

Reporting Categories	Needs Support	Close	Ready	Exceeding
<b>Production of Writing (POW)</b> 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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> <li>determines the focus of individual paragraphs in the context of an essay.</li> <li>is working on determining the purpose of individual sentences within paragraphs.</li> <li>identifies logical relationships between paragraphs.</li> </ul>	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> <li>provides a sentence that helps to focus a specific idea in a simple paragraph.</li> <li>determines the purpose of a sentence within a simple paragraph.</li> <li>provides a transition word or phrase that logically connects two sentences in a somewhat complex paragraph.</li> </ul>	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> <li>revises, adds, or deletes a sentence to enhance the focus and cohesion of a simple paragraph.</li> <li>determines the purpose of a sentence within a somewhat complex paragraph.</li> <li>provides a sentence that logically concludes the final paragraph of an essay.</li> <li>uses a transition word or phrase to logically connect two closely related paragraphs.</li> </ul>	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> <li>revises, adds, or deletes a sentence to enhance the focus and cohesion of a somewhat complex paragraph.</li> <li>determines the purpose of a sentence within an essay as a whole.</li> <li>provides a sentence that logically introduces the main idea of an essay as a whole.</li> <li>provides a sentence that concludes a paragraph when the main idea of the paragraph is somewhat complex.</li> </ul>
<b>Knowledge of Language (KLA)</b> Students demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone in grade-level appropriate narrative and informational texts.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> <li>expresses simple ideas clearly in a sentence with a structure that is simple for sixth-grade students.</li> <li>is working on the knowledge and skills needed to recognize obviously redundant words.</li> <li>recognizes and corrects obvious inconsistencies in style or tone within a sentence.</li> </ul>	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> <li>uses language to precisely express an idea in a paragraph.</li> <li>recognizes and revises an obvious redundancy within a sentence.</li> <li>uses descriptive language to make a sentence more specific.</li> </ul>	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> <li>uses the appropriate word or phrase to precisely express a relationship between ideas within a sentence, while at the same time ensuring the clarity of the paragraph containing the sentence.</li> <li>recognizes and revises a redundant phrase to make a paragraph more concise.</li> <li>uses descriptive language within a sentence that is consistent with the tone of the paragraph containing the sentence (when the tone is informal).</li> </ul>	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> <li>uses the appropriate word or phrase to precisely express ideas and relationships when joining two independent clauses to form a compound sentence.</li> <li>recognizes and corrects a somewhat subtle redundancy within a sentence.</li> <li>uses descriptive language that clearly and concisely communicates ideas in a manner consistent with the overall tone and style of an essay.</li> </ul>
<b>Conventions of Standard English (CSE)</b> 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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> <li>identifies sentence fragments within a paragraph.</li> <li>uses the correct comparative or superlative adverb form to modify a verb in a sentence with a structure that is simple for sixth-grade students.</li> <li>is working on recognizing errors with verb tense in a sentence.</li> <li>recognizes comma errors in a series.</li> </ul>	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> <li>recognizes a long sentence fragment that might easily be mistaken for a complete sentence and corrects it by combining with an independent clause.</li> <li>recognizes errors with consistent verb tense in a sentence with a structure that is simple for sixth-grade students.</li> <li>recognizes and corrects common mistakes with pronoun-antecedent agreement.</li> <li>uses the appropriate word in frequently confused word pairs.</li> <li>uses commas in a series when each item in the series is described using multiple words.</li> </ul>	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> <li>recognizes and corrects sentence fragments in sentences of varying lengths and structures.</li> <li>recognizes and corrects consistent verb tense in a sentence with a structure that is somewhat complex for sixth-grade students.</li> </ul>	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> <li>decides between end punctuation or a conjunction to correct a run-on.</li> <li>maintains consistent verb tense within a paragraph.</li> <li>ensures subject-verb agreement when information intervenes between subject and verb.</li> <li>uses the correct comparative adjective or adverb form in a sentence with a structure that is complex for sixth-grade students.</li> <li>uses commas between adjectives in a series, between words, phrases, and clauses in a compound or complex sentence, and to set off nonrestrictive clauses in sentences.</li> </ul>