### 5th 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>
</tr>
</thead>
</table>
| **Production of Writing (POW)** | A student performing at the Needs Support level:  
• is working on determining the author’s overall purpose in an essay.  
• is working on determining how individual sentences contribute to focus in an essay.  
• identifies logical relationships between main ideas in an essay.  
• identifies logical relationships between individual sentences in a paragraph. | A student performing at the Close level:  
• determines the author’s purpose (e.g., to inform, to persuade) in a simple essay.  
• determines the purpose of a sentence, drawing on the context of adjacent sentences.  
• provides a sentence that introduces the main idea of a paragraph.  
• provides a sentence that concludes a paragraph.  
• uses a transition word or phrase to show obvious connections or contrasts between sentences in a paragraph. | A student performing at the Ready level:  
• determines the author’s purpose in an essay as a whole and provides a supporting reason.  
• determines the purpose of a specific word or phrase within the context of a paragraph.  
• determines where a sentence best fits within a paragraph in order to complete or connect main ideas. | A student performing at the Exceeding level:  
• determines if a sentence or phrase is relevant to the topic and focus of an essay as a whole.  
• determines if a sentence or phrase is relevant to the topic and focus of a paragraph.  
• determines whether a sentence should be added or deleted to enhance the focus and cohesion of a paragraph.  
• determines where a sentence best fits within a paragraph to complete or connect supporting ideas. |
| **Knowledge of Language (KLA)** | A student performing at the Needs Support level:  
• is working on the knowledge and skills needed to indicate relationships in a sentence with a structure that is simple for fifth-grade students.  
• maintains a consistent formal or informal tone in a sentence with a structure that is simple for fifth-grade students. | A student performing at the Close level:  
• uses the appropriate word or phrase to express relationships within a sentence.  
• uses descriptive language within a sentence that is consistent with the overall formal or informal tone of the paragraph containing the sentence.  
• draws on the context of a sentence to make precise word choices. | A student performing at the Ready level:  
• combines two simple sentences, using a conjunction to express a contrast between the ideas in the two sentences.  
• uses descriptive language within a sentence that is consistent with the overall formal or informal tone of multiple paragraphs.  
• draws on the context of multiple sentences to make precise word choices. | A student performing at the Exceeding level:  
• uses the appropriate conjunction to precisely express a somewhat subtle relationship between ideas in a sentence.  
• uses descriptive language within a sentence that is consistent with the overall formal or informal tone and style of an essay. |
| **Conventions of Standard English (CSE)** | A student performing at the Needs Support level:  
• recognizes and corrects a sentence fragment.  
• uses the correct adjective or adverb form of a modifier in a sentence.  
• uses obvious comma errors in a compound sentence. | A student performing at the Close level:  
• recognizes and corrects a variety of obvious errors in sentence structure, such as fragments and run-ons, in complex sentences.  
• uses subordinating conjunctions to correctly join a short dependent clause with an independent clause.  
• uses the correct pronoun case or the correct comparative or superlative adjective form in a sentence.  
• recognizes and corrects somewhat subtle comma errors in a sentence with a compound or complex structure. | A student performing at the Ready level:  
• recognizes and corrects inappropriate shifts in verb tense in a short paragraph.  
• uses the appropriate word in word pairs that are frequently confused by fifth-grade students.  
• uses an appropriate preposition to introduce a modifying phrase.  
• recognizes and corrects comma errors involving restrictive clauses and items or phrases in a series.  
• uses end punctuation to split a run-on sentence into two sentences.  
• uses an apostrophe to correctly form the possessive of an irregular plural noun. | A student performing at the Exceeding level:  
• decides between subordinating and coordinating conjunctions to combine clauses to form one clear, grammatical sentence.  
• uses the correct verb tense in a sentence with a structure that is complex for fifth-grade students.  
• recognizes and corrects errors involving commas, including incorrectly setting-off introductory phrases and nouns of direct address when used in dialogue.  
• uses an apostrophe to correctly form the possessive of an irregular plural noun. |