

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 determining the author’s overall purpose in an essay. is working on determining how individual sentences contribute to focus in an essay. identifies logical relationships between main ideas in an essay. identifies logical relationships between individual sentences in a paragraph. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> determines the author’s purpose (e.g., to inform, to persuade) in a simple essay. determines the purpose of a sentence, drawing on the context of adjacent sentences. provides a sentence that introduces the main idea of a paragraph. provides a sentence that concludes a paragraph. uses a transition word or phrase to show obvious connections or contrasts between sentences in a paragraph. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> determines the author’s purpose in an essay as a whole and provides a supporting reason. determines the purpose of a specific word or phrase within the context of a paragraph. determines where a sentence best fits within a paragraph in order to complete or connect main ideas. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> determines if a sentence or phrase is relevant to the topic and focus of an essay as a whole. determines if a sentence or phrase is relevant to the topic and focus of a paragraph. determines whether a sentence should be added or deleted to enhance the focus and cohesion of a paragraph. determines where a sentence best fits within a paragraph to complete or connect supporting ideas.
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 indicate relationships in a sentence with a structure that is simple for fifth-grade students. maintains a consistent formal or informal tone in a sentence with a structure that is simple for fifth-grade students. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> uses the appropriate word or phrase to express relationships within a sentence. uses descriptive language within a sentence that is consistent with the overall formal or informal tone of the paragraph containing the sentence. draws on the context of a sentence to make precise word choices. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> combines two simple sentences, using a conjunction to express a contrast between the ideas in the two sentences. uses descriptive language within a sentence that is consistent with the overall formal or informal tone of multiple paragraphs. draws on the context of multiple sentences to make precise word choices. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> uses the appropriate conjunction to precisely express a somewhat subtle relationship between ideas in a sentence. uses descriptive language within a sentence that is consistent with the overall formal or informal 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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> recognizes and corrects a sentence fragment. uses the correct adjective or adverb form of a modifier in a sentence. corrects obvious comma errors in a compound sentence. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> recognizes and corrects a variety of obvious errors in sentence structure, such as fragments and run-ons, in complex sentences. uses subordinating conjunctions to correctly join a short dependent clause with an independent clause. uses the correct pronoun case or the correct comparative or superlative adjective form in a sentence. recognizes and corrects somewhat subtle comma errors in a sentence with a compound or complex structure. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> recognizes and corrects inappropriate shifts in verb tense in a short paragraph. uses the appropriate word in word pairs that are frequently confused by fifth-grade students. uses an appropriate preposition to introduce a modifying phrase. recognizes and corrects comma errors involving restrictive clauses and items or phrases in a series. uses end punctuation to split a run-on sentence into two sentences. uses an apostrophe to correctly form a contraction. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> decides between subordinating and coordinating conjunctions to combine clauses to form one clear, grammatical sentence. uses the correct verb tense in a sentence with a structure that is complex for fifth-grade students. recognizes and corrects errors involving commas, including incorrectly setting-off introductory phrases and nouns of direct address when used in dialogue. uses an apostrophe to correctly form the possessive of an irregular plural noun.