
FOURTH GENERATION CONNECTICUT MASTERY TEST

**Performance Level Descriptors
For Mathematics, Reading, and
Writing**

Grade 6

Prepared by the Bureau of Research, Evaluation and Student
Assessment
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OVERVIEW OF PERFORMANCE LEVEL DESCRIPTORS

This document was developed to help parents, educators and students understand the scores a student receives on the Connecticut Mastery Test (CMT) in the areas of mathematics, reading and writing. Each year following testing, parents and students receive an Individual Student Report that identifies the student's performance level on the CMT in these three content areas.

For each content area, mathematics, reading and writing, there are 5 performance levels:

Level 5 Advanced

Level 4 Goal

Level 3 Proficient

Level 2 Basic

Level 1 Below Basic

The Performance Level Descriptors were developed by teachers and curriculum experts to reflect the grade level content standards included in the Connecticut Mathematics Curriculum Framework and the Connecticut English Language Arts Curriculum Framework in the areas of Mathematics, Reading and Writing. The curriculum frameworks define what a student is expected to know and be able to do in specific curriculum content areas at each grade level. The Performance Level Descriptors describe the typical performance and level of content knowledge represented by a range of CMT scale scores. This information provides an overview of the extent to which a student is meeting the expectations of the content standards included in the curriculum frameworks.

Refer to your student's Individual Student Report. Find where the performance level is reported for each content area i.e., mathematics, reading and writing. This information is located under Overall Results. Included in the results for each content area is a customized message (Performance Level Literal) that is designed to help parents understand the general performance level of their student. The Performance Level Descriptors on the following pages include the Performance Level Literals and more specific information about typical performance and content knowledge for each performance level.

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 MATHEMATICS

Level 5: Advanced

Generally, sixth-grade students who perform at this level demonstrate exceptional knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an advanced ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are well-organized and include clear and concise explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Competently use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping
- Competently represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Competently order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales
- Competently identify the appropriate operation and write a story problem to match a given equation
- Competently compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Competently add, subtract and multiply fractions and mixed numbers
- Competently solve problems involving whole numbers, fractions and decimals with and without extraneous information
- Competently estimate solutions to problems, and determine reasonable estimates to problems
- Competently solve problems involving ratios

CMT Performance Level Descriptors – Grade 6

GEOMETRY AND MEASUREMENT

- Competently estimate lengths, areas and angle measures
- Competently measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of measure
- Competently identify, describe, classify and draw geometric shapes and figures
- Competently use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids

WORKING WITH DATA: PROBABILITY AND STATISTICS

- Competently read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Competently identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Competently solve problems involving elementary notions of probability and fairness
- Competently sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Competently extend or complete patterns involving numbers or attributes, and identify or state rules for patterns
- Competently solve simple 1-step equations, and use formulas to solve problems

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 MATHEMATICS

Level 4: Goal

Generally, sixth-grade students who perform at this level demonstrate extensive knowledge of grade-level content. These students demonstrate well-developed conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are organized and include clear and concise explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Competently use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping
- Competently represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Competently order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales
- Competently identify the appropriate operation and write a story problem to match a given equation
- Competently compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Adequately add, subtract and multiply fractions and mixed numbers
- Adequately solve problems involving whole numbers, fractions and decimals with and without extraneous information
- Competently estimate solutions to problems, and determine reasonable estimates to problems
- Competently solve problems involving ratios

CMT Performance Level Descriptors – Grade 6

GEOMETRY AND MEASUREMENT

- Adequately estimate lengths, areas and angle measures
- Adequately measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of measure
- Adequately identify, describe, classify and draw geometric shapes and figures
- Competently use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids

WORKING WITH DATA: PROBABILITY AND STATISTICS

- Competently read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Adequately identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Competently solve problems involving elementary notions of probability and fairness
- Adequately sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Competently extend or complete patterns involving numbers or attributes, and identify or state rules for patterns
- Competently solve simple 1-step equations, and use formulas to solve problems

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 MATHEMATICS

Level 3: Proficient

Generally, sixth-grade students who perform at this level demonstrate adequate knowledge of grade-level content. These students demonstrate adequate conceptual understanding, computational skills and problem-solving skills, as well as an ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are adequate and include sufficient explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Competently use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping
- Adequately represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Adequately order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales
- Adequately identify the appropriate operation and write a story problem to match a given equation
- Adequately compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Marginally add, subtract and multiply fractions and mixed numbers
- Marginally solve problems involving whole numbers, fractions and decimals with and without extraneous information
- Adequately estimate solutions to problems, and determine reasonable estimates to problems
- Adequately solve problems involving ratios

CMT Performance Level Descriptors – Grade 6

GEOMETRY AND MEASUREMENT

- Adequately estimate lengths, areas and angle measures
- Marginally measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of measure
- Adequately identify, describe, classify and draw geometric shapes and figures
- Competently use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids

WORKING WITH DATA: PROBABILITY AND STATISTICS

- Adequately read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Adequately identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Adequately solve problems involving elementary notions of probability and fairness
- Marginally sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Adequately extend or complete patterns involving numbers or attributes, and identify or state rules for patterns
- Competently solve simple 1-step equations, and use formulas to solve problems

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 MATHEMATICS

Level 2: Basic

Generally, sixth-grade students who perform at this level demonstrate partially developed knowledge of grade-level content. These students demonstrate partially developed conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are unorganized and include minimal explanations. Generally, for each content standard listed below, students who perform at this level:

NUMERICAL AND PROPORTIONAL REASONING

- Competently use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping.
- Adequately represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations.
- Marginally order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales.
- Adequately identify the appropriate operation and write a story problem to match a given equation.
- Marginally compute and estimate sums, differences, products and quotients of whole numbers and decimals.
- Marginally add, subtract and multiply fractions and mixed numbers.
- Marginally solve problems involving whole numbers, fractions and decimals with and without extraneous information.
- Marginally estimate solutions to problems, and determine reasonable estimates to problems.
- Marginally solve problems involving ratios.

CMT Performance Level Descriptors – Grade 6

GEOMETRY AND MEASUREMENT

- Marginally estimate lengths, areas and angle measures
- Marginally measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of measure
- Marginally identify, describe, classify and draw geometric shapes and figures
- Competently use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids

WORKING WITH DATA: PROBABILITY AND STATISTICS

- Adequately read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Marginally identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Marginally solve problems involving elementary notions of probability and fairness
- Marginally sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Adequately extend or complete patterns involving numbers or attributes, and identify or state rules for patterns
- Adequately solve simple 1-step equations, and use formulas to solve problems

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 MATHEMATICS

Level 1: Below Basic

Generally, sixth-grade students who perform at this level demonstrate limited knowledge of grade-level content. These students demonstrate limited conceptual understanding, computational skills and problem-solving skills, as well as a limited ability to solve complex and abstract mathematical problems. Typically, the solutions these students provide to math problems are inadequate and lack explanations. Generally, for each content standard listed below, students who perform at this level demonstrate a **limited ability** to:

NUMERICAL AND PROPORTIONAL REASONING

- Use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping
- Represent fractions, mixed numbers, decimals and percents using various equivalent forms, including numerical and pictorial representations
- Order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales
- Identify the appropriate operation and write a story problem to match a given equation
- Compute and estimate sums, differences, products and quotients of whole numbers and decimals
- Add, subtract and multiply fractions and mixed numbers
- Solve problems involving whole numbers, fractions and decimals with and without extraneous information
- Estimate solutions to problems, and determine reasonable estimates to problems
- Solve problems involving ratios

CMT Performance Level Descriptors – Grade 6

GEOMETRY AND MEASUREMENT

- Estimate lengths, areas and angle measures
- Measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of measure
- Identify, describe, classify and draw geometric shapes and figures
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations and the location of points on grids

WORKING WITH DATA: PROBABILITY AND STATISTICS

- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data
- Identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency
- Solve problems involving elementary notions of probability and fairness
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data

ALGEBRAIC REASONING: PATTERNS AND FUNCTIONS

- Extend or complete patterns involving numbers or attributes, and identify or state rules for patterns
- Solve simple 1-step equations, and use formulas to solve problems

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 READING

Reading scale scores and state Reading standards are based on a combination of scores from the Degrees of Reading Power® (DRP) and Reading Comprehension tests. Each test accounts for 50 percent of the total reading scale score.

Level 5: Advanced

Sixth-grade students who perform at this level are likely to demonstrate an exceptional ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts without assistance. Students at this level effectively use sophisticated strategies before, during, and after reading to understand, interpret and evaluate grade-appropriate text. Students at this level demonstrate an expert ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Advanced Level can:

- Thoroughly and effectively identify and make inferences about important characters, settings, problems, events, and details
- Make insightful inferences and draw insightful conclusions that can be supported by specific and relevant stated and implied evidence from a text
- Thoroughly and effectively draw conclusions about an author’s purpose for choosing a genre and for including or omitting specific details in a text
- Consistently discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections that are supported by relevant and specific information from the text
- Thoroughly and effectively select, synthesize and use relevant information within the text to extend or critically evaluate the text
- Thoroughly and effectively make and support judgments about the themes and quality of a text and use relevant and specific information to support judgments
- Demonstrate an insightful awareness of the ways an author’s experiences, values and beliefs are expressed and influence a text

