### 6th 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)** | 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 in the context of an essay.  
- is working on determining the purpose of individual sentences within paragraphs.  
- identifies logical relationships between paragraphs. | A student performing at the Close level:  
- provides a sentence that helps to focus a specific idea in a simple paragraph.  
- determines the purpose of a sentence within a simple paragraph.  
- provides a transition word or phrase that logically connects two sentences in a somewhat complex paragraph. | A student performing at the Ready level:  
- revises, adds, or deletes a sentence to enhance the focus and cohesion of a simple paragraph.  
- determines the purpose of a sentence within a somewhat complex paragraph.  
- provides a sentence that logically concludes the final paragraph of an essay.  
- uses a transition word or phrase to logically connect two closely related paragraphs. | A student performing at the Exceeding level:  
- revises, adds, or deletes a sentence to enhance the focus and cohesion of a somewhat complex paragraph.  
- determines the purpose of a sentence within an essay as a whole.  
- provides a sentence that logically introduces the main idea of an essay as a whole.  
- provides a sentence that concludes a paragraph when the main idea of the paragraph is somewhat complex. |
| **Knowledge of Language (KLA)** | 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. | A student performing at the Needs Support level:  
- expresses simple ideas clearly in a sentence with a structure that is simple for sixth-grade students.  
- is working on the knowledge and skills needed to recognize obviously redundant words.  
- recognizes and corrects obvious inconsistencies in style and tone within a sentence. | A student performing at the Close level:  
- uses language to precisely express an idea in a paragraph.  
- recognizes and revises an obvious redundancy within a sentence.  
- uses descriptive language to make a sentence more specific. | A student performing at the Ready level:  
- uses language to precisely express ideas and relationships when joining two independent clauses to form a compound sentence.  
- recognizes and corrects a somewhat subtle redundancy within a sentence.  
- uses descriptive language that clearly and concisely communicates ideas in a manner consistent with the overall tone and style of an essay. | A student performing at the Exceeding level:  
- uses the appropriate word or phrase to precisely express ideas and relationships when joining two independent clauses to form a compound sentence.  
- recognizes and corrects a somewhat subtle redundancy within a sentence.  
- uses descriptive language that clearly and concisely communicates ideas in a manner consistent with the overall tone and style of an essay. |
| **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:  
- identifies sentence fragments within a paragraph.  
- is working on recognizing errors with verb tense in a sentence.  
- recognizes comma errors in a series. | A student performing at the Close level:  
- recognizes a long sentence fragment that might easily be modified for a complete sentence and corrects it by combining with an independent clause.  
- recognizes errors with consistent verb tense in a sentence with a structure that is simple for sixth-grade students.  
- recognizes and corrects common mistakes with pronoun-antecedent agreement.  
- uses the correct comparative adjective or adverb form in a sentence with a structure that is complex for sixth-grade students. | A student performing at the Ready level:  
- recognizes and corrects sentence fragments in sentences of varying lengths and structures.  
- recognizes and corrects consistent verb tense in a sentence with a structure that is somewhat complex for sixth-grade students.  
- provides a transition word or phrase to logically conclude the final paragraph of an essay.  
- 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. | A student performing at the Exceeding level:  
- decides between end punctuation or a conjunction to correct a run-on.  
- maintains consistent verb tense within a paragraph.  
- ensures subject-verb agreement when information intervenes between subject and verb.  
- uses the correct comparative adjective or adverb form in a sentence with a structure that is complex for sixth-grade students.  
- provides sentences that include a series, between words, phrases, and clauses in a compound or complex sentence, and to set off nonrestrictive clauses in sentences. |