### 3rd Grade English — Performance Level Descriptors

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Needs Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
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</thead>
<tbody>
<tr>
<td><strong>Production of Writing (POW)</strong></td>
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</table>
| Students apply their understanding of the rhetorical purpose and focus of a piece of writing to develop a topic effectively. They use various strategies to achieve logical organization, topical unity, and general cohesion in grade-level appropriate narrative and informational texts. | A student performing at the Needs Support level:  
- determines the focus of individual paragraphs.  
- is working on determining main ideas of individual sentences and simple paragraphs.  
- is working on identifying logical relationships between individual sentences.  
- is working on determining a logical progression of ideas in lists and sentences. | A student performing at the Close level:  
- determines where a sentence best fits in a paragraph to enhance the paragraph's focus.  
- provides a concluding sentence that logically follows the information in the paragraph preceding it.  
- logically orders a simple series of discrete actions or steps. | A student performing at the Ready level:  
- determines how individual sentences contribute to the focus of a paragraph.  
- determines where a sentence best fits in a paragraph to improve focus and cohesion.  
- provides a sentence that clearly introduces the main idea of a paragraph.  
- provides a concluding sentence that logically fits with the main idea of the paragraph.  
- logically orders a simple sequence of actions within a sentence. | A student performing at the Exceeding level:  
- determines whether a sentence should be added or deleted to enhance the focus of a paragraph.  
- uses a transition word to logically connect ideas in two closely related sentences.  
- logically orders a simple set of related ideas within a sentence. |
| **Conventions of Standard English (CSE)** |            |       |       |           |
| Students apply their understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informational texts. | A student performing at the Needs Support level:  
- distinguishes between coordinating and subordinating conjunctions.  
- is working on recognizing errors with pronoun-antecedent agreement.  
- recognizes the correct possessive form of a noun. | A student performing at the Close level:  
- recognizes and corrects errors with pronoun-antecedent agreement when the relationship is clear.  
- uses the correct possessive form of a noun when the possessive relationship is clear. | A student performing at the Ready level:  
- uses appropriate conjunctions to join two short, independent clauses.  
- recognizes and corrects obvious errors in subject-verb agreement, irregular plural nouns, and pronoun case in a simple sentence.  
- identifies the correct form of comparative and superlative adjectives.  
- identifies the appropriate word in word pairs that are frequently confused by third-grade students.  
- recognizes and corrects obvious punctuation and capitalization errors in a simple sentence, including correctly capitalizing titles and using commas in a series. | A student performing at the Exceeding level:  
- uses appropriate conjunctions to join two short clauses within the context of a paragraph.  
- recognizes and corrects obvious errors in subject-verb agreement, irregular plural nouns, and pronoun case in a compound sentence.  
- uses the most effective comparative and superlative adjectives for a given context.  
- uses the correct preposition for a given context.  
- recognizes and corrects obvious punctuation and capitalization errors in a compound sentence within the context of a paragraph.  
- recognizes and corrects possessive apostrophe errors when the possessive relationship is clear.  
- uses quotation marks to indicate simple dialogue. |