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.**
Skills/Strategies		**I can…**	**I can …**	**I can …**	**I can …**
Meaning	Ideas • Taking risks • Main idea • Supporting details • Transforming ideas/information	• attempt to form ideas/main idea • attempt to support my idea • attempt to create a text; may be basic, copied, or incomplete • attempt to write with clear meaning; errors affect meaning	• create a basic main idea/text; may be modeled or copied • use some basic details, evidence and simple reasoning to support the text • transform some information or ideas to create simple text • write with meaning that is somewhat clear; errors may affect meaning	• take risks with my ideas/experiences to create original texts/main ideas • use details, evidence and reasoning to support the text • transform information and my ideas to create original text • write with clear meaning; minor errors don't affect meaning	• take risks with my ideas/experiences to create sophisticated texts • use sophisticated details, clear evidence and logical reasoning to support the text • transform information and my ideas to create sophisticated text • write with clear, sophisticated meaning
Style	Word Choice Literary Elements/Devices **Figurative Language:** (idioms, simile, metaphor) **Sensory Details:** motions, feelings, imagery	• attempt to use simple words; may be repetitive • attempt to show understanding of literary elements and devices	• take some risks with my word choices • show some understanding of literary elements and devices	• take risks with my word choices • consistently show an understanding of literary elements and devices	• show sophisticated understanding of literary elements and devices
	Sentence Fluency	• attempt to use connecting words • attempt to write a sentence	• use some transition words to connect my ideas • sometimes use a variety of sentences; including compound-complex sentences	• use transition words to connect my ideas • use a variety of sentences including compound-complex sentences	• use a variety of sophisticated transition words to connect ideas
	Voice	• attempt to show personality; may be limited or offer a loose reflection of myself.	• show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity.	• 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	• attempt to write a topic sentence/beginning • attempt to include an ending • attempt to write my ideas together • attempt to follow a writing structure • attempt to write my ideas in sequence • attempt to include text features • attempt to write fiction and connect my ideas • attempt to use story form • attempt to write non-fiction that explains main idea(s) with some detail or explanation	• create a basic topic sentence/beginning • create an ending; may be abrupt • begin arranging sentences into paragraphs with some details • follow a step-by-step writing structure • sometimes write clear, generally accurate, and logically sequenced texts • include some relevant text features • sometimes write fiction that contains ideas connected by simple transitions • use some features of story form • sometimes write non-fiction that elaborates on main idea(s) using some connecting words, supporting details, and explanations	• create a clear and related topic sentence/beginning • create texts with a clear ending • begin arranging sentences into paragraphs with supporting details • be willing to take risks with writing structures • write clear, generally accurate, and logically sequenced texts • include clear, relevant text features • write fiction that contains ideas that are easy to follow and connected by varied transitions • use key features of story form (plot, characters, dialogue, conflict, and setting) • write non-fiction that elaborates on main idea(s) using a variety of connecting words, supporting details, and explanations	• create sophisticated topic sentences/ beginnings • create a sophisticated ending • write with effective paragraphing • write sophisticated, sequenced pieces with clarity and accuracy • include a variety of more complex text features • write sophisticated fiction that contains ideas that are easy to follow and connected by varied transitions • use sophisticated features of story form • write non-fiction that has sophisticated elaboration on main idea(s) using a more complex of connecting words, supporting details, and explanations
Conventions • Spelling • Word Knowledge - roots, affixes, suffixes, morphology • Grammar - parts of speech, tense, subject-verb • Punctuation (commas, apostrophe, contractions, quotation marks, capitalization) • Printing		• attempt to apply strategies for spelling unfamiliar words using base words and affixes • attempt to apply advanced spelling patterns, including irregular plurals integrating morphology and etymology as necessary • attempt to accurately spell multisyllabic schwa words • attempt to use basic grammar • attempt to use punctuation • attempt to use quotation marks • attempt to revise and edit my work	• sometimes apply strategies for spelling unfamiliar words using base words and affixes • sometimes apply advanced spelling patterns, including irregular plurals integrating morphology and etymology as necessary • sometimes accurately spell multisyllabic schwa words • write with some accurate grammar • include some punctuation practices • use some quotation marks in my writing, may not always be accurate • sometimes revise and edit my work by proofreading to correct grammar, punctuation, or spelling errors	• apply strategies for spelling unfamiliar words using base words and affixes • apply advanced spelling patterns, including irregular plurals integrating morphology and etymology as necessary • accurately spell multisyllabic schwa words • write with accurate grammar • include common punctuation practices • use quotation marks in dialogue • revise and edit my work by proofreading to correct grammar, punctuation, and spelling errors	• include complex punctuation • accurately use quotation marks in more sophisticated dialogue