

8th Grade Writing — Performance Level Descriptors

Reporting Categories	Needs Support	Close	Ready	Exceeding
<p>Argumentative Mode</p> <p>Students write arguments with sound reasoning, support claims with clear and relevant reasons, and organize and communicate ideas persuasively.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> states a position but does not present an argument. provides details that are not relevant or logical to the position. provides no introduction and no sense of closure; uses ideas that lack apparent organizational structure; uses few to no transitional words or phrases. uses limited word choice; uses a tone and voice that are sometimes appropriate for argumentative writing; attempts to use varied 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"> states a position and presents a basic argument. provides supporting claims and details that are weak and at times not logical or clearly relevant to the argument. provides an inadequate introduction and conclusion; provides some organizational structure of ideas; uses poorly formed or misleading transitions. uses occasionally precise word choice; uses an informal tone and voice that are sometimes inappropriate for argumentative writing; uses minimally varied 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"> states a position and presents an argument. provides mostly relevant and logical supporting claims and details; demonstrates recognition of implications, complications, and counterarguments of the issue. provides an adequate introduction and conclusion; establishes an organizational structure; uses transitions that clarify the relationship between grouped ideas. uses mostly precise word choice; maintains a mostly consistent and appropriate tone and voice for argumentative writing; uses sufficiently 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 states a position and presents a well-reasoned argument. provides several relevant and logical supporting claims and details; addresses the relevant implications, complications, and counterargument of the issue, using critical analysis. provides an effective introduction and conclusion; establishes a clear and purposeful organizational structure; uses strong transitions between logically grouped ideas. uses consistently precise word choice; maintains a consistent and appropriate tone and voice for argumentative writing; uses purposefully varied sentence structures; writes with minimal grammatical, usage, or spelling errors that do not impede understanding.