State of Texas Assessments of Academic Readiness (STAAR®)
Performance Level Descriptors
Grade 6 Reading

Performance Level Descriptors

When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can

- Analyze how the author's use of stylistic elements and figurative language contributes to meaning
- Analyze how the author develops informational texts to support the main idea and the author's viewpoint
- Make complex inferences within and between literary and informational texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can

- Analyze literary texts by determining the theme, recognizing how story structure influences plot development, and explaining how voice conveys character
- Demonstrate an understanding of informational texts by identifying the author's purpose and viewpoint, summarizing the text in ways that maintain meaning, and recognizing how different organizational patterns are used to develop the main idea
- Recognize the logical connections and thematic links between texts representing similar or different genres
- Make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can

- Determine the meaning of unfamiliar, multiple-meaning, and grade-level academic English words using context, roots and affixes, and reference materials
- Determine how the author's use of stylistic elements and figurative language affects meaning

When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can

- Determine the meaning of unfamiliar words using explicit context and reference materials
- Demonstrate a literal understanding of literary and informational texts
- Make plausible inferences about literary and informational texts

* Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structures may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas.