

WRITING Performance Standards: Literacy Foundations Level 6

	Not yet within expectations	Developing	Fully meets expectations	Exceeds expectations
Snapshot	to come	to come	to come	to come
Meaning (ideas) <ul style="list-style-type: none"> <input type="checkbox"/> Focus; purpose <input type="checkbox"/> Development <input type="checkbox"/> Details and examples <input type="checkbox"/> Meaning <input type="checkbox"/> Awareness of audience 	<ul style="list-style-type: none"> • Unfocused; may omit topic • Inadequate material • Minimal support • Little understanding of topic • No evidence of audience awareness 	<ul style="list-style-type: none"> • Topic or topic sentence may be somewhat vague and general; lacks focus • Basically logical with some lapses or illogical development • Relies on general knowledge; basic support • Some understanding (often gives an broad summary) • Some evidence of audience awareness 	<ul style="list-style-type: none"> • Clear topic; may be somewhat unfocused in places • Generally logical; some parts may be somewhat hard to follow • Relies on general knowledge; basic support • Basic understanding (often summarizes); may have difficulty with abstract ideas • Shows evidence of audience awareness 	<ul style="list-style-type: none"> • Clear, focused thesis • Logically developed with sufficient material • Relevant details and examples • Sound understanding of topic; includes abstract ideas • Shows clear awareness of audience
Style <ul style="list-style-type: none"> <input type="checkbox"/> Sentence variety <input type="checkbox"/> Variety in vocabulary <input type="checkbox"/> Appropriate word choice <input type="checkbox"/> Expression and tone 	<ul style="list-style-type: none"> • Little variety in sentence length and complexity • Vocabulary is repetitious; does not show imagination or creativity • Frequent inappropriate word choice creates confusion and affects meaning • No evidence of attempt to create voice/tone 	<ul style="list-style-type: none"> • Attempts to write complex structures but often misuses subordination • Experiments with expanding vocabulary but may misconstrue meaning • word choice is generally appropriate but, in places, errors may obstruct meaning • inconsistent use of expressive and figurative language 	<ul style="list-style-type: none"> • Creates varied sentence structures • Uses a mature and imaginative vocabulary to engage audience • Selects words that are appropriate to context most of the time • Uses learned vocabulary and explores new vocabulary to express complex ideas 	<ul style="list-style-type: none"> • Uses simple, compound and complex structures with well-developed subordination and coordination • Uses expanded vocabulary that reflects meaning • Selects words that are appropriate and precise in context • Takes risks to include specific expressions, idioms, technical and figurative language
Organization and form <ul style="list-style-type: none"> <input type="checkbox"/> Topic sentence/thesis <input type="checkbox"/> Use of form/ structure (including planning; paragraphing <input type="checkbox"/> Logical sequence, including transitions 	<ul style="list-style-type: none"> • Topic sentence/thesis is simplistic and confusing; often too broad/narrow • Uneven paragraphing; paragraphs are underdeveloped • Uses few transitions – relationships among ideas are 	<ul style="list-style-type: none"> • Has a clear topic sentence or thesis, but does not always stay on topic • Inconsistent paragraphing • Generally logical sequence, but often lacks appropriate transitions • Shows evidence of some 	<ul style="list-style-type: none"> • Presents a clear, purposeful topic sentence/thesis statement • Constructs logical paragraphs • Uses transitions effectively to create logical flow and sense of maturity • Shows evidence of planning; 	<ul style="list-style-type: none"> • Clear introduction establishes the topic/thesis and focuses the writing • Constructs paragraphs logically and competently; evidence of planning • Uses transitions effectively to make the connections among

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<input type="checkbox"/> Overall form/structure	<ul style="list-style-type: none"> not clear, lacks "flow" Limited evidence of planning or deliberate structure 	deliberate overall structure or form, but may not have a satisfying conclusion	has a beginning, middle and end	<ul style="list-style-type: none"> Ideas and events explicit Shows evidence of careful planning in form and structure, including an effective conclusion
Conventions	Shows some general awareness of basic English rules and conventions, but frequent basic errors distract the reader and interfere with meaning. Errors often include:	Shows awareness of basic rules and conventions, but includes noticeable errors that distract the reader and may interfere with meaning in places. Errors often include:	Shows awareness of basic rules and conventions but includes some errors that do not interfere with meaning. Errors may include:	Shows control of English language, with minimal errors in:
<input type="checkbox"/> Sentences	<ul style="list-style-type: none"> Basic sentences <ul style="list-style-type: none"> capitalization and punctuation word order sentence construction Usage and grammar: <ul style="list-style-type: none"> verb tenses subject-verb agreement pronoun case agreement irregular verbs Spelling basic vocabulary 	<ul style="list-style-type: none"> Sentences <ul style="list-style-type: none"> capitalization and punctuation word order sentence construction Usage and grammar: <ul style="list-style-type: none"> verb tenses subject-verb agreement pronoun case agreement irregular verbs Spelling basic vocabulary 	Sentences <ul style="list-style-type: none"> capitalization and punctuation word order sentence construction Usage and grammar: <ul style="list-style-type: none"> verb tenses subject-verb agreement pronoun case agreement irregular verbs Spelling – most often in more complex or newly acquired vocabulary	<ul style="list-style-type: none"> Sentences <ul style="list-style-type: none"> capitalization and punctuation word order sentence construction Usage and grammar: <ul style="list-style-type: none"> verb tenses subject-verb agreement pronoun case agreement irregular verbs Spelling – few errors in an increasing wide and varied vocabulary
<input type="checkbox"/> Usage and grammar				
<input type="checkbox"/> Spelling				