Advanced – Performance Level 4 (Score range: 651 to 910)
Students produce writing that is engaging and organized with supporting details and that contains vivid and precise vocabulary. Students demonstrate an exceptional knowledge of standard English usage, such as pronoun-antecedent agreement, capitalization, and punctuation.

Proficient – Performance Level 3 (Score range: 556 to 651)
Students produce writing that is engaging, focused, organized, and contains some precise vocabulary. A variety of sentence structures is evident. The text is mostly fluent. Students display knowledge of standard English usage, such as subject-verb agreement and spelling.

Partially Proficient – Performance level 2 (Score range: 434 to 555)
Students produce writing that is mostly readable; they use familiar vocabulary and some varying of sentence structure. Students demonstrate a limited knowledge of standard English usage, such as subject-verb agreement, conventional spelling, capitalization, and punctuation.

Unsatisfactory – Performance level 1 (Score range: 250 to 433)
Students produce writing that lacks focus and demonstrates limited word choice, little understanding of sentence structure, capitalization and punctuation, or standard English usage.

Advanced	Proficient	Partially Proficient	Unsatisfactory
Standard 2 In independent writing, students demonstrate use of exceptional writing skills by • Using words that are accurate, specific, and appropriate for the purpose of the writing • Creating readable, neat, fluent text • Engaging audience • Using details to support the main idea • Recognizing multiple meanings in word choice Given text, students demonstrate exceptional knowledge of • Development of ideas and content • Vivid and precise vocabulary	**Standard 2** In independent writing, students demonstrate writing skills by • Mixing general and precise vocabulary • Creating neat, readable, mostly fluent text • Engaging audience occasionally • Increasing variety of sentence structure • Providing support for focus • Meeting most requirements of the prompt • Including organizational structure • Planning, revising, and editing writing	**Standard 2** In independent writing, students demonstrate limited writing skills by • Using familiar vocabulary and phrases • Creating mostly readable text • Beginning to vary sentence structure • Sometimes using the correct verb tense • Sometimes using the correct modifier • Sometimes using the correct punctuation • Capitalization of proper nouns • Sentence structure and combining • Abbreviation and paragraphing Given text, students demonstrate limited knowledge of • Vocabulary • Writing with focus or organization • Developing ideas or content • Using simple and limited sentence structures	**Standard 2** In independent writing, students demonstrate minimal writing skills by • Showing limited word choice • Creating writing that may be unreadable • Using only simple sentence structure • Showing lack of focus and organization
Standard 3 Given text, students demonstrate exceptional knowledge of • Standard English usage, such as pronoun-antecedent agreement and plural nouns • Capitalization and punctuation	**Standard 3** Given text, students demonstrate knowledge of • Standard English usage, such as subject-verb agreement • Capitalization and punctuation • Spelling of grade-level words	**Standard 3** Given text, students demonstrate limited knowledge of • Standard English usage, such as subject-verb agreement and irregular verbs • Capitalization and punctuation • Complete sentences • Parts of speech, such as interjections and prepositions • Conventional spelling	**Standard 3** Given text, students demonstrate minimal knowledge of • Standard English usage, such as subject-verb agreement • Capitalization and punctuation • Apostrophes in contraction

cde