

## Grade 5 Proficiency Scale for Writing/Representing

\*Written texts include novels, articles, and short stories. Other: poetry, opinion, comic strips, stories, narratives, multimedia/multimodal, reports

Performance Standards & Writing Traits		Emerging The learner demonstrates an initial understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	Developing The learner demonstrates a partial understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	Proficient The learner consistently demonstrates a complete understanding of the concepts and competencies at an independent level.	Extending The learner demonstrates a sophisticated understanding of the concepts and competencies and goes beyond what is expected.
<b>*** Universal supports are accessible to all learners with the goal of removing any barriers. They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard or competency.</b>					
Snapshot		<b>The student attempts to use basic writing and design processes to plan, develop and create purposeful text</b>	<b>The student uses some writing and design processes to plan, develop and create text forms with purpose</b>	<b>The student uses writing and design processes to plan, develop and create a variety of text with varying form/purpose</b>	<b>The student uses sophisticated writing and design processes to plan, develop and create a variety of text forms with varied purposes.</b>
Meaning	Ideas/ Language	<ul style="list-style-type: none"> <li>I can attempt to form ideas / main idea</li> <li>I can attempt to support my idea</li> <li>I can attempt to create a text; may be basic, copied or incomplete</li> <li>I can attempt to write with clear meaning. Errors affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>I can create a basic main idea/text; may be modeled or copied</li> <li>I can use basic details with some simple evidence and reasoning to support the text</li> <li>I can transform some information or ideas to create simple text.</li> <li>Meaning is somewhat clear; errors may affect</li> </ul>	<ul style="list-style-type: none"> <li>I can use my own ideas/experiences and take risks to create original texts/main ideas</li> <li>I can use details, evidence and reasoning to support the text.</li> <li>I can transform information and my ideas to create original text.</li> <li>Meaning is clear; minor errors don't affect</li> </ul>	<ul style="list-style-type: none"> <li>I can take risks with my ideas/experiences to create unique and sophisticated texts.</li> <li>I can use powerful details, clear evidence and logical reasoning to support the text</li> <li>I can transform information, my ideas and opinions to create sophisticated text.</li> <li>Meaning is sophisticated; portrayed</li> </ul>
Style	Word Choice Literary Elements: narrative structures, characterization Literary Devices: sensory detail (imagery) Figurative Language (metaphor, simile)	<ul style="list-style-type: none"> <li>I can attempt to use simple/basic words</li> <li>I can attempt to show understanding of literary elements/devices</li> </ul>	<ul style="list-style-type: none"> <li>I can take risks and try some new words</li> <li>I can show some understanding of literary elements and devices</li> </ul>	<ul style="list-style-type: none"> <li>I can take risks and try new, creative words</li> <li>I can consistently show an understanding of literary elements and devices</li> </ul>	<ul style="list-style-type: none"> <li>I can take risks with my word choices to create sophisticated and creative texts</li> <li>I can show sophisticated understanding of literary elements and devices</li> </ul>
	Sentence Fluency	<ul style="list-style-type: none"> <li>I can attempt to use connecting words</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple or repetitive connecting words to link my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can use transition words to connect my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of transitional words to connect ideas</li> </ul>
	Voice	<ul style="list-style-type: none"> <li>I can attempt to show personality; may be limited or offer a loose reflection of myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity.</li> </ul>	<ul style="list-style-type: none"> <li>I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>My personality shines through; My ideas are rich and give a strong sense of identity.</li> </ul>
Form	Organization <ul style="list-style-type: none"> <li>Structure (intro / concluding sentences)</li> <li>form</li> <li>Order (importance, chronological)</li> </ul>	<ul style="list-style-type: none"> <li>I can attempt to order my ideas</li> <li>I can attempt to write a topic sentence</li> <li>I can attempt to include an ending</li> <li>I can attempt to write ideas together</li> <li>I can attempt to use a writing structure</li> </ul>	<ul style="list-style-type: none"> <li>I can order most of my ideas</li> <li>I can create a basic topic sentence</li> <li>I can create a basic ending; may be abrupt</li> <li>I can write with some paragraph form</li> <li>I can write with some structure/format</li> </ul>	<ul style="list-style-type: none"> <li>I can order my ideas in various ways</li> <li>I can create a clear, related topic sentence</li> <li>I can create texts with a clear, related ending</li> <li>I can write with effective paragraphing</li> <li>I am willing to take risks with writing structures</li> </ul>	<ul style="list-style-type: none"> <li>I can order my ideas in creative ways</li> <li>I can create sophisticated topic sentences</li> <li>I can create a well-developed/unique ending</li> <li>I can write with sophisticated paragraphing</li> <li>I can be creative with writing structures</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Spelling &amp; Word Knowledge - roots/affixes/suffixes/morphology</li> <li>Grammar - parts of speech, past/present/future tenses, subject-verb</li> <li>Punctuation - commas, apostrophes in contractions, quotation marks,</li> <li>Capitalization - titles, headings, sub-headings</li> </ul>		<ul style="list-style-type: none"> <li>I can attempt to show basic word knowledge (word families, spelling patterns)</li> <li>I can attempt to spell basic words</li> <li>I can attempt to use basic grammar</li> <li>I can attempt to use punctuation</li> <li>I can attempt to use capitalization</li> <li>I can attempt to revise/edit my work</li> </ul>	<ul style="list-style-type: none"> <li>I can develop and apply some word knowledge</li> <li>I can use some spelling conventions</li> <li>I can use some grammar conventions</li> <li>I can use some common punctuation</li> <li>I can show near-accurate capitalization</li> <li>I can revise/edit work with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>I can develop and apply expanding word knowledge</li> <li>I can use Canadian spelling conventions</li> <li>I can use accurate grammar conventions</li> <li>I can use common punctuation</li> <li>I can apply accurate capitalization</li> <li>I can revise/edit my work with near-accuracy</li> </ul>	<ul style="list-style-type: none"> <li>I can further develop and apply sophisticated word knowledge</li> <li>I can accurately spell complex words.</li> <li>I can use accurate grammar in complex texts</li> <li>I can use a variety of punctuation</li> <li>I take initiative to revise and edit my work</li> </ul>