# NYSESLAT WRITING Performance Level Descriptions – Grade K

| **GENERAL CLAIM 1**<br>**Students can structure thoughts and ideas in writing.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 1**<br>Students can produce the foundational features of the English language in writing.<br><br>**Target of Measurement 1**<br>Students can **produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces**. | Student may **produce a letter or letters**.<br><br>Writing lacks letter production, sequenced letters, or separated words. | Student **produces a variety of letters or a few sequenced letters to produce a word**.<br><br>Writing includes basic letter production or sequenced letters to produce words. | Student **produces a variety of letters, a few sequenced letters to produce words, or a few words separated with spaces**.<br><br>Writing includes limited letter production, sequenced letters to produce words, or words separated with spaces. | Student **produces letters, some sequenced letters to produce words, and/or some words separated with spaces**.<br><br>Writing includes partial letter production, sequenced letters to produce words, and/or words separated with spaces. | Student **produces letters, sequenced letters to produce words, and words separated with spaces**.<br><br>Writing includes letter production, sequenced letters to produce words, and words separated with spaces. |
| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
| **Anchor 2**<br>Students can create and structure a written text.<br><br>**Target of Measurement 2**<br>Students can **draw or write to provide descriptions and events** to write a story or write about a topic. | Student may draw or use the most frequent words to **provide an idea or an event** to write a story or write about a topic.<br><br>Writing lacks descriptions and events.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses drawings, common words, short phrases, and/or predictable sentences to **provide a description or an event** to write a story or write about a topic.<br><br>Writing includes basic descriptions or events.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses drawings, phrases, and/or simple sentences to **provide descriptions and/or events** to write a story or write about a topic.<br><br>Writing includes limited descriptions and/or events.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses drawings, simple sentences, and/or expanded sentences to **provide descriptions and events** to write a story or write about a topic.<br><br>Writing includes partial descriptions and events.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses drawings, simple, and/or expanded, and one or more compound or complex sentences to sufficiently **provide descriptions and events** to write a story or write about a topic.<br><br>Writing includes sufficient descriptions and events.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grade 1

| **GENERAL CLAIM 1**<br>**Students can structure thoughts and ideas in writing.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 1**<br>Students can create and structure a written text.<br><br>**Target of Measurement 1**<br>Students can **use grade-appropriate language to introduce and complete thoughts and ideas** in a written text. | Student may use words or short phrases to **introduce or complete an idea** in a written text.<br><br>Writing lacks introduction or completion of thoughts and ideas.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and occasionally simple sentences to **introduce or complete thoughts or ideas** in a written text.<br><br>Writing includes basic introduction or completion of thoughts or ideas.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses words, phrases, simple sentences, and occasionally expanded or compound sentences to **introduce and/or complete thoughts and/or ideas** in a written text.<br><br>Writing includes limited introduction and/or completion of thoughts and/or ideas.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses phrases, simple, and a few expanded and/or compound sentences to **introduce and complete thoughts and ideas** in a written text.<br><br>Writing includes partial introduction and completion of thoughts and ideas.<br><br>Writing may include occasional errors; errors rarely obscure meaning. | Student uses a variety of simple, expanded, and/or compound (or complex) sentences to sufficiently **introduce and complete thoughts and ideas** in a written text.<br><br>Writing includes sufficient introduction and completion of thoughts and ideas.<br><br>Writing may include minimal errors; errors do not obscure meaning. |
| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
| **Anchor 2**<br>Students can adapt vocabulary appropriately when writing.<br><br>**Target of Measurement 2**<br>Students can **use grade-appropriate words and phrases to describe detailed thoughts, feelings, and ideas** in a written text. | Student may use the most frequent words to **describe a thought, a feeling, or an idea** in a written text.<br><br>Writing lacks descriptions of thoughts, feelings, or ideas.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses common words and short phrases to **describe thoughts, feelings, or ideas** in a written text.<br><br>Writing includes basic descriptions of thoughts, feelings, or ideas.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses a few grade-level words and phrases to **describe detailed thoughts, feelings, and/or ideas** in a written text.<br><br>Writing includes minimally detailed descriptions of thoughts, feelings, and/or ideas.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses some grade-level words and phrases to **describe detailed thoughts, feelings, and ideas** in a written text.<br><br>Writing includes partially detailed descriptions of thoughts, feelings, and ideas.<br><br>Writing may include occasional errors; errors rarely obscure meaning. | Student uses grade-level words and phrases to sufficiently **describe detailed thoughts, feelings, and ideas** in a written text.<br><br>Writing includes sufficiently detailed descriptions of thoughts, feelings, and ideas.<br><br>Writing may include minimal errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grade 1

| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 3**<br>Students can develop a narrative written text.<br><br>**Target of Measurement 3**<br>Students can **use grade-appropriate language to provide descriptions with details and two or more events in sequence** to develop a narrative text. | Student may use words or short phrases to **provide a description or an event** to develop a story.<br><br>Writing lacks development of descriptions or events in sequence.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words or short phrases, and occasionally simple sentences to **provide descriptions or two or more events** to develop a story.<br><br>Writing includes basic development of descriptions or an event.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses words, phrases, simple sentences, and occasionally expanded or compound sentences to **provide descriptions with details and/or two or more events in sequence** to develop a story.<br><br>Writing includes limited development of descriptions with details and/or an event.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses phrases, simple, and a few expanded and/or compound sentences to **provide descriptions with details and two or more events in sequence** to develop a story.<br><br>Writing includes partial development of descriptions with details and one or more events in sequence.<br><br>Writing may include occasional errors; errors rarely obscure meaning. | Student uses a variety of simple, expanded, and/or compound (or complex) sentences to sufficiently **provide descriptions with details and two or more events in sequence** to develop a story.<br><br>Writing includes sufficient development of descriptions with details and two or more events in sequence.<br><br>Writing may include minimal errors; errors do not obscure meaning. |
| **Anchor 4**<br>Students can develop an informational written text.<br><br>**Target of Measurement 4**<br>Students can **use grade-appropriate language to provide an opinion with a reason and additional information** to develop an informational text. | Student may use words or short phrases to **provide an opinion or information** to develop an informational text.<br><br>Writing lacks development of an opinion or additional information.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words or short phrases, and occasionally simple sentences to **provide an opinion or information** to develop an informational text.<br><br>Writing includes basic development of an opinion or additional information.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses words, phrases, simple sentences, and occasionally expanded or compound sentences to **provide an opinion with a reason and/or additional information** to develop an informational text.<br><br>Writing includes limited development of an opinion with a reason and/or additional information.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses phrases, simple, and a few expanded and/or compound sentences to **provide an opinion with a reason and additional information** to develop an informational text.<br><br>Writing includes partial development of an opinion with a reason and additional information.<br><br>Writing may include occasional errors; errors rarely obscure meaning. | Student uses a variety of simple, expanded, and/or compound (or complex) sentences to sufficiently **provide an opinion with a reason and additional information** to develop an informational text.<br><br>Writing includes sufficient development of an opinion with a reason and additional information.<br><br>Writing may include minimal errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grade 2

| **GENERAL CLAIM 1**<br>**Students can structure thoughts and ideas in writing.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 1**<br>Students can create and structure a written text.<br><br>**Target of Measurement 1**<br>Students can **use grade-appropriate language to introduce and complete thoughts and ideas** in a written text | Student may use words or short phrases to **introduce or complete an idea** in a written text.<br><br>Writing lacks introduction or completion of thoughts and ideas.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and occasionally simple sentences to **introduce or complete thoughts or ideas** in a written text.<br><br>Writing includes basic introduction or completion of thoughts or ideas.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple, expanded, or occasionally compound sentences to **introduce and/or complete thoughts and/or ideas** in a written text.<br><br>Writing includes limited introduction and/or completion of thoughts and/or ideas.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and compound sentences to **introduce and complete thoughts and ideas** in a written text.<br><br>Writing includes partial introduction and completion of thoughts and ideas.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and compound (or complex) sentences to sufficiently **introduce and complete thoughts and ideas** in a written text.<br><br>Writing includes sufficient introduction and completion of thoughts and ideas.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |
| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
| **Anchor 2**<br>Students can adapt vocabulary appropriately when writing.<br><br>**Target of Measurement 2**<br>Students can **use grade-appropriate words and phrases to describe detailed thoughts, feelings, and ideas** in a written text. | Student may use the most frequent words to **describe a thought, a feeling, or an idea** in a written text.<br><br>Writing lacks descriptions of thoughts, feelings, or ideas.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses common words and short phrases to **describe thoughts, feelings, or ideas** in a written text.<br><br>Writing includes basic descriptions of thoughts, feelings, or ideas.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses a few grade-level words and phrases to **describe detailed thoughts, feelings, and/or ideas** in a written text.<br><br>Writing includes minimally detailed descriptions of thoughts, feelings, and/or ideas.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses some grade-level words and phrases to **describe detailed thoughts, feelings, and ideas** in a written text.<br><br>Writing includes partially detailed descriptions of thoughts, feelings, and ideas.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses grade-level words and phrases to sufficiently **describe detailed thoughts, feelings, and ideas** in a written text.<br><br>Writing includes sufficiently detailed descriptions of thoughts, feelings, and ideas.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grade 2

| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 3**<br>Students can develop a narrative written text.<br><br>**Target of Measurement 3**<br>Students can **use grade-appropriate language to provide descriptions with details and two or more events in sequence** to develop a narrative text. | Student may use words or short phrases to **provide a description or an event** to develop a story.<br><br>Writing lacks development of descriptions or events in sequence.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and occasionally simple sentences to **provide descriptions or two or more events** to develop a story.<br><br>Writing includes basic development of descriptions or two or more events in sequence.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple, expanded, or occasionally compound sentences to **provide descriptions with details and/or two or more events in sequence** to develop a story.<br><br>Writing includes limited development of descriptions with details and/or two or more events in sequence.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and compound sentences to **provide descriptions with details and two or more events in sequence** to develop a story.<br><br>Writing includes partial development of descriptions with details and two or more events in sequence.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and compound (or complex) sentences to sufficiently **provide descriptions with details and two or more events in sequence** to develop a story.<br><br>Writing includes sufficient development of descriptions with details and two or more events in sequence.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |
| **Anchor 4**<br>Students can develop an informational written text.<br><br>**Target of Measurement 4**<br>Students can **use grade-appropriate language to provide an opinion with a reason and additional information** to develop an informational text. | Student may use words or short phrases to **provide an opinion or information** to develop an informational text.<br><br>Writing lacks development of an opinion or additional information.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and occasionally simple sentences to **provide an opinion or information** to develop an informational text.<br><br>Writing includes basic development of an opinion or additional information.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple, expanded, or occasionally compound sentences to **provide an opinion with a reason and/or additional information** to develop an informational text.<br><br>Writing includes limited development of an opinion with a reason and/or additional information.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and compound sentences to **provide an opinion with a reason and additional information** to develop an informational text.<br><br>Writing includes partial development of an opinion with a reason and additional information.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and compound (or complex) sentences to sufficiently **provide an opinion with a reason and additional information** to develop an informational text.<br><br>Writing includes sufficient development of an opinion with a reason and additional information.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 3–4

| **GENERAL CLAIM 1**<br>**Students can structure thoughts and ideas in writing.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 1**<br>Students can create and structure a written text.<br><br>**Target of Measurement 1**<br>Students can **use grade-appropriate language to introduce, develop, link, and complete thoughts and ideas** in a written text. | Student may use words or short phrases to **introduce or complete an idea** in a written text.<br><br>Writing lacks introduction, development, or completion of thoughts and ideas.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **introduce, develop, or complete thoughts or ideas** in a written text.<br><br>Writing includes basic introduction, development, or completion of thoughts or ideas.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **introduce, develop, link, and/or complete thoughts and ideas** in a written text.<br><br>Writing includes limited introduction, development, and/or completion of linked thoughts and ideas.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **introduce, develop, link, and complete thoughts and ideas** in a written text.<br><br>Writing includes partial introduction, development, and completion of linked thoughts and ideas.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **introduce, develop, link, and complete thoughts and ideas** in a written text.<br><br>Writing includes sufficient introduction, development, and completion of linked thoughts and ideas.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |
| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
| **Anchor 2**<br>Students can adapt vocabulary appropriately when writing.<br><br>**Target of Measurement 2**<br>Students can **use grade-appropriate words and phrases, including grade-level Tier 2 words, to describe detailed ideas and facts** in a written text. | Student may use the most frequent Tier 1 words or predictable phrases to **describe ideas or facts** in a written text.<br><br>Writing lacks descriptions of ideas or facts.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words and short phrases, including Tier 1 and common grade-level Tier 2 words, to **describe detailed ideas or facts** in a written text.<br><br>Writing includes basic descriptions of ideas or facts.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses words and phrases, including Tier 1 and a few grade-level Tier 2 words, to **describe detailed ideas and/or facts** in a written text.<br><br>Writing includes minimally detailed descriptions of ideas and/or facts.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses words and phrases, including Tier 1 and some grade-level Tier 2 words, to **describe detailed ideas and facts** in a written text.<br><br>Writing includes partially detailed descriptions of ideas and facts.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to sufficiently **describe detailed ideas and facts** in a written text.<br><br>Writing includes sufficiently detailed descriptions of ideas and facts.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 3–4

| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 3**<br>Students can develop a narrative written text.<br><br>**Target of Measurement 3**<br>Students can **use grade-appropriate language to provide or refer to detailed descriptions and events in sequence** to develop a narrative text. | Student may use words or short phrases to **provide or refer to a description or an event** to develop a narrative text.<br><br>Writing lacks development of descriptions or events.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide or refer to descriptions or events in sequence** to develop a narrative text.<br><br>Writing includes basic development of descriptions or events in sequence.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide or refer to detailed descriptions and/or events in sequence** to develop a narrative text.<br><br>Writing includes limited development of detailed descriptions and/or events in sequence.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide or refer to detailed descriptions and events in sequence** to develop a narrative text.<br><br>Writing includes partial development of detailed descriptions and events in sequence.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to detailed descriptions and events in sequence** to develop a narrative text.<br><br>Writing includes sufficient development of detailed descriptions and events in sequence.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |
| **Anchor 4**<br>Students can develop an informational written text.<br><br>**Target of Measurement 4**<br>Students can **use grade-appropriate language to provide supported, relevant, connected ideas** to develop an informational text. | Student may use words or short phrases to **provide an idea** to develop an informational text.<br><br>Writing lacks development of connected ideas.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide connected or supported ideas** to develop an informational text.<br><br>Writing includes basic development of connected or supported ideas.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide supported, relevant, and/or connected ideas** to develop an informational text.<br><br>Writing includes limited development of supported, relevant, and/or connected ideas.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide supported, relevant, connected ideas** to develop an informational text.<br><br>Writing includes partial development of supported, relevant, connected ideas.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide supported, relevant, connected ideas** to develop an informational text.<br><br>Writing includes sufficient development of supported relevant, connected ideas.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 5–6

| **GENERAL CLAIM 1**<br>**Students can structure thoughts and ideas in writing.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 1**<br>Students can create and structure a written text.<br><br>**Target of Measurement 1**<br>Students can **use grade-appropriate language to orient the reader, logically develop ideas using transitions, and provide closure** in a written text. | Student may use words or short phrases to **provide an orientation or an idea** in a written text.<br><br>Writing lacks orientation, development of ideas, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide an orientation, ideas with transitions, or closure** in a written text.<br><br>Writing includes basic orientation, development of ideas using transitions, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide an orientation, developed ideas using transitions, and/or closure** in a written text.<br><br>Writing includes limited orientation, development of ideas using transitions, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide an orientation, logically developed ideas using transitions, and closure** in a written text.<br><br>Writing includes partial orientation, logical development of ideas using transitions, and closure.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide an orientation, logically developed ideas using transitions, and closure** in a written text.<br><br>Writing includes sufficient orientation, logical development of ideas using transitions, and closure.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |
| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
| **Anchor 2**<br>Students can adapt vocabulary appropriately when writing.<br><br>**Target of Measurement 2**<br>Students can **use grade-appropriate words and phrases, including grade-level Tier 2 words, to precisely describe detailed ideas and facts** in a written text. | Student may use the most frequent Tier 1 words or predictable phrases to **describe ideas or facts** in a written text.<br><br>Writing lacks description of ideas or facts.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words and short phrases, including Tier 1 and common grade-level Tier 2 words, to **describe ideas or facts** in a written text.<br><br>Writing includes basic descriptions of ideas or facts.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses words and phrases, including Tier 1 and a few grade-level Tier 2 words, to **describe detailed ideas and/or facts** in a written text.<br><br>Writing includes minimally detailed descriptions of ideas and/or facts.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses words and phrases, including Tier 1 and some grade-level Tier 2 words, to **describe detailed ideas and facts** in a written text.<br><br>Writing includes partially detailed descriptions of ideas and facts.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses words and phrases, including Tier 1 and grade-level Tier 2 words, to **precisely describe detailed ideas and facts** in a written text.<br><br>Writing includes precisely detailed descriptions of ideas and facts.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 5–6

| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 3**<br>Students can create a narrative written text.<br><br>**Target of Measurement 3**<br>Students can **use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure** to develop a narrative text. | Student may use words or short phrases to **provide a character, a detail, an event, or closure** to develop a narrative text.<br><br>Writing lacks development of characters, details, events, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences t**o provide or refer to characters, details, events, or closure** to develop a narrative text.<br><br>Writing includes basic development of characters, details, events, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide or refer to multiple characters, details, sequenced events, and/or closure** to develop a narrative text.<br><br>Writing includes limited development of multiple characters, details, sequenced events, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide or refer to multiple characters, details, sequenced events, and closure** to develop a narrative text.<br><br>Writing includes partial development of multiple characters, details, sequenced events, and closure.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to multiple characters, precise details, sequenced events, and closure** to develop a narrative text.<br><br>Writing includes sufficient development of multiple characters, precise details, sequenced events, and closure.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |
| **Anchor 4**<br>Students can create an informational written text.<br><br>**Target of Measurement 4**<br>Students can **use grade-appropriate language to provide precisely stated and linked ideas, a variety of support, and closure** to develop an informational text. | Student may use words or short phrases to **provide an idea or closure** to develop an informational text.<br><br>Writing lacks development of ideas, support, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide an idea, some support, or closure** to develop an informational text.<br><br>Writing includes basic development of ideas, support, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide linked ideas, a variety of support, and/or closure** to develop an informational text<br><br>Writing includes limited development of linked ideas, a variety of support, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide stated and linked ideas, a variety of support, and closure** to develop an informational text.<br><br>Writing includes partial development of stated and linked ideas, a variety of support, and closure.<br><br>Writing may include occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide precisely stated and linked ideas, a variety of support, and closure** to develop an informational text.<br><br>Writing includes sufficient development of precisely stated and linked ideas, a variety of support, and closure.<br><br>Writing may include infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 7–8

