

Reporting Categories	Needs Support	Close	Ready	Exceeding
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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> is working on identifying the overall purpose of an essay when the content or structure of the essay is somewhat complex. determines the rhetorical purpose of individual words within a paragraph. is working on determining whether or not information relates to the focus of a paragraph. identifies the progression of ideas within and across paragraphs. identifies main ideas of increasing complexity in paragraphs. identifies logical relationships within paragraphs when the logical relationships are somewhat subtle. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> determines the overall purpose of an essay (e.g., to reflect, to argue) when the content or structure of the essay is somewhat complex. uses a word to achieve a particular rhetorical purpose in the context of an individual sentence. determines whether or not a sentence relates to the focus of a paragraph, drawing on the context of adjacent sentences. determines where to place a sentence to ensure the logical progression of ideas within a paragraph. provides a transition word or phrase that logically connects two somewhat complex ideas between sentences or within a paragraph. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> determines whether a sentence in a paragraph contributes to the overall purpose of an essay. uses a word to achieve a particular rhetorical purpose in the context of a paragraph. determines whether or not a sentence relates to the focus of a paragraph, drawing on the context of the essay as a whole. determines where to place a sentence to ensure the logical progression of ideas across paragraphs. provides a sentence that introduces the main idea of a somewhat complex paragraph. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> determines whether a sentence in a paragraph contributes to the overall purpose of an essay when the content or structure of the essay is complex. uses a word or phrase to enhance a particular rhetorical purpose in the context of the essay as a whole. determines whether or not a sentence relates to the focus of a paragraph when the paragraph contains multiple ideas, drawing on the context of the essay as a whole. determines where to place a sentence to ensure the logical progression of ideas within and across paragraphs and to develop the purpose of the essay as a whole. provides an introductory sentence that connects the main idea of a somewhat complex paragraph to the main idea of an essay as a whole.
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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> is working on the knowledge and skills needed to communicate ideas clearly and concisely. is working on the knowledge and skills needed to achieve a consistent style and tone. is working on the knowledge and skills needed to use appropriate conjunctions to express relationships within a sentence. is working on the knowledge and skills needed to maintain logical parallel structure within a sentence. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> chooses language that concisely communicates simple ideas in the context of a short informational paragraph, avoiding redundancy or unnecessary wording. distinguishes academic language from more informal expression in simple informational contexts. uses a word or phrase to express a simple relationship between ideas in a sentence, drawing on the context of the paragraph containing the sentence. uses logical parallelism within a sentence to communicate related ideas concisely. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> chooses language that concisely communicates ideas in the context of a longer informational paragraph, avoiding redundancy or unnecessary wording. maintains a consistent tone in an informational paragraph when the tone is formal/academic. distinguishes academic language from informal expression. uses a word or phrase to precisely express a relationship between ideas in a sentence, drawing on the context of the paragraph containing the sentence. uses parallel verb forms to communicate related ideas within a sentence concisely. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> chooses language that concisely communicates ideas in an informational paragraph when the ideas are complex, avoiding redundant or unnecessary wording and producing a desired rhetorical effect. skillfully and purposefully maintains a consistent tone in an informational paragraph when the tone is more formal/academic. distinguishes academic language from informal expression. uses the appropriate word or phrase to precisely express a subtle relationship between ideas in a sentence with a formal/academic tone. maintains stylistically parallel phrasing within a paragraph to effectively communicate related ideas.
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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> determines the proper placement of modifying words within a simple sentence. maintains consistent verb tense within a compound sentence. combines an independent and dependent clause to form a complex sentence. is working on recognizing and correcting errors in pronoun-antecedent agreement. is working on distinguishing the appropriate plural, possessive, or singular noun form. is working on determining correct comparative or superlative forms of adjectives and adverbs. is working on using idiomatically appropriate prepositions to connect words in a sentence. recognizes and corrects errors involving the use of commas to join clauses in a sentence, to separate adjectives modifying the same noun, and to set off appositive phrases. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> determines the best placement of modifiers within a compound sentence. maintains consistent verb tense within a paragraph. identifies pronoun-antecedent agreement when the antecedent is plural. chooses the appropriate plural, possessive, or singular noun form. determines the correct comparative or superlative adjective or adverb form in a sentence with a structure that is simple for seventh-grade students. chooses idiomatically appropriate prepositions to connect words in a sentence with a structure that is simple for seventh-grade students. uses commas to join clauses, to separate two adjectives that describe the same noun, and to set off appositive phrases in a sentence with a structure that is simple for seventh-grade students. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> determines best placement of modifiers within a sentence with a structure that is somewhat complex for seventh-grade students. recognizes and corrects faulty parallelism between two clauses. uses a subordinating conjunction to connect an independent and dependent clause when the relationship between the ideas in the two clauses is subtle. recognizes and corrects errors in subject-verb agreement in a sentence when the subject immediately precedes the verb. chooses the appropriate plural, possessive, or singular noun form when the context is somewhat complex. chooses a reflexive pronoun to refer to a singular subject. chooses idiomatically appropriate prepositions to connect words in a sentence with a structure that is somewhat complex for seventh-grade students. uses commas to join clauses in a sentence with a structure that is somewhat complex for seventh-grade students. uses commas to separate adjectives that describe the same noun in a sentence with a structure that is somewhat complex for seventh-grade students. uses commas to set off noun phrases in a series in a sentence with a structure that is somewhat complex for seventh-grade students. uses commas to set off a modifying phrase, a nonrestrictive clause, or an appositive in a sentence with a structure that is somewhat complex for seventh-grade students. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> recognizes and corrects faulty parallelism among three or more clauses. uses a subordinating conjunction to connect an independent and a dependent clause when the two clauses convey meaning that is abstract or complex for seventh-grade students. maintains consistent verb tense across multiple paragraphs. recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is complex for seventh-grade students (e.g., when there is intervening text between subject and verb). Ensures pronoun-antecedent agreement when the antecedent is plural and there is intervening text between pronoun and antecedent. chooses the appropriate plural, possessive, or singular noun form when the context is complex. chooses a reflexive pronoun to refer to a singular or plural subject. determines the correct comparative or superlative adjective or adverb form in a sentence with a structure that is complex for seventh-grade students. chooses idiomatically appropriate prepositions to connect words in a sentence with a structure that is complex for seventh-grade students. uses commas to join clauses in a sentence with a structure that is complex for seventh-grade students. uses a comma to separate adjectives that describe the same noun in a sentence with a structure that is complex for seventh-grade students. uses commas to set off noun phrases in a series in a sentence with a structure that is complex for seventh-grade students. uses commas to set off a modifying phrase, a nonrestrictive clause, or an appositive in a sentence with a structure that is complex for seventh-grade students. recognizes and corrects unnecessary punctuation in a sentence with a structure that is complex for seventh-grade students.