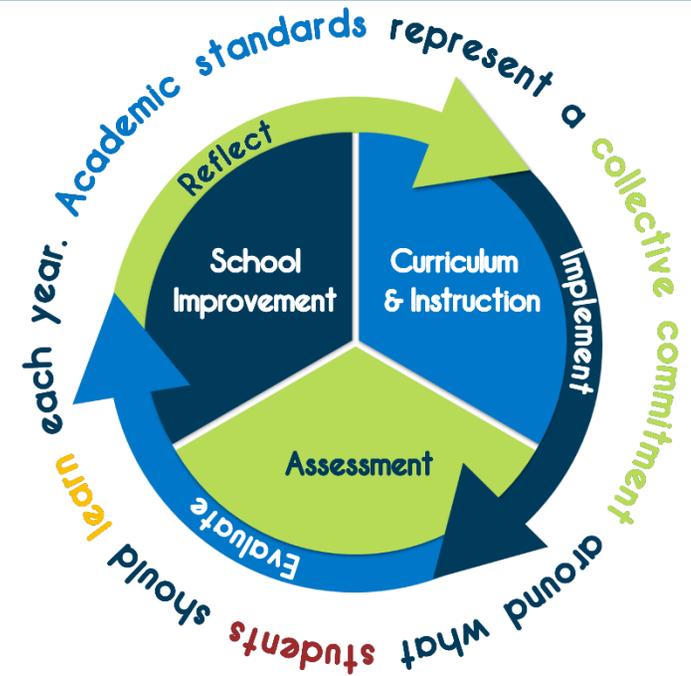


Samples for Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Grade 6 – Claim 3: Reading Vocabulary

1st Text P. 5-7

English Language Arts/Literature

Today you will research the use of secret codes in communications messages. You will read a passage from Navajo Code Talkers. Then you will read the article "American Indians in the United States Army" and the passage "What's So Special About Secret Codes?" As you review these sources, you will gather information and answer questions about secret codes and the contributions of Native Americans to the U.S. military so you can write an analytical essay.

Read the passage from Navajo Code Talkers about the use of the Navajo language during World War II. Then answer the questions.

From Navajo Code Talkers
by Andrew Santella

1. Their long history of harsh treatment by the U.S. government did not stop the Navajos from asserting their country's will during World War II. In fact, Marine recruits at the reservation met long lines of candidates in 1942. The Navajo code project was top secret, so the Navajos didn't know they were signing up to be code talkers. They knew only that they were joining the Marines and heading to distant United States. Some Navajos who were old in their early teens told recruits they were 18, the minimum age for Marines. One was accepted even though he was nearly just 15. None of the Navajo knew what awaited them as Marines.

MILITARY TRAINING

2. The first task for any new Marine is completing the Marine Corps training course, sometimes called boot camp. In May 1942, the new Marines from the Navajo reservation were sent to the Marine Corps Recruit Training Depot in San Diego. For many, the top word marked their first time on a ship. Some had never left the reservation before. Most had never been in a big city. Like most Marines, they struggled to complete the seven exhausting weeks of training.

3. In the training course, Marine recruits endure difficult physical fitness tests. They complete long marches carrying heavy packs. They spend hour after hour practicing basic drills. The goal is to make the training

GO ON ►

Reading vocabulary items are found within Reading Informational and Reading Literary item sets. This [released item set](#) (the same sample set from Claim 2) contains two embedded reading passages; items; and an associated answer key, which is located at the beginning of the document. (Screenshots are included to support navigation of the linked items.)

Vocabulary items ask students to select a correct response in Part A and then to select a response that supports that answer in Part B of the item. In this item, students must select the correct definition of the word “intelligent” and select the correct support for its meaning.

Two-part Vocab Item P. 12	Answer Key P. 3																												
<p style="text-align: center;"><small>English Language Arts/Literature</small></p> <p style="text-align: center;"><small>2014.A</small></p> <p>4. Part A What meaning of intelligent is used in paragraph 2 of “American Indians in the United States Army?”</p> <p>A. a high mental capacity B. the knowledge of an event C. the ability to understand information D. a signal that intercepts military information</p> <p>Part B Which sentence from the article provides an example of the type of intelligence discussed in paragraph 2?</p> <p>A. “Prior to their arrival in France, the Germans had broken every American code used, resulting in the deaths of many soldiers.” (paragraph 3) B. “The code talkers then developed their own words for military terms that were encoded in their own native tongue.” (paragraph 4) C. “From the D-Day landings at Normandy in June 1944, to the liberation of Paris and the battle of the Bulge, they kept the lines of communications secure.” (paragraph 5) D. “Congress recognized the remarkableness of the code talkers’ achievement, despite societal discrimination against them.” (paragraph 6)</p> <p style="text-align: right;"><small>GO ON ►</small></p>	<p style="text-align: center;"><small>English Language Arts/Literature</small></p> <p style="text-align: center;"><small>2014.A</small></p> <p style="text-align: center;">Released Student Answer and Alignment Document ELA/Literature Grade 6</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Item ID</th> <th style="width: 40%;">Item</th> <th style="width: 10%;">Response</th> <th style="width: 30%;">Alignment</th> </tr> </thead> <tbody> <tr> <td>2014.A</td> <td>Part A</td> <td>Part A</td> <td>RI.6.1</td> </tr> <tr> <td>2014.A</td> <td>Part B</td> <td>Part B</td> <td>RI.6.1</td> </tr> <tr> <td>2014.A</td> <td>Part A</td> <td>Part A</td> <td>RI.6.1</td> </tr> <tr> <td>2014.A</td> <td>Part B</td> <td>Part B</td> <td>RI.6.1</td> </tr> <tr> <td>2014.A</td> <td>Part A</td> <td>Part A</td> <td>RI.6.1</td> </tr> <tr> <td>2014.A</td> <td>Part B</td> <td>Part B</td> <td>RI.6.1</td> </tr> </tbody> </table> <p style="text-align: right;"><small>GO ON ►</small></p>	Item ID	Item	Response	Alignment	2014.A	Part A	Part A	RI.6.1	2014.A	Part B	Part B	RI.6.1	2014.A	Part A	Part A	RI.6.1	2014.A	Part B	Part B	RI.6.1	2014.A	Part A	Part A	RI.6.1	2014.A	Part B	Part B	RI.6.1
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Grade 6 – Claim 5: Conventions

Conventions Writing Rubric P. 5

GRADE 6 Writing Rubric (Conventions) Standard from Research Simulation Task (RST) and Literary Analysis Task (LAT)						
Standard	Score Point 5	Score Point 4	Score Point 3	Score Point 2	Score Point 1	
Writing Conventions Standard	<p>The response demonstrates full command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with subject-verb agreement and usage. Commas are correctly used around appositives and after some introductory elements to guide the reader (e.g., the first, the conclusion), with a creature that had been extinct for 65 million years. This was the first one ever caught, as early as 1938! However, some errors exist with commas, apostrophes, and periods where commas should go (This idea deviates differently in "This Great Found in Cave," "Increase in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p>	<p>The response demonstrates a strong command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with subject-verb agreement and usage. Commas are correctly used around appositives and after some introductory elements to guide the reader (e.g., the first, the conclusion), with a creature that had been extinct for 65 million years. This was the first one ever caught, as early as 1938! However, some errors exist with commas, apostrophes, and periods where commas should go (This idea deviates differently in "This Great Found in Cave," "Increase in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p>	<p>The response demonstrates a solid command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with subject-verb agreement and usage. Commas are correctly used around appositives and after some introductory elements to guide the reader (e.g., the first, the conclusion), with a creature that had been extinct for 65 million years. This was the first one ever caught, as early as 1938! However, some errors exist with commas, apostrophes, and periods where commas should go (This idea deviates differently in "This Great Found in Cave," "Increase in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p>	<p>The response demonstrates a limited command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with subject-verb agreement and usage. Commas are correctly used around appositives and after some introductory elements to guide the reader (e.g., the first, the conclusion), with a creature that had been extinct for 65 million years. This was the first one ever caught, as early as 1938! However, some errors exist with commas, apostrophes, and periods where commas should go (This idea deviates differently in "This Great Found in Cave," "Increase in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p>	<p>The response demonstrates a minimal command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with subject-verb agreement and usage. Commas are correctly used around appositives and after some introductory elements to guide the reader (e.g., the first, the conclusion), with a creature that had been extinct for 65 million years. This was the first one ever caught, as early as 1938! However, some errors exist with commas, apostrophes, and periods where commas should go (This idea deviates differently in "This Great Found in Cave," "Increase in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p>	<p>The response demonstrates no command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with subject-verb agreement and usage. Commas are correctly used around appositives and after some introductory elements to guide the reader (e.g., the first, the conclusion), with a creature that had been extinct for 65 million years. This was the first one ever caught, as early as 1938! However, some errors exist with commas, apostrophes, and periods where commas should go (This idea deviates differently in "This Great Found in Cave," "Increase in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p>

