

Grade 4 Proficiency Scale for Writing/Representing

**Written texts include novels, articles, and short stories (other texts: poems, graphic novels, posters, advertisements, narratives, 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.
*** 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 attempts to use writing processes to create texts.	The student uses some writing and designing processes to plan, develop and create texts in an attempt for various purposes and audiences.	The student uses writing and designing processes to plan, develop and create texts for a variety of purposes and audiences.	The student uses sophisticated writing and designing processes to plan, develop and create texts for a variety of purposes and audiences.
Meaning	Ideas <ul style="list-style-type: none"> • Taking risks • Main idea • Supporting details • Transforming ideas/information 	<ul style="list-style-type: none"> • I can attempt to form ideas/main idea • I can attempt to support my idea • I can attempt to create a text; may be basic, copied, or incomplete • I can attempt to write with clear meaning; errors affect meaning 	<ul style="list-style-type: none"> • I can create a basic main idea/text; may be modeled or copied • I can use some basic details, evidence and simple reasoning to support the text • I can transform some information or ideas to create simple text • I can write with meaning that is somewhat clear; errors may affect meaning 	<ul style="list-style-type: none"> • I can take risks with my ideas/experiences to create original texts/main ideas • I can use details, evidence and reasoning to support the text • I can transform information and my ideas to create original text • I can write with clear meaning; minor errors don't affect meaning 	<ul style="list-style-type: none"> • I can take risks with my ideas/experiences to create sophisticated texts • I can use sophisticated details, clear evidence and logical reasoning to support the text • I can transform information and my ideas to create sophisticated text • I can write with clear, sophisticated meaning
Style	Word Choice <small>Literary Elements/Devices Figurative Language: (idioms, simile, metaphor) Sensory Details: motions, feelings, imagery</small>	<ul style="list-style-type: none"> • I can attempt to use simple words; may be repetitive • I can attempt to show understanding of literary elements and devices 	<ul style="list-style-type: none"> • I can take some risks with my word choices • I can show some understanding of literary elements and devices 	<ul style="list-style-type: none"> • I can take risks with my word choices • I can consistently show an understanding of literary elements and devices 	<ul style="list-style-type: none"> • I can show sophisticated understanding of literary elements and devices
	Sentence Fluency	<ul style="list-style-type: none"> • I can attempt to use connecting words • I can attempt to write a sentence 	<ul style="list-style-type: none"> • I can use some transition words to connect my ideas • I can sometimes use a variety of sentences; including compound-complex sentences 	<ul style="list-style-type: none"> • I can use transition words to connect my ideas • I can use a variety of sentences including compound-complex sentences 	<ul style="list-style-type: none"> • I can use a variety of sophisticated transition words to connect ideas
	Voice	<ul style="list-style-type: none"> • I can attempt to show personality; may be limited or offer a loose reflection of myself. 	<ul style="list-style-type: none"> • I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity. 	<ul style="list-style-type: none"> • I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity 	<ul style="list-style-type: none"> • My personality shines through; My ideas are rich and give a strong sense of identity.
Form	Organization <ul style="list-style-type: none"> • structure • form • flow 	<ul style="list-style-type: none"> • I can attempt to write a topic sentence/beginning • I can attempt to include an ending • I can attempt to write my ideas together • I can attempt to follow a writing structure • I can attempt to write my ideas in sequence • I can attempt to include text features • I can attempt to write fiction and connect my ideas • I can attempt to use story form • I can attempt to write non-fiction that explains main idea(s) with some detail or explanation 	<ul style="list-style-type: none"> • I can create a basic topic sentence/beginning • I can create an ending; may be abrupt • I can begin arranging sentences into paragraphs with some details • I can follow a step-by-step writing structure • I can sometimes write clear, generally accurate, and logically sequenced texts • I can include some relevant text features • I can sometimes write fiction that contains ideas connected by simple transitions • I can use some features of story form • I can sometimes write non-fiction that elaborates on main idea(s) using some connecting words, supporting details, and explanations 	<ul style="list-style-type: none"> • I can create a clear and related topic sentence/beginning • I can create texts with a clear ending • I can begin arranging sentences into paragraphs with supporting details • I can be willing to take risks with writing structures • I can write clear, generally accurate, and logically sequenced texts • I can include clear, relevant text features • I can write fiction that contains ideas that are easy to follow and connected by varied transitions • I can use key features of story form (plot, characters, dialogue, conflict, and setting) • I can write non-fiction that elaborates on main idea(s) using a variety of connecting words, supporting details, and explanations 	<ul style="list-style-type: none"> • I can create sophisticated topic sentences/ beginnings • I can create a sophisticated ending • I can write with effective paragraphing • I can write sophisticated, sequenced pieces with clarity and accuracy • I can include a variety of more complex text features • I can write sophisticated fiction that contains ideas that are easy to follow and connected by varied transitions • I can use sophisticated features of story form • I can write non-fiction that has sophisticated elaboration on main idea(s) using a more complex of connecting words, supporting details, and explanations
Conventions <ul style="list-style-type: none"> • Spelling • Word Knowledge - roots, affixes, suffixes, morphology • Grammar - parts of speech, tense, subject-verb • Punctuation (commas, apostrophe, contractions, quotation marks, capitalization) • Printing 		<ul style="list-style-type: none"> • I can attempt to apply strategies for spelling unfamiliar words using base words and affixes • I can attempt to apply advanced spelling patterns, including irregular plurals integrating morphology and etymology as necessary • I can attempt to accurately spell multisyllabic schwa words • I can attempt to use basic grammar • I can attempt to use punctuation • I can attempt to use quotation marks • I can attempt to revise and edit my work 	<ul style="list-style-type: none"> • I can sometimes apply strategies for spelling unfamiliar words using base words and affixes • I can sometimes apply advanced spelling patterns, including irregular plurals integrating morphology and etymology as necessary • I can sometimes accurately spell multisyllabic schwa words • I can write with some accurate grammar • I can include some punctuation practices • I can use some quotation marks in my writing, may not always be accurate • I can sometimes revise and edit my work by proofreading to correct grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> • I can apply strategies for spelling unfamiliar words using base words and affixes • I can apply advanced spelling patterns, including irregular plurals integrating morphology and etymology as necessary • I can accurately spell multisyllabic schwa words • I can write with accurate grammar • I can include common punctuation practices • I can use quotation marks in dialogue • I can revise and edit my work by proofreading to correct grammar, punctuation, and spelling errors 	<ul style="list-style-type: none"> • I can include complex punctuation • I can accurately use quotation marks in more sophisticated dialogue