

## Early High School Writing — Performance Level Descriptors

Reporting Categories	Needs Support	Close	Ready	Exceeding
<p><b>Expository Mode</b></p> <p>Students write analytical expository texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> <li>provides minimal introduction or evidence of understanding the subject’s complexity.</li> <li>presents few examples that usually do not connect to any analysis of main ideas.</li> <li>uses a weak organizational structure that lacks clarity.</li> <li>uses limited word choice; uses a tone and voice that are sometimes appropriate for expository writing; uses primarily simple sentence structures; writes with extensive grammatical, usage, or spelling errors that significantly impede understanding.</li> </ul>	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> <li>provides an inadequate introduction and limited analysis of the subject’s complexity.</li> <li>presents examples that connect to the analysis of main ideas.</li> <li>uses an organizational structure that is inconsistent.</li> <li>uses occasionally precise word choice; uses a tone and voice that are at times inappropriate for expository writing; uses minimally varied sentence structures; writes with several grammatical, usage, or spelling errors that sometimes impede understanding.</li> </ul>	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> <li>provides a sufficient introduction and sufficient analysis of the subject’s complexity.</li> <li>presents specific examples that enhance the analysis of main ideas.</li> <li>uses an organizational structure that is clear and consistent.</li> <li>uses mostly precise word choice; uses an appropriate tone and voice for expository writing; uses sufficiently varied sentence structures; writes with few grammatical, usage, or spelling errors that rarely impede understanding.</li> </ul>	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> <li>provides an effective introduction and insightful analysis of the subject’s complexity.</li> <li>presents specific examples that consistently enhance the analysis of main ideas.</li> <li>uses a clear and purposeful organizational structure that consistently strengthens relationships between ideas.</li> <li>uses consistently precise word choice; skillfully uses language to craft an appropriate tone and voice for expository writing; uses purposefully varied sentence structures; writes with minimal grammatical, usage, or spelling errors that do not impede understanding.</li> </ul>