



Kentucky Department of
E D U C A T I O N

**Alternate Kentucky Summative Assessment (AKSA)
Performance Level Descriptors (PLDs)
Grade Six**

Reading

Performance Level	DESCRIPTOR
Reading Skills/Concepts	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of reading instruction remains consistent with the purposes and practices outlined in the KSA documents. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the AKSA Targets documents; found by content and grade level on the KDE website. Specified reading skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none">1. Analyze how the theme is reflected in the text by citing particular details. (RL.6.2)2. Describe how a particular story's or drama's plot unfolds in a linear plot and determine how a character responds or changes as the plot moves toward a resolution. (RL.6.3)3. Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., hyperboles, alliteration, metaphors, similes, personification and idioms) and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (RL.6.4)4. Analyze how a particular sentence, paragraph, or stanza fits into the overall structure of a text and contributes to the development of theme, setting or plot. (RL.6.5)5. Compare/contrast reading a print text and viewing its visual/oral presentation. (RL.6.7)6. Compare/contrast how various forms or genres (i.e., fantasy/science fiction, dram, action/adventure, folklore) of two texts approach a similar theme or topic. (RL.6.9)7. Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. (RI.6.2)8. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.6.4)9. Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. (RI.6.7)

	10. Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and evidence from unsupported claims. (RI.6.8)
<i>Distinguished</i>	<p>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified reading skills/concepts. The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"> • using authentic reading materials and their explicit and/or inferred meanings to support new thinking and ideas (e.g., grade/age- appropriate novels, nonfiction text, reference materials, magazines, newspapers, using print and non-print formats, etc.) • applying reading skill/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information, including non-text materials • solving problems that require analyzing or reflecting on the task (e.g., analyze the theme of a text through citing text or providing a summary, explain how a story’s plot unfolds and the characters’ response to it, compare and contrast a print text to its audio or visual presentation, compare and contrast how two texts of the same genre address similar themes and topics, explain how the central idea of a text is reflected in a text, determine connotative, figurative and technical word meaning and the words’ impact on the meaning and tone of the text, synthesize information presented in print and non-print formats, etc.)
<i>Proficient</i>	<p>The student demonstrates an independent and accurate understanding of the specified reading skills/concepts. Occasional inaccuracies, which do not interfere with conceptual understanding, may be present. The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> • using authentic reading materials and their explicit and/or inferred meanings to support new thinking and ideas (e.g., grade/age-appropriate novels, nonfiction text, reference materials, magazines, newspapers, using print and non-print formats, etc.) • applying reading skill/concept to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information, including non-text materials • using relevant details (e.g., cite from the text or provide a summary to identify the theme, describe how a story’s plot unfolds, compare and contrast a print text to its audio or visual presentation, differentiate how two texts of the same genre address similar themes and topics, identify the central idea of a text and how it is reflected in the text, determine connotative, figurative and technical word meaning and the words’ impact on the meaning and tone of the text, use information from both print and non-print formats, etc.) • using reading vocabulary (e.g., plot, theme, genre, summary, connotative, figurative, and technical words, compare/contrast, central idea, etc.)

Apprentice	<p>The student demonstrates basic understanding of the specified reading skills/concepts. Inaccuracies may interfere with or limit the conceptual understanding. The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks, materials, and/or environments by:</p> <ul style="list-style-type: none"> • answering the questions (e.g., match words that have the same meaning, identify the theme or central idea, etc.) • using relevant details (e.g., how words change context of a text, summarize text, determine word meaning, identify similar information from print and non-print formats, etc.) • using reading vocabulary (e.g., plot, theme, genre, summary, connotative and figurative words, compare/contrast, central idea, etc.)
Novice	<p>The student demonstrates little or no understanding of the reading skills/concepts. <i>Inaccuracies interfere with the conceptual understanding. The student demonstrates this by:</i></p> <ul style="list-style-type: none"> • inaccurate use of details e.g., how words change context of a text, summarize text, determine word meaning, identify similar information from print and non-print formats, etc.) • inaccurate or no use of reading vocabulary (e.g., plot, theme, genre, summary, connotative and figurative words, compare/contrast, central idea, etc.)

