



New Mexico Interim Measure of Student Success and Achievement (iMSSA)

Borderline Achievement Level Descriptors (ALDs) Reading

Grade 6 Reading Achievement Level Descriptors

On Target

Text Complexity:

By the end of the year, sixth graders at the **On Target** level can read and comprehend implicit themes, central ideas and details, and literary elements in moderately complex literary and informational texts in the grade 6–7 text complexity band.

Demonstrated Skills:

They can analyze the interrelationships among textual features and literary elements. They can use text features and graphic elements to support their comprehension of texts. They can use a variety of strategies to determine the meaning of figurative language, above grade-level words, and unfamiliar academic terms. They can analyze an author’s claims, arguments, and evidence. They can compare two authors’ presentations of themes and ideas based on structure, key ideas and details, and point of view. They can use a variety of explicit and inferred textual information to support inferences, interpretations, and conclusions.

Borderline of the On Target Achievement Level

Text Complexity:

By the end of the year, sixth graders at the borderline of the **On Target** Achievement level often can read and comprehend implicit themes, central ideas and details, and literary elements in moderately complex literary and informational texts in the grade 6–7 text complexity band.

Demonstrated Skills:

They often can analyze the interrelationships among textual features and literary elements. They often can use text features and graphic elements to support their comprehension of texts. They often can use a variety of strategies to determine the meaning of figurative language, above grade-level words, and unfamiliar academic terms. They often can analyze an author’s claims, arguments, and evidence. They often can compare two authors’ presentations of themes and ideas based on structure, key ideas and details, and point of view. They often can use a variety of explicit and inferred textual information to support inferences, interpretations, and conclusions. They often show an understanding of the knowledge and skills at the Near Target level rather than the more complex skills and understanding of the On Target level.

Near Target

Text Complexity:

By the end of the year, sixth graders at the **Near Target** level can read and comprehend familiar themes, explicitly stated central ideas and details, and literary elements in low and moderately complex literary and informational texts in the grade 5–6 text complexity band.

Demonstrated Skills:



They can interpret and draw expected conclusions from texts. They can identify and describe the structural elements of informational texts and use these elements to support their comprehension of ideas in texts. They can use contextual information, familiar word parts, and other simple strategies to determine the meaning of unfamiliar vocabulary and academic terms. They can compare and contrast ideas within a text. They can use explicit textual information to support inferences, interpretations, and conclusions.

Borderline of the Near Target Achievement Level

Text Complexity:

By the end of the year, sixth graders at the borderline of the **Near Target** Achievement level can read and comprehend familiar themes, explicitly stated central ideas and details, and literary elements in low and moderately complex literary and informational texts in the grade 5–6 text complexity band.

Demonstrated Skills:

They often can interpret and draw expected conclusions from texts. They often can identify and describe the structural elements of informational texts and use these elements to support their comprehension of ideas in texts. They often can use contextual information, familiar word parts, and other simple strategies to determine the meaning of unfamiliar vocabulary and academic terms. They often can compare and contrast ideas within a text. They often can use explicit textual information to support inferences, interpretations, and conclusions. They often show an understanding of the knowledge and skills at the Novice level rather than the more complex skills and understanding of the Near Target level.