Sample writing tasks and student responses provide concrete examples of student writing at different levels. The IAR [writing rubrics](#) align with PLDs by specifying how different aspects of writing correspond to these proficiency levels. These [released item responses](#) contain notes that explain the rationale for student's **Conventions** score. These samples come from a variety of writing prompts; therefore, the types of responses will vary, but the conventions remain the focus of this claim. The samples begin with the highest-scoring example and end with the lowest-scoring example.

3 Points P. 3	2 Points P. 5	1 Point P. 7	0 Points P. 16
<p>A1 CONV Score Point 3</p>	<p>A2 CONV Score Point 2</p>	<p>A3 CONV Score Point 1</p>	<p>A4 CONV Score Point 0</p>
Notes P. 4	Notes P. 6	Notes P. 8	P. 17
<p>Annotation Anchor Paper 1 Score Point 3 The response demonstrates full command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with subject-verb agreement and usage. Commas are correctly used around appositives and after some introductory elements to guide the reader (e.g., the first, the conclusion), with a creature that had been extinct for 65 million years. This was the first one ever caught, as early as 1938! However, some errors exist with commas, apostrophes, and periods where commas should go (This idea deviates differently in "This Great Found in Cave," "Increase in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p>	<p>Annotation Anchor Paper 2 Score Point 2 The response demonstrates some command of the conventions of standard English appropriate for grade 6. Commas are used after introductory phrases and to indicate non-restrictive clauses (in Miss M), they develop the idea by 2 than catching, what is supposed to be exact, a lion that a cat? (Cocacola). Proper nouns and passage titles are correctly capitalized, but not always correctly formatted with the appropriate question marks. Usage problems are frequent (But in Miss M), they develop the idea, along with misspellings (mofins, excels, crossin), misspelled, omitted and errors in usage (fossil that was [were] found); however, overall, meaning is generally clear.</p>	<p>Annotation Anchor Paper 3 Score Point 1 Although sentences are constructed correctly, with correct beginning-of-sentence capitalization and correct end-of-sentence punctuation, the response demonstrates limited command of conventions. Spelling is correct, and capitalization is used for proper nouns and passage titles. Question marks are used to correctly format passage titles, but italics are not used for the video title. Missing commas to set off introductory phrases are frequent in this limited amount of writing.</p>	<p>Annotation Anchor Paper 4 Score Point 0 In this response, titles are capitalized, but the beginning of the sentence is not, nor is any end-of-sentence punctuation included. Errors occur in usage and spelling, and contractions are not formed correctly. The response is unable to demonstrate any command of conventions due to the brevity and frequency of errors.</p>