Math

Performance Level	DESCRIPTOR
Math Skills/Concepts	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of math instruction remains consistent with the purposes and practices outlined in the KSA documents. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the AKSA Targets documents; found by content and grade level on the KDE website. Specified math skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> 1. Use ratio language to describe a relationship between two quantities (KY.6.RP.1) 2. Use positive and negative numbers from -20 to 20 to represent quantities in real world contexts (KY.6.NS.5) 3. Extend number line diagrams and coordinate axes that include negative integers and positive integers and coordinates from -10 to 10 and understand signs of integers in ordered pairs as indicating locations in quadrants of coordinate planes (KY.6.NS.6) 4. Order numbers on a number line and interpret the absolute value of a number as its' distance from 0 (KY.6.NS.7) 5. Read, write, and evaluate expressions in which letters stand for numbers, identify terms and coefficients in an expression (KY.6.EE.2)

	<p>6. Identify values from a specific set that make an expression or inequality true for integers and decimals from -20 to 20 (KY.6.EE.5)</p> <p>7. Use variables to represent integers and decimals from -20 to 20 when writing expressions to solve real-world problems (KY.6.EE.6)</p> <p>8. Classify three-dimensional figures including cubes, prisms, pyramids, cones, and spheres (KY.6.G.4)</p> <p>9. Determine if data is best represented by a measure of center or a measure of variance (KY.6.SP.3)</p> <p>Summarize numerical data by reporting observations, describing the nature of attributes, determining quantitative measures of center, and describing spread or variability in the data (KY.6.SP.5)</p>
Distinguished	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified math skills/concepts.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"> – analyzing to solve (e.g., determining how many bricks it will take to build a wall, given a ratio of bricks per square foot and square feet of wall; representing a gain as a positive integer and a loss as a negative integer; writing an expression to evaluate the total cost of materials for a project, given the number and cost of each material; determining an average rate of pay per hour, given a data set with earnings by day and number of hours worked each day; etc.) – solving real world problems that represent a variety of contexts and environments <p>solving problems that require analyzing or reflecting on the problem (e.g., analyzing how a multi-digit decimal is set up and explaining if and how it is set up incorrectly; explaining what makes a number positive or negative; explaining how data can be displayed differently depending on what the user wants to know; etc.)</p>
Proficient	<p>The student demonstrates an independent and accurate understanding of the specified math skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> – applying skills to solve a real-world problem (e.g., solving for how many bricks it will take to build a wall, given a ratio of bricks per square foot and square feet of wall; representing a gain as a positive integer and a loss as a negative integer; writing and evaluating an expression; verifying the average rate of pay per hour, given a data set with earnings by day and number of hours worked each day; etc.) – answering real world problems that represent a variety of contexts and environments <p>using math vocabulary (e.g., positive integer, negative integer, data, mean, median, mode, range, absolute value, number line plot, data, etc.)</p>
Apprentice	<p>The student demonstrates basic understanding of the specified math skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks or environment by:</p>

	<ul style="list-style-type: none"> - answering mathematical questions (e.g., distinguishing comparisons of absolute value from statements about order, identifying ratios, writing expressions; completing numerical patterns; etc.) <p>using math vocabulary (e.g., positive integer, negative integer, data, mean, median, mode, range, absolute value, number line plot, data, etc.)</p>
Novice	<p>The student demonstrates little or no understanding of the math skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i></p> <p>The student demonstrates this by:</p> <ul style="list-style-type: none"> - inaccurately answering mathematical questions (e.g., distinguishing comparisons of absolute value from statements about order, identifying ratios, writing expressions; completing numerical pattern; etc.) <p>inaccurate or no use of math vocabulary (e.g., positive integer, negative integer, data, mean, median, mode, range, absolute value, number line plot, data, etc.)</p>