

Advanced – Performance Level 4 (Score range: 629 to 890)

Students produce writing that is fluent and nearly error-free, with precise vocabulary. Students use a variety of sentence beginnings, structures, and lengths. Writing meets all the requirements of the prompt. Students demonstrate an exceptional understanding of standards English usage.

Proficient – Performance Level 3 (Score range: 539 to 628)

Students produce writing that is engaging and readable, has good organization, and includes some details to support ideas. Students use precise vocabulary. Students demonstrate knowledge of complete sentences, parts of speech, verb tense, and punctuation.

Partially Proficient – Performance Level 2 (Score range: 430 to 538)

Students produce writing that contains familiar vocabulary, little variety of sentences, and is mostly readable. Organization is poor. The student demonstrates a limited knowledge of standard English usage, such as punctuation, complete sentences, and subject-verb agreement.

Unsatisfactory – Performance Level 1 (Score range: 240 to 429)

Students produce writing that contains inaccurate and/or age-inappropriate vocabulary and simple, repetitive sentences. The writing is without focus and some parts are unreadable.



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"> Using precise vocabulary with some figurative language and visual imagery Demonstrating effective variety of sentence beginnings, structures, and lengths Creating readable, fluent, and nearly error-free text Meeting all the requirements of the writing prompt Engaging audience <p>In independent writing, some students may also demonstrate use of exceptional writing skills by</p> <ul style="list-style-type: none"> Defining and developing the topic Incorporating relevant details to support the main idea Using transitions to connect ideas Connecting ideas implicitly <p>Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> Precise vocabulary with some figurative language Effective variety of sentence beginnings, structures, and lengths 	<p>Standard 2 In independent writing, students demonstrate use of writing skills by</p> <ul style="list-style-type: none"> Mixing general and precise vocabulary Varying some sentence structures, beginnings, and lengths Creating readable, fluent, and neat text Meeting some requirements of the writing prompt Engaging audience occasionally Defining but not thoroughly organizing and developing the topic Showing limited use of detail to support main ideas Beginning to use transitions to link ideas <p>Given text, students demonstrate knowledge of precise vocabulary.</p>	<p>Standard 2 In independent writing, students demonstrate use of limited writing skills by</p> <ul style="list-style-type: none"> Using familiar vocabulary and phrases Varying sentence beginnings, structures, or lengths Creating mostly readable text Meeting a few requirements of the writing prompt Using poor organization Beginning to provide main idea and details <p>Given text, students demonstrate limited knowledge of</p> <ul style="list-style-type: none"> Precise vocabulary Focus and organization 	<p>Standard 2 In independent writing, students demonstrate use of minimal writing skills by</p> <ul style="list-style-type: none"> Using inaccurate and/or age-inappropriate vocabulary Using simple and repetitive sentence beginnings, structures, and lengths Creating some unreadable portions Writing without focus and organization



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 3 Given text, students demonstrate exceptional knowledge of</p> <ul style="list-style-type: none"> • Capitalization and punctuation • Complete sentences • Parts of speech such as verbs, adverbs, adjectives, and pronouns • Standard English usage, such as subject-verb agreement • Correct spelling of complex words 	<p>Standard 3 Given text, students demonstrate knowledge of</p> <ul style="list-style-type: none"> • Capitalization and punctuation • Complete sentences • Parts of speech, such as verbs and interjections • Standard English usage, such as subject-verb agreement and irregular verbs 	<p>Standard 3 Given text, students demonstrate limited knowledge of</p> <ul style="list-style-type: none"> • Capitalization and punctuation • Complete sentences • Parts of speech, such as interjections • Standard English usage, such as subject-verb agreement and irregular verbs 	<p>Standard 3 No evidence of this standard at this performance level.</p>