Advanced – Performance Level 4 (Score range: 554 to 730)
Students produce writing that is focused, fluent, well-organized with supporting details, engaging word choice, and a variety of sentence structures; demonstrate thorough knowledge of advanced vocabulary, appropriate topic sentences and concluding sentences for a paragraph, punctuation in dialogues, use of commas in direct address, identification of correct sentences among sentences with complex errors, and forms of modifiers.

Proficient – Performance Level 3 (Score range: 485 to 553)
Students organize writing, use relevant details, write on topic, use some sentence variety; identify appropriate vocabulary and modifiers; use editing skills so that independent writing has few errors in language use and conventions; demonstrate knowledge of subject-verb agreement, verb tenses, comma use in a series, end punctuation, correct spelling of homophones, placement and correct form of modifiers, capitalization of proper nouns, and the use of pronouns to replace nouns.

Partially Proficient – Performance Level 2 (Score range: 414 to 484)
Students write with lack of focus; do not use relevant and supporting details, use simple sentence structure and basic vocabulary; and demonstrate limited knowledge of the use of comparative adjectives, simple subject-verb agreement and verb tense, end punctuation, and apostrophes in contractions.

Unsatisfactory – Performance Level 1 (Score range: 190 to 413)
Student plan and attempt a written response with simple sentences and/or fragments that may be illegible or difficult to understand; write responses that are minimally edited and/or error-ridden so that meaning is impeded.

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 2 In independently revised writing, students demonstrate use of exceptional writing skills by • producing clear, focused, fluent, developed, and organized writing for the purpose specified in the prompt • using details and word choice that support the central idea and are appropriate for the given audience • using a variety of sentence structures • showing evidence of the use of transitions In independent, unrevised writing, students demonstrate use of exceptional writing skills by • including relevant details, examples, and anecdotes that support the central idea • using accurate word choice In independent writing, some students may also demonstrate use of exceptional writing skills by • creating crafted and controlled writing that engages the audience • using striking language • using an effective variety of sentence structures and lengths Given text, students demonstrate exceptional knowledge of • advanced vocabulary • appropriate topic sentences and concluding sentences for a paragraph	**Standard 2** In independently revised writing, students demonstrate use of writing skills by • mostly focusing and organizing writing • including relevant details • having some variety in sentence structures In independent, unrevised writing, students demonstrate use of writing skills by • writing a collection of thoughts that respond to the prompt • providing minimal supporting detail Given text, students demonstrate knowledge of • appropriate vocabulary • modifiers	**Standard 2** In independently revised writing, students demonstrate use of limited writing skills by • minimally focusing and organizing writing with general ideas related to the purpose In independent, unrevised writing, students demonstrate use of limited writing skills by • having an undefined topic, idea, or storyline • showing a lack of focus or organization throughout	**Standard 2** In independently revised writing, students demonstrate use of minimal writing skills by • using simple sentences and/or fragments • planning in response to a prompt In independent, unrevised writing, students demonstrate use of minimal writing skills by • attempting to respond to a multitask prompt

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Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 3 Given text, students demonstrate exceptional knowledge of • discrimination between complete sentences and sentence fragments • identification of correct sentences among sentences with complex errors • forms of modifiers • use of commas in direct address • punctuation in dialogues	**Standard 3** In independently revised writing, students demonstrate use of writing skills by • including few errors in language usage and conventions in their writing Given text, students demonstrate knowledge of • subject-verb agreement • verb tenses • placement and correct form of modifiers • end punctuation • comma use in a series • correct spelling of homophones • capitalization of proper nouns • use of a pronoun to replace a noun	**Standard 3** Given text, students demonstrate limited knowledge of • simple subject-verb agreement • verb tenses • comparative adjectives • end punctuation • apostrophes in contractions	**Standard 3** In independently revised writing, students demonstrate use of minimal writing skills by • editing a minimal number of grammar errors

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