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.
**** **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 basic writing and design processes to plan, develop and create purposeful text**	**The student uses some writing and design processes to plan, develop and create text forms with purpose**	**The student uses writing and design processes to plan, develop and create a variety of text with varying form/purpose**	**The student uses sophisticated writing and design processes to plan, develop and create a variety of text forms with varied purposes.**
Skills/Strategies		**I can…**	**I can…**	**I can…**	**I can…**
Meaning	Ideas/ Language	● 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 basic details with some simple evidence and reasoning to support the text ● transform some information or ideas to create simple text. ● Meaning is somewhat clear; errors may affect	● use my own ideas/experiences and take risks to create original texts/main ideas ● use details, evidence and reasoning to support the text. ● transform information and my ideas to create original text. ● Meaning is clear; minor errors don't affect	● take risks with my ideas/experiences to create unique and sophisticated texts. ● use powerful details, clear evidence and logical reasoning to support the text ● transform information, my ideas and opinions to create sophisticated text. ● Meaning is sophisticated; portrayed
Style	Word Choice Literary Elements: narrative structures, characterization Literary Devices: sensory detail (imagery) Figurative Language (metaphor, simile)	● attempt to use simple/basic words ● attempt to show understanding of literary elements/devices	● take risks and try some new words ● show some understanding of literary elements and devices	● take risks and try new, creative words ● consistently show an understanding of literary elements and devices	● take risks with my word choices to create sophisticated and creative texts ● show sophisticated understanding of literary elements and devices
	Sentence Fluency	● attempt to use connecting words	● use simple or repetitive connecting words to link my ideas	● use transition words to connect my ideas	● use a variety of transitional 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 (intro / concluding sentences) ● form ● Order (importance, chronological)	● attempt to order my ideas ● attempt to write a topic sentence ● attempt to include an ending ● attempt to write ideas together ● attempt to use a writing structure	● order most of my ideas ● create a basic topic sentence ● create a basic ending; may be abrupt ● write with some paragraph form ● write with some structure/format	● order my ideas in various ways ● create a clear, related topic sentence ● create texts with a clear, related ending ● write with effective paragraphing ● take risks with writing structures	● order my ideas in creative ways ● create sophisticated topic sentences ● create a well-developed/unique ending ● write with sophisticated paragraphing ● be creative with writing structures
Conventions ● Spelling & Word Knowledge - roots/affixes/suffixes/morphology ● Grammar - parts of speech, past/present/future tenses, subject-verb ● Punctuation - commas, apostrophes in contractions, quotation marks, ● Capitalization - titles, headings, sub-headings		● attempt to show basic word knowledge (word families, spelling patterns) ● attempt to spell basic words ● attempt to use basic grammar ● attempt to use punctuation ● attempt to use capitalization ● attempt to revise/edit my work	● develop and apply some word knowledge ● use some spelling conventions ● use some grammar conventions ● use some common punctuation ● show near-accurate capitalization ● revise/edit work with some accuracy	● develop and apply expanding word knowledge ● use Canadian spelling conventions ● use accurate grammar conventions ● use common punctuation ● apply accurate capitalization ● revise/edit my work with near-accuracy	● further develop and apply sophisticated word knowledge ● accurately spell complex words. ● use accurate grammar in complex texts ● use a variety of punctuation ● thoroughly reread and revise/edit my work accurately