

# **WRITING Performance Standards: Literacy Foundations Level 5**

	Not yet within expectations	Developing	Fully meets expectations	Exceeds expectations
Snapshot	to come	to come	to come	to come
<b>Meaning (ideas)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus: purpose</li> <li><input type="checkbox"/> Development</li> <li><input type="checkbox"/> Details and examples</li> <li><input type="checkbox"/> Meaning</li> <li><input type="checkbox"/> Awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>No apparent attempt to narrow topic</li> <li>Some development; may be very short</li> <li>Tends to be vague and general; little specific, relevant detail</li> <li>Generally simple, literal content</li> <li>No attempt to address audience</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to narrow topic to match purpose/requirements of assignment; purposeful</li> <li>Attempts to develop topic logically</li> <li>Some specific detail; parts are vague and over-generalized</li> <li>Some attempt to interpret or explain</li> <li>Attempts to address audience; often inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Limits topic to match purpose/requirements of assignment; purposeful and focused</li> <li>Shows evidence of planning and logical development</li> <li>Adequate concrete detail; may come a variety of sources (e.g., experience, reading)</li> <li>Offers some complexity and interpretation; often makes and supports judgments ; explores and reflects</li> <li>Shows awareness; addresses audience (general)</li> </ul>	<ul style="list-style-type: none"> <li>Limits topic to increase focus and impact/interest; unified and coherent</li> <li>Well-developed in logical progression</li> <li>Well-chosen, specific concrete detail may include facts, examples, anecdotes</li> <li>Displays deep understanding of the topic or event; often creative</li> <li>Shows awareness; writes to a specific audience</li> </ul>
<b>Style</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sentence variety</li> <li><input type="checkbox"/> Variety in vocabulary</li> <li><input type="checkbox"/> Appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Relies primarily on simple sentences and some compound sentences; may attempt complex sentences but results are incorrect</li> <li>Simplistic, repetitive vocabulary; no multisyllabic words</li> <li>Frequent errors in word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple and compound sentences correctly; beginning to use some complex sentences correctly</li> <li>Some variety in vocabulary; uses adjectives ; some use of synonyms (few multisyllabic words)</li> <li>Appropriate word choice with occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>uses simple, compound, and basic complex sentences correctly (developing use of subordination and coordination)</li> <li>Varied vocabulary with some sophistication</li> <li>Consistently appropriate word use, including multisyllabic words, some use of idioms; may make errors when taking risks or using abstract language</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple, compound, and a variety of complex sentences correctly (effective subordination and coordination)</li> <li>Varied and sophisticated use of vocabulary</li> <li>Effective word choice; uses multisyllabic words, synonyms; abstract and specialized language effectively</li> </ul>
<b>Organization and form</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic/topic sentence</li> <li><input type="checkbox"/> Logical sequence, including transitions</li> <li><input type="checkbox"/> Conclusion</li> <li><input type="checkbox"/> Use of form/ structure (including planning; paragraphing)</li> </ul>	<p><i>Note: if the writing is very short, it may be difficult to draw any valid conclusions about organization</i></p> <ul style="list-style-type: none"> <li>Topic sentence is unclear or missing</li> <li>No evidence of deliberate sequencing</li> <li>Conclusion is unclear or missing</li> <li>Does not show evidence of planned form or structure; no logical paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Topic is clear, but writing seems unfocused;</li> <li>Clear attempts to sequence logically, but not always successful; some correct use of transition words (e.g., however, but)</li> <li>Conclusion is simple (formulaic)</li> <li>Shows evidence of planned form and structure; paragraphing may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Has a clear topic; appropriate topic sentence</li> <li>Ideas are logically sequenced and connected with simple, appropriate transitions</li> <li>Logical conclusion</li> <li>Follows a planned form and structure with well-constructed paragraphs (including multi-paragraph writing)</li> </ul>	<ul style="list-style-type: none"> <li>Clear topic; focused around an appropriate topic sentence</li> <li>Ideas are logically sequenced and connected with a variety of correctly used transition words</li> <li>Appropriate conclusion</li> <li>Form and structure are clear and appear to be carefully planned; paragraphs are well-constructed</li> </ul>