CMT Performance Level Descriptors – Grade 6

DEGREES OF READING POWER®

- Thoroughly and effectively use phonetic, structural, syntactical and contextual clues
- Thoroughly and effectively analyze words and phrases in context
- Consistently use content vocabulary appropriately and accurately
- Comprehend textbooks and other materials typically used at sixth-grade and above, and use information to perform the tasks and assignments appropriately expected of a student at the sixth-grade level with minimal teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 READING

Level 4: Goal

Sixth-grade students who perform at this level are likely to demonstrate a consistent ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with minimal assistance. Students at this level consistently use effective strategies before, during, and after reading to understand, interpret and evaluate grade-appropriate text. Students at this level demonstrate a consistent ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Goal Level can:

- Thoroughly and effectively identify and make inferences about important characters, settings, problems, events, and details
- Make reasonable inferences and draw conclusions that can be supported by specific and relevant stated and implied evidence from a text
- Consistently draw conclusions about an author’s purpose for choosing a genre and for including or omitting specific details in a text
- Adequately discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections that are supported by relevant and specific information from the text
- Consistently select, synthesize and use relevant information within the text to extend or evaluate critically the text
- Consistently make and support judgments about the themes and quality of a text and use relevant and specific information to support judgments
- Demonstrate a consistent awareness of the ways an author’s experiences, values and beliefs are expressed and influence a text

CMT Performance Level Descriptors – Grade 6

DEGREES OF READING POWER®

- Consistently use phonetic, structural, syntactical and contextual clues
- Consistently analyze words and phrases in context
- Consistently use content vocabulary appropriately and accurately
- Comprehend textbooks and other materials typically used at sixth-grade and above, and use information to perform the tasks and assignments appropriately expected of a student at the sixth-grade level with minimal teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 READING

Level 3: Proficient

Sixth-grade students who perform at this level are likely to demonstrate an adequate ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts with some assistance. Students at this level effectively use some strategies before, during, and after reading to understand and interpret grade-appropriate text. Students at this level demonstrate an adequate ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Proficient Level can:

- Adequately identify and make inferences about important characters, settings, problems, events, and details
- Make some inferences and draw some conclusions that can be supported by mostly general stated and implied evidence from a text
- Draw some conclusions about an author's purpose for choosing a genre and for including or omitting specific details in a text
- Inconsistently discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections that are supported by relevant and specific information from the text
- Adequately select, synthesize and use relevant information within the text to extend or evaluate the text
- Adequately make and support judgments about the themes and quality of a text and use relevant information to support judgments
- Adequately demonstrate an awareness of the ways an author's experiences, values and beliefs are expressed and influence a text

CMT Performance Level Descriptors – Grade 6

DEGREES OF READING POWER®

- Adequately use phonetic, structural, syntactical and contextual clues
- Adequately analyze words and phrases in context
- Adequately use content vocabulary
- Comprehend textbooks and other materials typically used at sixth-grade and below with some teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 READING

Level 2: Basic

Sixth-grade students who perform at this level are likely to demonstrate a limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require assistance to complete many reading tasks. Students at this level use some strategies before, during, and after reading to understand and interpret grade-appropriate text, but efficient strategy usage may be inconsistent. Students at this level demonstrate a limited ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Basic Level can:

- Inconsistently identify and make inferences about important characters, settings, problems, events, and details
- Seldom make predictions and/or inferences and draw conclusions that can be supported by relevant stated and implied evidence from a text
- Seldom draw conclusions about an author’s purpose for choosing a genre and for including or omitting specific details in a text
- Seldom discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections that are supported by relevant and specific information from the text
- Inconsistently select, synthesize and use relevant information within the text to extend or evaluate the text
- Inconsistently make and support judgments about the themes and quality of a text and use relevant information to support judgments
- Inconsistently demonstrate an awareness of the ways an author’s experiences, values and beliefs are expressed and influence a text

CMT Performance Level Descriptors – Grade 6

DEGREES OF READING POWER®

- Inconsistently use phonetic, structural, syntactical and contextual clues
- Inconsistently analyze words and phrases in context
- Inconsistently use content vocabulary
- Comprehend textbooks and other materials typically used at grade 6 and below with some teacher assistance

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 READING

Level 1: Below Basic

Sixth-grade students who perform at this level are likely to demonstrate a very limited ability to read and respond to grade-appropriate literary, informational and reading-to-perform-a-task texts, and require significant assistance to complete most reading tasks. Students at this level are not able to use strategies to understand and interpret grade-appropriate text. Students at this level demonstrate a very limited ability to analyze words in context to construct meaning from grade-appropriate text. Generally, students at the Below Basic Level demonstrate a **very limited ability** to:

- Identify and make inferences about important characters, settings, problems, events, and details
- Make predictions and/or inferences and draw conclusions that can be supported by relevant stated and implied evidence from a text
- Draw conclusions about an author’s purpose for choosing a genre and for including or omitting specific details in a text
- Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections that are supported by relevant and specific information from the text
- Select, synthesize and use relevant information within the text to extend or evaluate the text
- Make and support judgments about the themes and quality of a text and use relevant information to support judgments
- Demonstrate an awareness of the ways an author’s experiences, values and beliefs are expressed and influence a text

