

6th Grade Writing — Performance Level Descriptors

Reporting Categories	Needs Support	Close	Ready	Exceeding
<p>Narrative Mode</p> <p>Students write reflective narratives to convey ideas through the development of real or imagined experiences or events.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> identifies an experience but provides little to no reflection. uses minimal relevant details to develop a narrative sequence; attempts to use descriptive language. uses an unclear organizational structure. uses limited word choice; uses a tone and voice that are sometimes appropriate for narrative 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"> identifies an experience and minimally reflects on its significance. uses some relevant details to develop a narrative sequence; may use some sensory details to describe the event, but details may not clearly relate to the reflection. uses a minimal organizational structure; may use transitions to connect ideas. uses occasionally precise word choice; uses a tone and voice that are sometimes appropriate for narrative 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"> describes a mostly relevant experience and reflects on its significance. uses relevant details and sequencing techniques to sustain the narration; uses descriptive language and some sensory details. uses an organizational structure with transitions to connect ideas and provide a reflective closure. uses mostly precise word choice; uses an appropriate tone and voice for narrative 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"> describes a relevant experience and integrates specific actions and details to clearly reflect on its significance. uses specific details and purposeful narrative sequence to enhance the narrative; uses descriptive language and sensory details. uses a cohesive organizational structure with effective and logical transitions between details to establish conflict and resolution. uses consistently precise word choice; uses an effective tone and voice for narrative writing; uses clear, varied sentence structures; writes with minimal grammatical, usage, or spelling errors that do not impede understanding.