, including problem-solving strategies and making inferences and comparisons, to demonstrate content knowledge. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates solid performance in most activities when applying the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Performance is primarily independent and accurate, and while occasional errors are committed, they do not interfere with the student's conceptual understanding. The student is able to integrate information, comprehend details, and understand relationships. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates limited and inconsistent performance of the targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Frequent errors reflect reduced conceptual understanding. The student recognizes concepts, but does not exhibit the ability to apply general knowledge and skills to novel stimuli. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student's performance demonstrates minimal understanding of the targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during evaluation. Even when provided supports numerous errors indicate the student's poor conceptual understanding. The student does not demonstrate basic content knowledge or skills when attempting to use authentic materials and tools or appropriate grade and content-area vocabulary in the completion of these tasks.</p>

**Performance Level Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Pre-basic</b>
<p>The student with superior understanding will:</p> <ul style="list-style-type: none"> <li>• Listen and respond to multiple complex instructions on a variety of occasions.</li> <li>• Determine the theme of a story, drama, or poem using a variety of details in literary texts.</li> <li>• Find information about a variety of topics by selecting the most valuable informational source to locate an answer (e.g., books, magazines, newspapers, and websites).</li> <li>• Consistently use subjective and objective pronouns appropriately in sentences.</li> </ul>	<p>The student with significant competence will:</p> <ul style="list-style-type: none"> <li>• Listen and respond to a few complex instructions on various occasions.</li> <li>• Determine the theme of a story, drama, or poem from details in a few literary texts.</li> <li>• Find information about some topics by selecting the most valuable informational source to locate an answer (e.g., books, magazines, newspapers, and websites).</li> <li>• Use subjective and objective pronouns in sentences.</li> </ul>	<p>The student with conceptual limitations will:</p> <ul style="list-style-type: none"> <li>• Listen and respond to simple instructions.</li> <li>• Identify the theme of a story, drama, or poem from details in some literary texts.</li> <li>• Identify information about different topics by selecting an appropriate informational source to locate an answer (e.g., book, magazine, newspaper, and website).</li> <li>• Identify subjective and objective pronouns in sentences.</li> </ul>	<p>The student will minimally:</p> <ul style="list-style-type: none"> <li>• Listen and respond to selected instructions.</li> <li>• Recognize the theme of a story, drama, or poem from details in a literary text.</li> <li>• Recognize an appropriate informational source to locate an answer (e.g., book, magazine, newspaper, and website).</li> <li>• Recognize a sentence using subjective or objective pronouns.</li> </ul>