| **GENERAL CLAIM 1**<br>**Students can structure thoughts and ideas in writing.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 1**<br>Students can create and structure a written text.<br><br>**Target of Measurement 1**<br>Students can **use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure** in a written text. | Student may use words or short phrases to **provide an orientation or an idea** in a written text.<br><br>Writing lacks orientation, organized or connected ideas, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide an orientation, organized or connected ideas, or closure** in a written text.<br><br>Writing includes basic orientation, organized or connected ideas, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide an orientation, logically organized or connected ideas, and/or closure** in a written text.<br><br>Writing includes limited orientation, organized or connected ideas, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide an orientation, logically organized and/or connected ideas, and closure** in a written text.<br><br>Writing includes partial orientation, logically organized and/or connected ideas, and closure.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide an orientation, logically organized and connected ideas, and closure** in a written text.<br><br>Writing includes sufficient orientation, logically organized and connected ideas, and closure.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |
| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
| **Anchor 2**<br>Students can adapt vocabulary appropriately when writing.<br><br>**Target of Measurement 2**<br>Students can **use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts** in a written text. | Student may use common Tier 1 and grade-level Tier 2 words or short phrases to **describe ideas or facts** in a written text.<br><br>Writing lacks descriptions of ideas or facts.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words and short phrases, including common grade-level Tier 2 words, to **describe ideas or facts** in a written text.<br><br>Writing includes basic descriptions of ideas or facts.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses words and phrases, including a few grade-level Tier 2 and Tier 3 words, to **describe detailed ideas and/or facts** in a written text.<br><br>Writing includes minimally detailed descriptions of ideas and/or facts.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses words and phrases, including some grade-level Tier 2 and Tier 3 words, to **describe detailed ideas and facts** in a written text.<br><br>Writing includes partially detailed descriptions of ideas and facts.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text.<br><br>Writing includes precisely detailed descriptions of ideas and facts.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 7–8

| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 3**<br>Students can create a narrative written text.<br><br>**Target of Measurement 3**<br>Students can **use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure** to develop a narrative text. | Student may use words or short phrases to **provide a character, a detail, an event, or closure** to develop a narrative text.<br><br>Writing lacks development of characters, details, events, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide or refer to characters, details, events, or closure** to develop a narrative text.<br><br>Writing includes basic development of characters, details, events, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide or refer to multiple characters, details, sequenced events, and/or closure** to develop a narrative text.<br><br>Writing includes limited development of multiple characters, details, sequenced events, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide or refer to multiple characters, details, sequenced events, and closure** to develop a narrative text.<br><br>Writing includes partial development of multiple characters, details, sequenced events, and closure.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to multiple characters, precise details, sequenced events, and closure** to develop a narrative text.<br><br>Writing includes sufficient development of multiple characters, precise details, sequenced events, and closure.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |
| **Anchor 4**<br>Students can create an informational written text.<br><br>**Target of Measurement 4**<br>Students can **use grade-appropriate language to provide precisely stated and linked claims and evidence, a variety of support, and closure** to develop an informational text. | Student may use words or short phrases to **provide a claim or closure** to develop an informational text.<br><br>Writing lacks development of claims and evidence, support, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide a claim, some support, or closure** to develop an informational text.<br><br>Writing includes basic development of claims and evidence, support, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide linked claims and evidence, a variety of support, and/or closure** to develop an informational text.<br><br>Writing includes limited development of linked claims and evidence, a variety of support, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide stated and linked claims and evidence, a variety of support, and closure** to develop an informational text.<br><br>Writing includes partial development of stated and linked claims and evidence, a variety of support, and closure.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide precisely stated and linked claims and evidence, a variety of support, and closure** to develop an informational text.<br><br>Writing includes sufficient development of precisely stated and linked claims and evidence, a variety of support, and closure.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 9–12

