Grade 3 Proficiency Scale for Writing/Representing

short stories, multi-page stories, personal writes, letters, poems, simple expository text (nonfiction), digital presentations, interest-based writing

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.
*** 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.*					
Snapshot		The student can attempt to plan and create communication forms.	The student can plan and create some communication forms for different purposes and audiences.	The student can plan and create a variety of communication forms for different purposes and audiences.	The student can plan and create a variety of communication forms for various purposes and audiences.
Meaning	Ideas • opinions • ideas, • related-questions • considering views of others	● I can attempt to develop an idea; may be copied ● I can attempt to create a piece of text ● I can attempt to organize text with more than one sentence	● I can generate a main idea; may or may not be original ● I can create text that may instruct/inspire/entertain the reader ● I can sometimes organize text (3-5+ sentences) that includes some basic explanations, details or examples to support the text	● I can generate a main idea using my own ideas, opinions, questions, experiences ● I can create an original text that instructs/inspires/entertains the reader ● I can organize text with multiple sentences (6-8+) that includes some explanations, details, or examples to support the text	● I can generate a unique main idea from my own ideas, opinions, questions, experiences. ● I can create a sophisticated text that deeply entertains/inspires/instructs the reader ● I can organize text with multiple (6-8+) sentences with sophisticated explanations, details, or examples to support the text
Style	Word Choice *Literary Elements: simile, images, imagery, rhythm, rhyme, alliteration, poetic, descriptive, figurative language* Story Elements: setting, plot, character, theme, conflict	● I can attempt to show understanding of literary elements ● I can attempt to show understanding of story elements ● I can attempt to use nouns, verbs, adjectives, and adverbs	● I can show some understanding of literary elements ● I can show some understanding of story elements ● I can use some complex nouns, verbs, adjectives, and adverbs	● I can consistently show an understanding of literary elements ● I can consistently show an understanding of story elements ● I can use more complex nouns, verbs, adjectives, and adverbs	● I can show a sophisticated understanding of literary elements ● I can show a sophisticated understanding of story elements
	Sentence Fluency	● I can attempt to write in phrases or in basic sentences ● I can attempt to use connecting words	● I can write basic, simple sentences; I can attempt to write compound sentences ● I can use some transition words (may be repetitive)	● I can write simple and compound sentences to express and support my ideas in writing ● I can use several transition words to connect my ideas	● I can write using a variety of compound and complex sentences to express and support my ideas in writing ● I can use several sophisticated transition words to connect ideas
	Voice	● I can attempt to show personality; limited or show a loose reflection of myself	● I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity	● I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity	● My personality shines through; My ideas are rich and give a strong sense of identity
Form	Organization • structure • form • flow • beginning, end	● I can attempt to link ideas; unrelated ● I can attempt to write texts that are accurate and sequenced ● I can attempt to include a beginning ● I can attempt to include an ending ● I can attempt to write fiction that follows sequence and has a purpose ● I can attempt to use story form ● I can attempt to write non-fiction that may include a topic sentence connected to opinions, experiences, or feelings ● I can attempt to use text features	● I can connect some ideas; in order or a list ● I can write some texts that are accurate and sequenced ● I can develop a basic beginning ● I can sometimes include a basic ending ● I can write fiction that sometimes follows a logical sequence with a purpose ● I can sometimes use some features of story form ● I can write non-fiction that sometimes has a topic sentence and may connect to opinions, experiences, or feelings ● I can use some text features that are relevant	● I can keep my ideas on topic and related ● I can write accurate, often logically sequenced texts ● I can create a related beginning ● I can create a connected ending ● I can write fiction that follows a logical sequence with a clear purpose ● I can use some key features of story form (plot, characters, dialogue, conflict, setting) ● I can write non-fiction that has a topic sentence with some development that connects to opinions, experiences, or feelings ● I can use text features that are clear and relevant	● I can creatively connect my on-topic ideas ● I can write sophisticated texts that are accurate and logically sequenced ● I can create a strong, interesting beginning ● I can create a sophisticated, connected ending ● I can write sophisticated fiction that follows a logical sequence with a clear purpose ● I can use sophisticated features of story form ● I can write sophisticated non-fiction with a topic sentence that connects to opinions, experiences, or feelings ● I can use a wide variety of sophisticated text features that are clear and relevant
Conventions • Spelling (patterns, word families; word knowledge: affixes, suffixes, morphology) • Grammar ○ (e.g., "The horse runs fast." and "The horses run fast.") ○ (e.g., "The boy's arm was injured") ○ (e.g., "I couldn't go to the park because I had basketball practice.") • Punctuation (common sentence punctuation, comma, contraction apostrophe, capitalization) • Printing		● I can attempt to use some conventional spelling for words with taught spelling patterns ● I can attempt to apply knowledge of spelling patterns and select between spelling choices ● I can attempt to understand some homographs ● I can attempt to use basic grammar ● I can attempt to use common homophones correctly ● I can attempt subject-verb agreement in sentences ● I can attempt to use possessive nouns ● I can attempt to write sentences that include subordinate conjunctions ● I can attempt to use punctuation ● I can attempt to print with accurate letter-formation and spacing ● I can attempt to edit my work ● I can attempt to begin finding grammatical errors	● I can use some conventional spelling for words with taught spelling patterns and may recognize exceptions to the rules ● I can apply some knowledge of spelling patterns and sometimes select between spelling choices accurately ● I can sometimes understand homographs ● I can include some accurate grammar ● I can sometimes use common homophones correctly ● I can sometimes ensure subject-verb agreement in sentences ● I can sometimes use possessive nouns ● I can sometimes write sentences that include subordinate conjunctions ● I can use some accurate punctuation ● I can print or write with some legibility and spacing between words ● I can revise and edit some of my work by re-reading text to find and correct punctuation or spelling errors ● I can begin to find grammatical errors, when prompted, may or may not correct them	● I can use conventional spelling for words with taught spelling patterns and recognize exceptions to the rules ● I can apply knowledge of spelling patterns and select between spelling choices accurately ● I can understand homographs ● I can include near-accurate grammar ● I can use common homophones correctly ● I can ensure subject-verb agreement in sentences ● I can use possessive nouns ● I can write sentences that include subordinate conjunctions ● I can use common punctuation, including commas in a series, dates, and quotation marks ● I can use legible handwriting with appropriate spaces between words ● I can revise and edit my work by re-reading text to find and correct punctuation and spelling errors ● I can begin to find grammatical errors, may or may not correct them	● I can include accurate grammar that may use complex structures ● I can ensure subject-verb agreement in more complex sentences ● I can use a variety of punctuation accurately ● I can print or write legibly and with accurate spacing between words, sentences and paragraphs ● I can find and correct grammatical errors

Spelling Checklist	☐ Less common vowel digraphs (e.g., /ei/, /eigh/, /igh/)
	☐ Graphemes that represent different sounds in different words (e.g., 'ch' represents different sounds in "chocolate" and "chorus", 'ough' can represent different sounds such as /o/ in dough, /oo/ in "through")
	☐ Root word meaning (e.g., "unhappiness" by recognizing 'un-', 'happy', and '-ness')
	☐ Prefixes (e.g., 'inter- ', 'sub- ', 'super- ', 'trans- ''non- ')
	☐ Suffixes (e.g., '-ness', '-able', '-ment', '-tion' '-ible')
	☐ Multisyllabic words (3+ syllables) (e.g., "vacation," "beautiful," "independent")