WRITING Performance Standards: Literacy Foundations Level 7

	Not yet within expectations	Developing	Fully meets expectations	Exceeds expectations
Snapshot	to come	to come	to come	to come
Meaning (ideas)				
☐ Focus; purpose ☐ Development ☐ Details and examples ☐ Meaning ☐ Awareness of audience	• Unfocused; may omit topic • Inadequate material • Minimal support • Little understanding of topic • No evidence of audience awareness	• Clear topic; may be somewhat unfocused • Parts are illogical or hard to follow • Relies on general knowledge; limited support • Basic understanding (often summarizes); has difficulty expressing abstract ideas • Some evidence of audience awareness	• Clear, focused thesis • Logically developed with sufficient material • Relevant details and examples • Sound understanding of topic; includes abstract ideas • Shows awareness of audience	• Clear and often provocative thesis • Well-developed with some intellectual appeal • Well-chosen details and examples • Shows depth of understanding • Clearly attempts to have an effect on audience
Style				
☐ Sentence variety ☐ Variety in vocabulary ☐ Appropriate word choice ☐ Voice and tone	• Simple syntax; limited variety in sentences • Repetitive; colloquial language • Errors in word choice • Voice and tone may be inappropriate for purpose	• Some sentence variety • Vocabulary may be simple, but show some variety • Appropriate word choice • Voice and tone may be inconsistent	• Varied sentences • Variety in word choice; some abstract language • May attempt simple stylistic techniques (e.g., rhetorical question) • Appropriate voice and tone	• Varied sentences with some complexity • May take risks with new or complex vocabulary; uses abstract language • Takes risks; shows inventiveness (e.g., stylistic or rhetorical techniques) • Engaging voice and tone
Organization and form				
☐ Use of form/ structure (including planning; paragraphing ☐ Introduction ☐ Logical sequence, including transitions ☐ Paragraphing ☐ Conclusion	• Limited overall organization or structure • Minimal/no introduction • No clear, logical sequence; ideas/events are not clearly linked • Paragraphing illogical or omitted	• Organization/structure adequate but ineffective • Adequate introduction (not engaging) • Connections among ideas/events sometimes unclear; few transitions • Some paragraphs are not well-developed • Conclusion often formulaic;	• Clear organization/ structure appears to be carefully planned • Clear introduction establishes the topic/thesis • Transitions make connections among ideas/events explicit • Paragraphs are competently developed • Explicit, logical conclusion	• Organization/structure is coherent and flows naturally • Engaging introduction • Uses a variety of well-chosen transitions to connect ideas/events • Paragraphs are effectively developed • Effective conclusion ties up the writing and leaves reader with

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	• Ending weak; no conclusion	may be unclear		something to think about
Conventions	Frequent noticeable errors that distract the reader and interfere with meaning	Includes noticeable errors that distract the reader; often surface errors that could be fixed with careful proofreading.	Includes some errors that do not interfere with meaning.	Shows control of English language, with minimal errors. x
☐ Sentences	• Limited understanding of sentences. Repeated serious errors in: - capitalization and punctuation - word order - sentence construction	• Basic sentences with noticeable errors in: - capitalization and punctuation - word order - sentence construction	• Sentences are generally correct; may include some errors in: - capitalization and punctuation - word order - sentence construction	• Proficient sentences with very few errors in: - capitalization and punctuation - word order - sentence construction
☐ Usage and grammar	• Repeated serious errors in usage and grammar including: - verb tenses - subject-verb agreement - pronoun case agreement - irregular verbs	• Noticeable errors in usage and grammar including: - verb tenses - subject-verb agreement - pronoun case agreement - irregular verbs	• Generally correct usage and grammar; may include some errors in: - verb tenses - subject-verb agreement - pronoun case agreement - irregular verbs	• Controlled and correct. Very few errors in usage and grammar including: - verb tenses - subject-verb agreement - pronoun case agreement - irregular verbs
☐ Spelling	• Frequent spelling errors in basic vocabulary	• Most basic vocabulary spelled correctly; some errors	• Generally correct spelling; some errors, most often in complex vocabulary	• Correct spelling of a wide and varied vocabulary; few errors