| **GENERAL CLAIM 1**<br>**Students can structure thoughts and ideas in writing.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 1**<br>Students can create and structure a written text.<br><br>**Target of Measurement 1**<br>Students can **use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure** in a written text. | Student may use words or short phrases to **provide an orientation or an idea** in a written text.<br><br>Writing lacks orientation, organized or connected ideas, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide an orientation, organized or connected ideas, or closure** in a written text.<br><br>Writing includes basic orientation, organized or connected ideas, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide an orientation, logically organized or connected ideas, and/or closure** in a written text.<br><br>Writing includes limited orientation, logically organized or connected ideas, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide an orientation, logically organized and/or connected ideas, and closure** in a written text.<br><br>Writing includes partial orientation, logically organized and/or connected ideas, and closure.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide an orientation, logically organized and connected ideas, and closure** in a written text.<br><br>Writing includes sufficient orientation, logically organized and connected ideas, and closure.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |
| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
| **Anchor 2**<br>Students can adapt vocabulary appropriately when writing.<br><br>**Target of Measurement 2**<br>Students can **use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts** in a written text. | Student may use common Tier 1 and grade-level Tier 2 words or short phrases to **describe ideas or facts** in a written text.<br><br>Writing lacks descriptions of ideas or facts.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words and short phrases, including common grade-level Tier 2 words, to **describe ideas or facts** in a written text.<br><br>Writing includes basic descriptions of ideas or facts.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses words and phrases, including a few grade-level Tier 2 and Tier 3 words, to **describe detailed ideas and/or facts** in a written text.<br><br>Writing includes minimally detailed descriptions of ideas and/or facts.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses words and phrases, including some grade-level Tier 2 and Tier 3 words, to **describe detailed ideas and facts** in a written text.<br><br>Writing includes partially detailed descriptions of ideas and facts.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses words and phrases, including grade-level Tier 2 and Tier 3 words, to **precisely describe detailed ideas and facts** in a written text.<br><br>Writing includes precisely detailed descriptions of ideas and facts.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |

# NYSESLAT WRITING Performance Level Descriptions – Grades 9–12

| **GENERAL CLAIM 2**<br>**Students can write about literary and informational texts and topics.** | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** |
|---|---|---|---|---|---|
| **Anchor 3**<br>Students can create a narrative written text.<br><br>**Target of Measurement 3**<br>Students can **use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to develop a narrative text. | Student may use words or short phrases to **provide a character, a detail, an event, or closure** to develop a narrative text.<br><br>Writing lacks development of characters, details, events, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide or refer to characters, details, events, or closure** to develop a narrative text.<br><br>Writing includes basic development of characters, details, events, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide or refer to multiple characters, details, sequenced events, and/or closure** to develop a narrative text.<br><br>Writing includes limited development of multiple characters, details, sequenced events, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to develop a narrative text.<br><br>Writing includes partial development of multiple characters, well-chosen details, sequenced events, and closure.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to develop a narrative text.<br><br>Writing includes sufficient development of multiple characters, well-chosen details, sequenced events, and closure.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |
| **Anchor 4**<br>Students can create an informational written text.<br><br>**Target of Measurement 4**<br>Students can **use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure** to develop an informational text. | Student may use words or short phrases to **provide a claim or closure** to develop an informational text.<br><br>Writing lacks development of claims and evidence, support, or closure.<br><br>Writing includes numerous errors; errors may totally obscure meaning. | Student uses words, phrases, and simple sentences to **provide a claim, some support, or closure** to develop an informational text.<br><br>Writing includes basic development of claims and evidence, support, or closure.<br><br>Writing includes frequent errors; errors may obscure meaning. | Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide cohesive claims and evidence, a variety of support, and/or closure** to develop an informational text.<br><br>Writing includes limited development of cohesive claims and evidence, a variety of support, and/or closure.<br><br>Writing includes occasional errors; errors may obscure meaning. | Student uses simple, expanded, and/or complex sentences to **provide well-chosen, cohesive claims and evidence; a variety of support; and closure** to develop an informational text.<br><br>Writing includes partial development of well-chosen, cohesive claims and evidence; a variety of support; and closure.<br><br>Writing includes occasional errors; errors do not obscure meaning. | Student uses a variety of simple, expanded, and complex sentences to sufficiently **provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure** to develop an informational text.<br><br>Writing includes sufficient development of precise, well-chosen, cohesive claims and evidence; a variety of support; and closure.<br><br>Writing includes infrequent errors; errors do not obscure meaning. |