

Advanced – Performance Level 4 (Score range: 600 to 840)

Students produce focused, organized, fluid, and nearly error-free writing. They use details that support the main idea, some higher-level vocabulary and striking language, logical and complex paragraph structure, and transitional words and phrases. Given text, students demonstrate exceptional knowledge of paragraph development; complex sentence structure; content and form of topic sentences; letter-writing conventions; parts of speech; apostrophes; conventional grammar, usage, capitalization, punctuation, and spelling.

Proficient – Performance Level 3 (Score range: 513 to 599)

Students produce mostly focused and organized writing and define but do not fully develop the topic. They use some details related to the main idea, some variety of sentence structure, age-appropriate vocabulary, some supportive details, make few, if any, errors in grammar, usage, capitalization, punctuation, and spelling. Given text, students demonstrate knowledge of paragraph development, content and form of topic sentences, sentence structure, use of consistent verb tense, use of pronouns, comparative adjectives, letter-writing conventions, and parts of speech.

Partially Proficient – Performance Level 2 (Score range: 423 to 512)

Students attempt to write in response to a prompt. They use ideas unrelated to the purpose of a prompt; include unfocused, disorganized content; and use limited vocabulary. Given text, students demonstrate limited knowledge of conventional grammar, usage, capitalization, punctuation, and spelling.

Unsatisfactory – Performance Level 1 (Score range: 230 to 422)

Students perform some planning in response to a prompt. They use simple sentences and few details; write partly illegibly, make errors in grammar, usage, capitalization, punctuation, and spelling.



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 2 In independently revised writing, students demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> producing focused, organized, and fluid writing including details that support the main idea using logical and complex paragraph structure using some higher-level vocabulary and some striking language including transitional words and phrases in a sophisticated manner <p>In independent writing, some students may also demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> producing elaborately developed and engaging writing effectively controlling the topic using complex sentence structure experimenting with advanced vocabulary and figurative language <p>Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> paragraph development topic sentences complex sentence structure higher-level vocabulary 	<p>Standard 2 In independently revised writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> producing mostly focused and organized writing including details related to the main idea using variety of sentence structure using age-appropriate vocabulary <p>In independent, unrevised writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> beginning to develop the topic including supporting details varying sentence structure using age-appropriate vocabulary <p>Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> paragraph development content and form of topic sentences sentence structure age-appropriate vocabulary 	<p>Standard 2 In independent, unrevised writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> including unfocused, disorganized content including ideas unrelated to the purpose of a prompt using limited vocabulary 	<p>Standard 2 In independently revised writing, students demonstrate use of minimal writing skills by</p> <ul style="list-style-type: none"> performing some planning in response to a prompt attempting to respond to a prompt using simple sentences and some details writing some portions illegibly



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 3 Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> • conventional grammar, usage, punctuation, capitalization, and spelling • parts of speech • letter-writing conventions • distinction between complex, complete sentences and complex fragments • punctuation in complex sentences involving dialogue • use of apostrophes <p>Given text, some students may also demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> • linking verbs • subjective and objective forms of pronouns • use of commas in sentences with complex clausal structure • use of capitalization in titles 	<p>Standard 3 In independently revised writing, students demonstrate use of writing skills by making few, if any, errors in grammar, usage, punctuation, capitalization, and spelling.</p> <p>Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> • conventional grammar, usage, punctuation, capitalization, and spelling • parts of speech • letter-writing conventions • use of consistent verb tense • use of pronouns • comparative adjectives 	<p>Standard 3 Given text, students demonstrate limited knowledge of conventional grammar, usage, punctuation, capitalization, and spelling.</p>	<p>Standard 3 In independently revised writing, students demonstrate use of minimal writing skills by writing with errors in grammar, usage, punctuation, capitalization, and spelling. Given text, students demonstrate minimal knowledge of conventional grammar, usage, punctuation, capitalization, and spelling.</p>