

Advanced – Performance Level 4 (Score range: 533 to 680)

Students stay focused on central idea; elaborate an idea using specific and interesting details; provide relevant information in response to a prompt; demonstrate exceptional knowledge of spelling rules and conventions, construction of complete sentences with a variety of beginnings, capitalization of proper nouns, and correct end punctuation in more abstract sentences.

Proficient – Performance Level 3 (Score range: 465 to 532)

Students organize ideas around a central theme and connect them in a logical order. They discriminate among words with similar meanings to accurately and clearly communicate thought; demonstrate knowledge of verb tense, subject-verb agreement, subjects and predicates, end punctuation of sentences, capitalization at the beginning of sentences and of proper nouns.

Partially Proficient – Performance Level 2 (Score range: 393 to 464)

Students begin to organize ideas around a central theme and connect them in a logical order; use mostly complete sentences, use a limited variety of beginning words for sentences; use mostly age-appropriate words; identify some words that best complete a sentence; demonstrate limited knowledge of simple subject-verb agreement, verb tenses, correct capitalization of the beginning of a sentence, proper nouns, and the pronoun I, end punctuation of sentences, and age-appropriate spelling.

Unsatisfactory – Performance Level 1 (Score range: 150 to 392)

Students produce writing containing content that is not focused on a given prompt.



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 2 In independent, unrevised writing, some students may demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> staying focused on a central idea elaborating an idea using specific and interesting details providing relevant information in response to a prompt 	<p>Standard 2 Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> organizing ideas around a central theme and connecting them in a logical order discriminating among words with similar use or meaning to accurately and clearly communicate thought 	<p>Standard 2 In independent, unrevised writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> beginning to organize ideas around a central theme and connecting them in a logical order using mostly complete sentences using a limited variety of words to begin sentences using mostly age-appropriate words <p>Given text, students demonstrate limited knowledge of</p> <ul style="list-style-type: none"> identification of a word that best completes a sentence 	<p>Standard 2 In independent, unrevised writing, students demonstrate use of minimal writing skills by</p> <ul style="list-style-type: none"> producing writing that contains content that is unfocused or undeveloped
<p>Standard 3 Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> capitalization of proper nouns and correct end punctuation in more abstract sentences construction of complete sentences with a variety of beginnings spelling rules and conventions 	<p>Standard 3 Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> subject-verb agreement verb tense capitalization at the beginning of sentences capitalization of proper nouns end punctuation of sentences subjects and predicates 	<p>Standard 3 Given text, students demonstrate limited knowledge of</p> <ul style="list-style-type: none"> simple subject-verb agreement verb tenses correct capitalization of the beginning of a sentence, proper nouns, and the pronoun I end punctuation of sentences age-appropriate spelling 	<p>Standard 3 No evidence of this standard at this performance level.</p>