

**Advanced – Performance Level 4 (Score range: 576 to 780)**

Students produce fluid writing; develop a clear and focused topic, include relevant information and supporting details, use general, precise and some higher-level vocabulary and a variety of sentence structures. Students demonstrate exceptional knowledge of complex sentence structure, content and form of topic sentences, details appropriate to paragraph development, subject-verb agreement, punctuation in complex sentences involving dialogue, parts of speech, and consistent verb tense in complex and compound sentences.

**Proficient – Performance Level 3 (Score range: 498 to 575)**

Students produce writing organized into paragraphs; define but do not fully develop the topic, include some details related to the main idea; use some transitional words and phrases; include some variety in sentence structure; use modifiers; make few, if any, errors in grammar, usage, punctuation, spelling and capitalization. Students demonstrate knowledge of sentence structure, age-appropriate vocabulary, capitalization of proper nouns, pronouns, verb tense, comparative adjectives, commas in a series, and punctuation in sentences involving dialogue.

**Partially Proficient – Performance Level 2 (Score range: 418 to 497)**

Students respond minimally to a writing prompt, develop few ideas and/or limited storylines, use simple sentences and sentence fragments, use limited vocabulary, and include repetitive details. Students demonstrate limited knowledge of use of pronouns, spelling of irregular plural nouns, and use of apostrophes in contractions.

**Unsatisfactory – Performance Level 1 (Score range: 220 to 417)**

Students attempt to plan their writing in response to a prompt; use simple, repetitive, words; writer with errors in grammar, usage, punctuation, spelling, and capitalization. Students demonstrate minimal knowledge of basic comparative adjectives.



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p><b>Standard 2</b></p> <p>In independently revised writing, students demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> <li>producing fluid writing</li> <li>developing a clear and focused topic</li> <li>including relevant information with supporting details</li> <li>mixing general, precise, and some higher-level vocabulary</li> </ul> <p>In independently revised writing, some students may also demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> <li>producing writing that is controlled and engaging</li> <li>using a striking variety of vocabulary and sentence structure</li> </ul> <p>In independent, unrevised writing, students demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> <li>producing writing that is organized</li> <li>developing a clear topic</li> <li>including relevant information with details</li> <li>using accurate vocabulary</li> <li>using a variety of sentence structures</li> </ul> <p>In independently unrevised writing, some</p>	<p><b>Standard 2</b></p> <p>In independently revised writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> <li>producing mostly focused and organized writing</li> <li>including some details related to the main idea</li> <li>mixing general and precise vocabulary</li> <li>including some variety in sentence structure</li> <li>using some transitional words and phrases</li> </ul> <p>In independent, unrevised writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> <li>producing somewhat organized writing</li> <li>defining but not fully developing the topic</li> <li>including some details related to the main idea</li> </ul> <p>Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> <li>content and form of topic sentences</li> <li>age-appropriate vocabulary</li> <li>sentence structure</li> </ul>	<p><b>Standard 2</b></p> <p>In independently revised writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> <li>responding minimally to a narrative writing prompt</li> <li>developing few ideas</li> <li>including repetitive details</li> </ul> <p>In independent, unrevised writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> <li>developing ideas and storylines minimally</li> <li>including a narrow range of vocabulary</li> <li>using simple sentences and sentence fragments</li> <li>writing somewhat legibly</li> </ul>	<p><b>Standard 2</b></p> <p>In independently revised writing, students demonstrate use of minimal writing skills by</p> <ul style="list-style-type: none"> <li>attempting to plan their writing in response to a prompt</li> <li>using simple, repetitive words</li> </ul>

# CSAP Achievement Levels

# Writing Grade 5

March, 2006



<p>students may also demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"><li>• including numerous relevant and supporting details</li><li>• including paragraphs with well-developed content and form</li></ul> <p>Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"><li>• paragraph development</li><li>• topic sentences</li><li>• higher-level vocabulary</li><li>• complex sentence structure</li></ul> <p>Given text, some students may also demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"><li>• complex paragraph development</li><li>• content and form of complex topic sentences</li><li>• sophisticated vocabulary</li></ul>			
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Advanced	Proficient	Partially Proficient	Unsatisfactory
<p><b>Standard 3</b></p> <p>Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> <li>• use of consistent verb tense in complex and compound sentences</li> <li>• comparative adjectives</li> <li>• use of punctuation in complex sentences involving dialogue</li> <li>• subject-verb agreement</li> <li>• complex sentence structure</li> <li>• parts of speech</li> </ul> <p>Given text, some students may also demonstrate exceptional knowledge of complex grammatical distinctions.</p>	<p><b>Standard 3</b></p> <p>In independently revised writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> <li>• organizing writing into paragraphs</li> <li>• making few, if any, errors in grammar, usage, punctuation, spelling, and capitalization</li> <li>• using modifiers</li> </ul> <p>Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> <li>• use of consistent verb tense</li> <li>• comparative adjectives</li> <li>• use of punctuation in sentences involving dialogue</li> <li>• capitalization of proper nouns</li> <li>• use of pronouns</li> <li>• use of commas in a series</li> </ul>	<p><b>Standard 3</b></p> <p>Given text, students demonstrate limited knowledge of</p> <ul style="list-style-type: none"> <li>• use of pronouns</li> <li>• spelling of irregular plural nouns</li> <li>• use of apostrophes in contractions</li> </ul>	<p><b>Standard 3</b></p> <p>In independently revised writing, students demonstrate use of minimal writing skills by writing with errors in grammar, usage, punctuation, spelling, and capitalization.</p> <p>Given text, students demonstrate minimal knowledge of basic comparative adjectives.</p>