	Not yet within expectations	Developing	Fully meets expectations	Exceeds expectations
<b>Word forms</b>  <b>Spelling</b>  <b>Sentence construction</b>  <b>Verb tenses</b>  <b>Pronouns</b>	<p>Frequent, repeated errors interfere with meaning.</p> <p>Shows awareness of some basic English rules and conventions; makes repeated errors in:</p> <ul style="list-style-type: none"> <li>word forms (plurals and possessives; irregular verbs; contractions)</li> <li>spelling of frequently used words (often phonetic)</li> <li>capitalization and punctuation</li> <li>construction of simple, compound, and complex sentences</li> <li>verb tenses and agreement</li> <li>pronoun-antecedent agreement</li> </ul>	<p>Errors may interfere with meaning in places.</p> <p>Shows awareness of most basic rules and conventions with some errors in:</p> <ul style="list-style-type: none"> <li>word forms (plurals and possessives; irregular verbs; contractions)</li> <li>spelling of frequently used words</li> <li>capitalization and punctuation including commas in a series, apostrophes and quotation marks for dialogue</li> <li>construction of simple, compound, and complex sentences</li> <li>verb tenses and agreement</li> <li>pronoun-antecedent agreement</li> </ul>	<p>Errors do not interfere with meaning, but may detract from impact.</p> <p>Shows awareness of basic rules and conventions, but may include a few errors in:</p> <ul style="list-style-type: none"> <li>word forms (plurals and possessives; irregular verbs; contractions)</li> <li>spelling of frequently used words (often phonetic)</li> <li>capitalization and punctuation</li> <li>construction of simple, compound, and complex sentences</li> <li>verb tenses and agreement</li> <li>pronoun-antecedent agreement</li> </ul>	<p>High degree of correctness helps to make the writing easy to read and understand. May include occasional errors in:</p> <ul style="list-style-type: none"> <li>word forms (plurals and possessives; irregular verbs; contractions)</li> <li>spelling of frequently used words (often phonetic)</li> <li>capitalization and punctuation</li> <li>construction of simple, compound, and complex sentences</li> <li>verb tenses and agreement</li> <li>pronoun-antecedent agreement</li> </ul>
<b>Sentences</b> <ul style="list-style-type: none"> <li>Capitalization and punctuation</li> <li>Word order/missing words</li> <li>Sentence construction (complete, correct sentences)</li> </ul>	<p>Limited understanding of sentence structure may interfere with meaning; often includes repeated, serious errors in:</p> <ul style="list-style-type: none"> <li>Basic capitalization and punctuation</li> <li>word order (may have several missing words)</li> <li>basic sentence structure; little or no "sentence sense"</li> </ul>	<p>Shows basic understanding of sentences but has noticeable errors in:</p> <ul style="list-style-type: none"> <li>capitalization and sentence end punctuation</li> <li>word order (may have some missing words)</li> <li>sentence construction (simple, compound,); often has run-on sentences or fragments</li> </ul>	<p>Consistent and appropriate use with some errors in:</p> <ul style="list-style-type: none"> <li>capitalization and sentence end punctuation</li> <li>word order (may have occasional missing words)</li> <li>sentence construction (simple, compound, complex); may have some run-on sentences or fragments</li> </ul>	<p>Shows control of sentences, including:</p> <ul style="list-style-type: none"> <li>capitalization and sentence end punctuation</li> <li>word order, with few, if any, missing words</li> <li>sentence construction (simple, compound, complex); may have occasional run-on sentences or fragments</li> </ul>
<b>Usage/grammar</b> <ul style="list-style-type: none"> <li>Verb tenses</li> <li>Subject-verb agreement</li> <li>Pronoun case and agreement</li> </ul>	<p>Repeated serious errors in:</p> <ul style="list-style-type: none"> <li>Verb tenses</li> <li>Subject-verb agreement</li> <li>Pronoun case and agreement</li> </ul>	<p>Noticeable grammatical or usage errors including:</p> <ul style="list-style-type: none"> <li>some confusion with verb tenses</li> <li>lack of basic subject-verb agreement</li> <li>pronoun case and agreement</li> </ul>	<p>Some errors, but generally logical and consistent use of</p> <ul style="list-style-type: none"> <li>verb tenses (may have some lapses)</li> <li>subject-verb agreement</li> <li>pronoun case and agreement</li> </ul>	<p>Shows control of English language usage, few errors in</p> <ul style="list-style-type: none"> <li>verb tenses (may have some lapses)</li> <li>subject-verb agreement</li> <li>pronoun case and agreement</li> </ul>