



Grade 6 FCAT 2.0 Reading Achievement Level Descriptions

Grade 6 FCAT 2.0 Reading Reporting Category—Vocabulary

Students performing at the mastery level of this reporting category will be able to use multiple strategies to determine the meaning of grade-appropriate vocabulary words.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"> •use context clues to determine the meaning of an unfamiliar word; •analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning; •analyze words and phrases derived from other languages to determine meaning; •analyze advanced words, phrases, and word relationships to determine meaning; and •analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.
<p align="center">Level 4</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"> •use context clues to determine the meaning of an unfamiliar word; •analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning; •analyze words and phrases derived from other languages to determine meaning; •analyze advanced words, phrases, and word relationships to determine meaning; and •analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.
<p align="center">Level 3</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> •use context clues to determine the meaning of an unfamiliar word; •analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning; •analyze words and phrases derived from other languages to determine meaning; •analyze words, phrases, and word relationships to determine meaning; and •analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.

<p style="text-align: center;">Level 2</p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate <u>limited ability to</u></p> <ul style="list-style-type: none"> •use context clues to determine the meaning of an unfamiliar word; •analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning; •analyze words and phrases derived from other languages to determine meaning; •analyze words, phrases, and word relationships to determine meaning; and •analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>

Grade 6 FCAT 2.0 Reading Reporting Category—Reading Application

Students performing at the mastery level of this reporting category will be able to use a variety of strategies to comprehend text suitable for the grade level.

Achievement Level	Achievement Level Descriptions
Level 5	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none">• identify and analyze the author's purpose, perspective, and bias and understand how they affect meaning;• analyze and interpret a stated or implied main idea;• evaluate and synthesize a summary statement;• evaluate and synthesize relevant details;• draw logical conclusions and make appropriate inferences;• analyze and evaluate details to make plausible predictions;• analyze and discern implied cause-and-effect relationships;• evaluate text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and• analyze and evaluate similarities and differences between text elements.

<p style="text-align: center;">Level 4</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"> • identify and analyze the author's purpose, perspective, and bias; • analyze a stated or implied main idea; • analyze a summary statement; • analyze and evaluate relevant details; • draw logical conclusions and make appropriate inferences; • analyze details to make a plausible prediction; • analyze implied cause-and-effect relationships; • analyze text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and • analyze similarities and differences between text elements.
<p style="text-align: center;">Level 3</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> • identify the author's purpose, perspective, and bias; • determine a stated or implied main idea; • identify a summary statement; • identify relevant details; • draw logical conclusions and make appropriate inferences; • use details to make a plausible prediction; • identify cause-and-effect relationships; • identify text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and • identify similarities and differences between text elements.

<p style="text-align: center;">Level 2</p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate <u>limited ability to</u></p> <ul style="list-style-type: none"> • identify the author's purpose, perspective, and bias; • determine a stated or implied main idea; • identify a summary statement; • identify relevant details; • draw logical conclusions and make appropriate inferences; • use details to make a plausible prediction; • identify cause-and-effect relationships; • identify text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>); and • identify similarities and differences between text elements.
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>

Grade 6 FCAT 2.0 Reading Reporting Category—Literary Analysis: Fiction and Nonfiction

Students performing at the mastery level of this reporting category will be able to identify, analyze, and apply knowledge of the elements of a variety of literary texts, both fiction and nonfiction.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"> • identify, analyze, and interpret how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and • identify, analyze, interpret, and evaluate the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author's word choice impacts meaning.
<p align="center">Level 4</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"> • identify, analyze, and interpret how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and • identify, analyze, interpret, and evaluate the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author's word choice impacts meaning.
<p align="center">Level 3</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> • identify and analyze how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and • identify and analyze the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author’s word choice impacts meaning.

<p style="text-align: center;">Level 2</p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate <u>limited ability to</u></p> <ul style="list-style-type: none"> • identify and analyze how literary elements (e.g., <i>plot development, foreshadowing, flashback, setting, character development, character point of view, theme, conflict, resolution</i>) contribute to and affect meaning; and • identify and analyze the author’s use of descriptive language (e.g., <i>tone, mood, irony, imagery, alliteration, onomatopoeia</i>) and figurative language (e.g., <i>hyperbole, symbolism, simile, metaphor, personification</i>) and determine how the author’s word choice impacts meaning.
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>

Grade 6 FCAT 2.0 Reading Reporting Category—Informational Text and Research Process

Students performing at the mastery level of this reporting category will be able to comprehend and interpret informational text from a variety of sources.

Achievement Level	Achievement Level Descriptions
<p align="center">Level 5</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"> •analyze, evaluate, and synthesize information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, italicized text, charts, tables, graphs, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.6.2.2.1 and LA.6.6.1.1); •synthesize information by identifying relationships among ideas; •analyze and evaluate information by utilizing evidence from the text; and •evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).
<p align="center">Level 4</p>	<p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"> •analyze and evaluate information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, italicized text, charts, tables, graphs, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.6.2.2.1 and LA.6.6.1.1); •synthesize information by identifying relationships among ideas; •analyze and evaluate information by utilizing evidence from the text; and •evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).

<p style="text-align: center;">Level 3</p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</p> <ul style="list-style-type: none"> •locate and analyze information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, italicized text, charts, tables, graphs, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.6.2.2.1 and LA.6.6.1.1); •synthesize information by identifying the relationships among ideas; •analyze and evaluate information by utilizing evidence from the text; and •determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).
<p style="text-align: center;">Level 2</p>	<p>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</p> <ul style="list-style-type: none"> •locate and use information from a variety of text features (e.g., <i>headings, subheadings, titles, subtitles, sections, captions, graphs, italicized text, charts, tables, illustrations, maps, diagrams, text boxes</i>) to determine meaning (assesses LA.6.2.2.1 and LA.6.6.1.1); •synthesize information by identifying the relationships among ideas; •analyze and evaluate information by utilizing evidence from the text; and •determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).
<p style="text-align: center;">Level 1</p>	<p>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</p>