

**Advanced – Performance Level 4 (Score range: 690 to 950)**

Students remain focused on a prompt; target audience and purpose; include refined word choices and sentence structure variation; and use satisfying introductions/ conclusions, logical organization, and transitions demonstrating subordination and coordination; demonstrate exceptional knowledge of verbal phrases and relative pronouns, complete subject-verb agreement, run-on sentences, phrases, and clauses as modifiers, punctuation in direct quotes and correspondence, spelling of commonly misspelled words, punctuation of possessive pronouns.

**Proficient – Performance Level 3 (Score range: 578 to 689)**

Students address requirements of prompts; recognize qualities of effective writing; show elements of explanation, persuasion, or analysis; write to a specific audience and purpose; use supporting details and appropriate vocabulary; organize writing with introductions, conclusions, and simple transitions; vary sentence structure; use correct subject-verb and pronoun-antecedent agreement, modifiers, punctuation and capitalization, abbreviations, spelling of grade-level vocabulary, paragraphing, compound modifiers, parallel structure.

**Partially Proficient – Performance Level 2 (Score range: 459 to 577)**

Students show evidence of planning and generate original ideas in response to various prompts; identify simple terms in context; construct and sequence simple sentences to convey meaning; independently revise writing by correctly using basic subject-verb agreement, pronoun-antecedent agreement, modifiers, punctuation, abbreviations, capitalization, paragraphing, verb tenses; and by correctly spelling homophones and words with double consonants.

**Unsatisfactory – Performance Level 1 (Score range: 270 to 458)**

A 9th 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><b>Standard 2</b></p> <p>In independent writing, students demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> <li>consistently producing text that stays fully focused on given prompts</li> <li>demonstrating intent to engage the audience with content and stylistically driven choices appropriate for audience and purpose</li> <li>creating inviting introductions, logical arrangements of ideas, and satisfying conclusions</li> <li>using transitions that demonstrate a command of the language and an understanding of subordination and coordination</li> <li>using subtle and refined word choices</li> <li>varying sentence beginnings, structures, and lengths</li> </ul> <p>In independent writing, some students may also demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> <li>using figurative language and employing imagery</li> <li>incorporating multiple supporting details</li> <li>using advanced and precise vocabulary</li> </ul>	<p><b>Standard 2</b></p> <p>In independent writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> <li>addressing the requirements of prompts</li> <li>writing to and defining a topic appropriate for a specific audience and purpose, remaining mostly focused</li> <li>organizing writing with recognizable introductions and conclusions</li> <li>supporting ideas with some specific detail</li> <li>arranging ideas by using simple transitions</li> <li>making basic stylistic choices by varying sentence structure (including experimentation with parallel structure) and word choice (including some precise verbs and active voice)</li> <li>using appropriate vocabulary in context</li> <li>recognizing the qualities of effective writing</li> <li>showing elements of explanation, persuasion, or analysis</li> </ul>	<p><b>Standard 2</b></p> <p>In independent writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> <li>generating original ideas in response to prompts</li> <li>writing to a variety of topics</li> <li>showing evidence of planning</li> <li>constructing and sequencing simple sentences to convey meaning</li> </ul>	<p><b>Standard 2</b></p> <p>No evidence of this standard at this performance level.</p>



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p><b>Standard 3</b>                      Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> <li>• verbal phrases</li> <li>• subject-verb agreement in complex sentences</li> <li>• run-on sentences</li> <li>• correct use of phrases and clauses as modifiers</li> <li>• correct use of relative pronouns</li> <li>• punctuation of possessive pronouns</li> <li>• punctuation in direct quotes and correspondence</li> <li>• spelling of commonly misspelled words</li> </ul> <p>Given text, some students may also demonstrate exceptional knowledge of a higher level of the previous skills.</p>	<p><b>Standard 3</b>                      In independently revised writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> <li>• using subject-verb agreement</li> <li>• using pronoun-antecedent agreement</li> <li>• using modifiers</li> <li>• punctuating and capitalizing</li> <li>• using abbreviations</li> <li>• spelling grade-level vocabulary</li> <li>• paragraphing</li> </ul> <p>Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> <li>• complete and correct sentences</li> <li>• correct use of modifiers</li> <li>• pronoun agreement</li> <li>• capitalization of titles and correspondence</li> <li>• punctuation in correspondence and place names</li> <li>• grade-level vocabulary</li> </ul>	<p><b>Standard 3</b>                      In independently revised writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> <li>• using basic subject-verb agreement</li> <li>• using basic pronoun-antecedent agreement</li> <li>• using basic modifiers</li> <li>• using basic punctuation and capitalization</li> <li>• using basic abbreviations</li> <li>• spelling basic grade-level vocabulary</li> <li>• sometimes paragraphing</li> </ul> <p>Given text, students demonstrate limited knowledge of</p> <ul style="list-style-type: none"> <li>• correct verb tenses</li> <li>• punctuation and capitalization in correspondence</li> <li>• spelling of homophones/possessive pronouns</li> </ul>	<p><b>Standard 3</b>                      No evidence of this standard at this performance level.</p>