

Reporting Categories	Needs Support	Close	Ready	Exceeding
<p><b>Production of Writing (POW)</b> 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.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> <li>determines the overall rhetorical purpose of an essay when the content or structure of the essay is somewhat complex.</li> <li>is working on determining the rhetorical purpose of individual sentences in an essay.</li> <li>is working on determining a logical sequencing of information in a paragraph or essay.</li> <li>is working on determining how supporting details contribute to the focus of a paragraph or essay.</li> <li>is working on introducing main ideas of increasing complexity in an essay.</li> <li>is working on fluid use of transition words and phrases to connect ideas in an essay.</li> </ul>	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> <li>determines the overall rhetorical purpose of an essay when the content or structure of the essay is complex.</li> <li>determines the rhetorical purpose of individual sentences within a paragraph.</li> <li>determines whether a sentence, phrase, or word should be added or deleted to enhance the focus of ideas in a paragraph.</li> <li>determines whether the sequencing of information in an essay is logical.</li> <li>provides a perfunctory transition word or phrase to logically connect complex ideas between sentences.</li> </ul>	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> <li>determines whether an essay accomplishes a specific rhetorical purpose when the purpose is complex or multifaceted.</li> <li>determines the rhetorical purpose of individual phrases or words within a paragraph.</li> <li>determines whether a sentence, phrase, or word should be added, deleted, or revised to enhance the focus of ideas in a paragraph.</li> <li>determines whether the sequencing of information within a paragraph is logical.</li> <li>uses a supporting detail that contributes to the focus of a paragraph.</li> <li>provides a sentence that subtly or fluidly introduces the main idea of a complex essay.</li> </ul>	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> <li>enhances the focus and cohesion of the essay as a whole by recognizing subtle effects of a revision to a word, phrase, or sentence.</li> <li>determines the rhetorical purpose of individual sentences, phrases, or words within an essay as a whole.</li> <li>determines whether a sentence, phrase, or word should be added, deleted, or revised to enhance the focus and cohesion of a paragraph.</li> <li>determines whether the sequencing of an essay clearly develops the rhetorical purpose.</li> <li>uses a supporting detail that contributes to the overall rhetorical purpose of the essay.</li> <li>provides a sentence that connects ideas in a complex paragraph to the focus of the essay as a whole.</li> <li>uses a unique and context-specific transition phrase to logically connect ideas between paragraphs and to indicate shifts in the focus of the essay as a whole.</li> </ul>
<p><b>Knowledge of Language (KLA)</b> 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.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> <li>is working on the knowledge and skills needed to recognize how style and tone develop throughout a piece of writing.</li> <li>is working on the knowledge and skills needed to communicate ideas and relationships precisely.</li> <li>is working on the knowledge and skills needed to identify unnecessary words and redundancy.</li> </ul>	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> <li>revises to maintain a consistent style and tone in a sentence or paragraph when the writer's approach is obvious.</li> <li>uses words or phrases that precisely express a contrast between obviously contradictory ideas in a sentence, and uses language that precisely expresses ideas or actions that are developed throughout a short paragraph.</li> <li>recognizes and revises obvious redundancies and unnecessary words to make a sentence more concise.</li> </ul>	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> <li>revises to maintain a consistent style and tone in a sentence or paragraph when the writer's approach is somewhat subtle.</li> <li>uses words or phrases, considering both connotative and denotative meaning, to precisely express ideas or actions that build throughout an essay.</li> <li>uses appropriate words or phrases to precisely express relationships between two related ideas within a sentence.</li> <li>recognizes and revises unnecessary words and phrases to make a sentence more concise when the context is somewhat complicated and/or the wordiness is subtle.</li> </ul>	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> <li>revises to maintain a consistent style and tone in various types of writing when the writer's approach is subtle or shifts.</li> <li>uses appropriate domain-specific (tier-3) words or phrases, considering both connotative and denotative meanings, to precisely express an idea or action throughout a complex essay.</li> <li>uses appropriate words or phrases to precisely express relationships between two complex, related ideas within a sentence.</li> <li>recognizes and revises unnecessary words or phrases to make a sentence more concise in complicated contexts, when redundancies are separated by one or more sentences, or when the redundancy might be mistaken for acceptable emphasis.</li> </ul>
<p><b>Conventions of Standard English (CSE)</b> 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.</p>	<p><i>A student performing at the Needs Support level:</i></p> <ul style="list-style-type: none"> <li>consistently recognizes faulty sentence structure.</li> <li>is working on recognizing faulty subject-verb agreement.</li> <li>is working on recognizing faulty pronoun-antecedent agreement.</li> <li>is working on recognizing errors in verb formation and inappropriate shifts in verb tense within sentences.</li> <li>is working on using appropriate modifiers, including comparative and superlative adjectives.</li> <li>is working on using idiomatically appropriate language, including prepositions.</li> <li>uses commas in a series or after introductory phrases in simple sentences.</li> <li>recognizes and corrects semicolon usage.</li> <li>uses apostrophes to form possessives and contractions.</li> </ul>	<p><i>A student performing at the Close level:</i></p> <ul style="list-style-type: none"> <li>recognizes and corrects faulty sentence structure (including fragments, run-ons, and faulty subordination and coordination) in simple, compound, and complex sentences.</li> <li>recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is somewhat complex for early high school students.</li> <li>recognizes and corrects errors in pronoun-antecedent agreement in sentences with a structure that is somewhat complex for early high school students.</li> <li>recognizes and corrects faulty verb formation and inappropriate shifts in verb tense across multiple sentences with structures that are complex for early high school students.</li> <li>uses appropriate modifiers, including adverbs and comparative and superlative adjectives, correctly.</li> <li>recognizes faulty idiomatic language, including prepositions.</li> <li>uses commas in a series, as well as after introductory phrases and adverbs, in sentences that are simple for early high school students.</li> <li>recognizes and corrects errors in semicolon usage.</li> <li>uses apostrophes correctly to form possessives and contractions.</li> <li>uses commas correctly with subordinating or coordinating clauses in a sentence that has a structure that is simple for early high school students.</li> <li>recognizes and corrects errors in semicolon usage.</li> </ul>	<p><i>A student performing at the Ready level:</i></p> <ul style="list-style-type: none"> <li>recognizes and corrects subtle disturbances in sentence structure in sentences with a structure that is somewhat complex for early high school students.</li> <li>recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is complex for early high school students, including when there is text between subject and verb.</li> <li>recognizes and corrects errors in pronoun-antecedent agreement in a sentence with a structure that is complex for early high school students, including when there is text between pronoun and antecedent.</li> <li>recognizes and corrects faulty verb formation and inappropriate shifts in tense and aspect across multiple sentences in longer paragraphs.</li> <li>recognizes errors with misplaced modifiers.</li> <li>uses idiomatic language, including prepositions, appropriately in a sentence with a structure that is complex for early high school students.</li> </ul>	<p><i>A student performing at the Exceeding level:</i></p> <ul style="list-style-type: none"> <li>recognizes and corrects faulty sentence structure in sentences with structures that are complex for early high school students (such as passive constructions or sentences with more than two clauses).</li> <li>recognizes and corrects a range of agreement errors throughout a paragraph or passage.</li> <li>recognizes and corrects faulty verb formation and inappropriate shifts in tense and aspect across multiple sentences and paragraphs in a passage.</li> <li>uses appropriate modifiers, including adverbs and comparative and superlative adjectives, correctly.</li> <li>corrects errors with misplaced modifiers.</li> <li>uses appropriate idiomatic language, including prepositions, consistently in a range of contexts.</li> </ul>