

5th Grade Writing — Performance Level Descriptors

Reporting Categories	Needs Support	Close	Ready	Exceeding
<p>Persuasive Argumentative Mode</p> <p>Students write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> attempts to state an opinion; provides minimal introduction. provides few to no supporting details, and details have unclear or underdeveloped connections to the opinion. uses an unclear organizational structure; provides few transitional words and phrases. uses limited word choice; uses a tone and voice that are sometimes appropriate for opinion writing; uses minimal variation in sentence structures; writes with extensive grammatical, usage, or spelling errors that significantly impede understanding. 	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> provides minimal introduction to the topic and states an opinion. provides supporting details and limited examples that are mostly relevant to the opinion. uses an organizational structure with a basic introduction and conclusion; uses some transitional words to connect ideas. uses occasionally precise word choice; uses a tone and voice that are sometimes appropriate for opinion writing; uses mostly simple sentence structures; writes with several grammatical, usage, or spelling errors that sometimes impede understanding. 	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> introduces the topic and states an opinion. provides supporting details and clear examples that are linked to the opinion. uses a mostly clear organizational structure, provides a mostly relevant introduction and conclusion, and uses appropriate transitional words and phrases. uses mostly precise word choice; maintains a mostly appropriate tone and voice for opinion writing; uses slightly varied sentence structures; writes with few grammatical, usage or spelling errors that rarely impede understanding. 	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> clearly introduces the topic and states an opinion. provides logical supporting reasons and detailed examples that are strongly linked to the opinion; explores varying implications and complications; may explore counterarguments. uses a clear organizational structure; sequences logically grouped ideas with a clear introduction and conclusion; uses effective transitional words and phrases. uses consistently precise word choice; maintains an appropriate tone and voice for opinion writing; uses a variety of sentence structures; writes with minimal grammatical, usage, or spelling errors that do not impede understanding.