CMT Performance Level Descriptors – Grade 6

DEGREES OF READING POWER®

- Use phonetic, structural, syntactical and contextual clues
- Analyze words and phrases in context
- Use content vocabulary appropriately and accurately
- Comprehend, with varying degrees of difficulty, textbooks and other materials written below a sixth-grade level

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 WRITING

Writing scale scores and state writing standards are based on a combination of scores from the Direct Assessment of Writing test and the Editing and Revising test. The Direct Assessment of Writing test accounts for 60 percent of the total scale score and 40 percent is attributed to the Editing and Revising test.

Level 5: Advanced

Sixth-grade students who perform at this level are likely to demonstrate an exceptional ability to communicate their ideas in writing. Generally, students at this level produce fluent expository writing samples that include mostly specific details. In addition, students at this level are likely to demonstrate an exceptional ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Advanced Level can:

DIRECT ASSESSMENT OF WRITING

- Thoroughly and effectively respond to an expository writing prompt within a timed test setting
- Produce a well-elaborated first draft that shows generally strong organization and may show proficient use of transitional language

EDITING AND REVISING

- Thoroughly and effectively revise samples of grade appropriate text (e.g., select an appropriate topic sentence, recognize extraneous information)
- Thoroughly and effectively edit samples of grade appropriate text (e.g., use comparative/superlative language correctly, correct subject/verb agreement errors)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 WRITING

Level 4: Goal

Sixth-grade students who perform at this level are likely to demonstrate a consistent ability to communicate their ideas in writing. Generally, students at this level produce moderately fluent expository writing samples that include a mix of general and specific details. In addition, students at this level are likely to demonstrate a consistent ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Goal Level can:

DIRECT ASSESSMENT OF WRITING

- Effectively respond to an expository writing prompt within a timed test setting
- Produce an adequately elaborated first draft that includes a satisfactory organizational strategy with some transitional language

EDITING AND REVISING

- Adequately revise samples of grade appropriate text (e.g., select an appropriate topic sentence, recognize extraneous information)
- Consistently edit samples of grade appropriate text (e.g., use comparative/superlative language correctly, correct subject/verb agreement errors)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 WRITING

Level 3: Proficient

Sixth-grade students who perform at this level are likely to demonstrate an adequate ability to communicate their ideas in writing. Generally, students at this level produce somewhat-developed expository writing samples that include a mix of general and specific details. In addition, students at this level are likely to demonstrate some ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Proficient Level can:

DIRECT ASSESSMENT OF WRITING

- Adequately respond to an expository writing prompt within a timed test setting
- Produce a somewhat elaborated first draft that may include evidence of an organizational strategy and some transitional language

EDITING AND REVISING

- Inconsistently revise samples of grade appropriate text (e.g., select an appropriate topic sentence, recognize extraneous information)
- Adequately edit samples of grade appropriate text (e.g., use comparative/superlative language correctly, correct subject/verb agreement errors)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 WRITING

Level 2: Basic

Sixth-grade students who perform at this level are likely to demonstrate some ability to communicate their ideas in writing. Generally, students at this level produce minimally-developed expository writing samples with more general than specific details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work. Generally, students at the Basic Level can:

DIRECT ASSESSMENT OF WRITING

- Adequately respond to an expository writing prompt within a timed test setting
- Produce a minimally-elaborated first draft that may show some organization, but may be awkward in parts and lack transitional language

EDITING AND REVISING

- Seldom revise samples of grade appropriate text (e.g., select an appropriate topic sentence, recognize extraneous information)
- Seldom edit samples of grade appropriate text (e.g., use comparative/superlative language correctly, correct subject/verb agreement errors)

PERFORMANCE LEVEL DESCRIPTORS FOR GRADE 6 WRITING

Level 1: Below Basic

Sixth-grade students who perform at this level are likely to demonstrate a limited ability to communicate their ideas in writing. Generally, students at this level produce minimally-developed or underdeveloped expository writing samples with mostly general or unelaborated details. In addition, students at this level are unlikely to demonstrate the ability to apply the conventions of standard English to edit and revise written work.

Generally, students at the Below Basic Level can:

DIRECT ASSESSMENT OF WRITING

- Produce a limited response to an expository writing prompt within a timed test setting
- Produce a general or unelaborated first draft that may include little evidence of an organizational strategy and may be awkward or confusing in parts and lack transitional language

EDITING AND REVISING

- Seldom revise samples of grade appropriate text (e.g., select an appropriate topic sentence, recognize extraneous information)
- Seldom edit samples of grade appropriate text (e.g., use comparative/superlative language correctly, correct subject/verb agreement errors)