

Advanced – Performance Level 4 (Score range: 672 to 930)

Students consistently focus on prompts; demonstrate explanation, persuasion, analysis, or reflection; logically develop ideas, use appropriate supporting examples; provide solid introductions/conclusions and clear transitions; and engage audience with vivid vocabulary and variation in sentence structure; demonstrate exceptional knowledge of advanced vocabulary, run-on sentences, verbal phrases, relative pronouns, parallel structure, and of punctuation of adverb/adjective clauses, direct quotes, and letter salutations.

Proficient – Performance Level 3 (Score range: 563 to 671)

Students address prompts, show explanation, persuasion, or analysis; vary sentence structure; use supporting details and some grade-level vocabulary; provide introductions/ conclusions and logical organization; write legibly with few errors in punctuation, spelling, capitalization, paragraphing, and grammar, demonstrate knowledge of subject/verb and pronoun agreement, verb tense shifts and irregular verb forms; transitional devices , modifiers, and homonyms; homophones.

Partially Proficient – Performance Level 2 (Score range: 436 to 562)

Students generate original ideas in response to prompts but meet few of the requirements of a writing prompt; provide evident of planning, use simple word choice; produce some unreadable portions and unvaried sentence structure; digress severely from topic by using irrelevant information; fail to support ideas with details; examples; fail to organize; provide weak or no introductions/conclusions; support meaning but display minimal knowledge of spelling, punctuation, capitalization, paragraphing, and grammar.

Unsatisfactory – Performance Level 1 (Score range: 260 to 435)

A 10th grade student performing in the Unsatisfactory Level demonstrates limited understanding of the concepts and ineffective application of the writing skills contained in the six Colorado Model Content Standards for writing.



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 2 In independent writing, students demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> • consistently staying focused on given prompts • demonstrating a conscious effort to engage the audience • reflecting invention, logical development, and elaboration • providing inviting introductions and solid conclusions • effectively selecting appropriate details and examples to support key ideas • demonstrating fluent movement of ideas with clear transitions • using vivid and purposeful vocabulary with some striking figurative language • effectively varying sentence structure • demonstrating control of explanation, persuasion, analysis, or reflection <p>Given text, students demonstrate exceptional knowledge of identifying multiple meanings of words.</p>	<p>Standard 2 In independent writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> • addressing the requirements of prompts • providing recognizable introductions and/or conclusions and logical arrangements of ideas • elaborating and identifying details to support main ideas • using general vocabulary, including familiar words and some active verbs • using some grade-level vocabulary in a given context • displaying a variety of sentence structure • recognizing the qualities of effective writing • showing elements of explanation, persuasion, or analysis • writing legibly 	<p>Standard 2 In independent writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> • generating original ideas in response to a writing prompt but meeting few of the requirements of a writing prompt • providing some evidence of planning • providing weak or no introductions or conclusions • failing to organize writing • failing to develop supporting details or examples • using simple word choice with little variety and few active verbs • producing simple, unvaried sentence structure • digressing severely from topic by using irrelevant information • producing some unreadable portions 	<p>Standard 2 No evidence of this standard at this performance level.</p>



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 3 Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> • verbal phrases and relative pronouns • run-on sentences • use of parallel structure in a sentence • punctuation of sentences with adverb/adjective clauses • punctuation of sentences with direct quotes • punctuation of salutations in correspondence <p>Given text, some students may also demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> • the previous skills at a higher level • editing for spelling of commonly misspelled words 	<p>Standard 3 Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> • subject-verb agreement • pronoun reference and pronoun antecedent agreement • use of modifiers • punctuation of compound and complex sentences • punctuation of interjections and contractions • punctuation and capitalization in correspondence • capitalization of proper nouns and publication titles • homonyms or homophones • irregular verb forms • shifts in verb tense • use of transitional devices <p>In independently revised writing, students demonstrate use of writing skills by supporting meaning with few, if any, errors in punctuation, spelling, capitalization, paragraphing, and grammar.</p>	<p>Standard 3 In independently revised writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> • supporting meaning minimally • displaying minimal knowledge of spelling, punctuation, capitalization, paragraphing, and grammar <p>Given text, students demonstrate limited knowledge of correct capitalization and punctuation in correspondence.</p>	<p>Standard 3 No evidence of this standard at this performance level.</p>