

# North Dakota English Language Arts Content and Achievement Standards

## Standard 3

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## North Dakota Department of Public Instruction

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## Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
<b>PREWRITING</b>				
K.3.1. Identify audience and purposes for writing	Students identify an audience and purpose for writing with ease.	Students identify an audience and purpose for writing with minimal difficulty.	Students identify an audience and purpose for writing with difficulty.	Students identify an audience for writing with great difficulty.
K.3.2. Discuss ideas drawn from personal experience	Students discuss an extensive variety of ideas drawn from personal experience.	Students discuss a variety of ideas drawn from personal experience.	Students discuss some ideas drawn from personal experience.	Students discuss very few ideas drawn from personal experience.
K.3.3. Use developmentally appropriate tools for prewriting; e.g., ABC chart, word walls, environmental print	Students always select appropriate tools and strategies needed for prewriting.	Students consistently select appropriate tools and strategies needed for prewriting.	Students sometimes select appropriate tools and strategies needed for prewriting.	Students rarely select appropriate tools and strategies needed for prewriting.
<b>DRAFTING</b>				
K.3.4. Write from left to right	Students always write from left to right.	Students consistently write from left to right.	Students sometimes write from left to right.	Students rarely write from left to right.
K.3.5. Use consonant sounds at beginnings and ends of words	Students use consonant sounds at the beginnings and ends of words with no errors.	Students use consonant sounds at beginnings and endings of words with no significant errors.	Students use consonant sounds at the beginnings and ends of words with a few significant or many minor errors.	Students use consonant sounds at the beginnings and ends of words with many significant errors.
K.3.6. Use some easy-to-hear vowels	Students use easy-to-hear vowels in writing with no errors.	Students use easy-to-hear vowels in writing with no significant errors.	Students use easy-to-hear vowels in writing with a few significant or many minor errors.	Students use easy-to-hear vowels in writing with many significant errors.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
K.3.7. Use spaces to separate words	Students always use spaces to separate words.	Students consistently use spaces to separate words.	Students sometimes use spaces to separate words.	Students rarely use spaces to separate words.
K.3.8. Incorporate developmentally appropriate vocabulary in writing	Students incorporate developmentally appropriate vocabulary in writing with no errors.	Students incorporate developmentally appropriate vocabulary in writing with no significant errors.	Students incorporate developmentally appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate developmentally appropriate vocabulary in writing with many significant errors.
K.3.9. Communicate meaning through drawing; e.g., setting, characters	Students' drawings represent all significant story elements with great detail.	Students' drawings represent all significant story elements.	Students' drawings represent some significant story elements.	Students represent very few story elements.
K.3.10. Match story with drawing				
K.3.11. Read their own writing	Students read their own writing with ease.	Students read their own writing with minimal difficulty.	Students read their own writing with difficulty.	Students read their own writing with great difficulty.
<b>PUBLICATION/PRESENTATION</b>				
K.3.12. Share published work with peers, teachers, and family members	Students share an extensive variety of published work with peers, teachers, and family members.	Students share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.
<b>Grade 1</b>				
<b>PREWRITING</b>				
1.3.1. Recognize a variety of purposes for writing, i.e., inform, entertain	Students identify an extensive variety of purposes for writing.	Students identify both conveying information and entertaining others as purposes for writing.	Students identify either conveying information or entertaining others as a writing purpose.	Students identify that writing has a purpose, but do not name a specific purpose.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.3.2. Discuss and organize ideas drawn from prior knowledge using lists and webs	Students use an extensive variety of strategies to plan their writing.	Students use a variety of strategies to plan their writing.	Students use some diverse strategies to plan their writing.	Students use very few strategies to plan their writing.
1.3.3. Write about familiar topics and ideas				
<b>DRAFTING</b>				
1.3.4. Write frequently for a variety of purposes; e.g., lists, journals, personal narratives	Students write for an extensive variety of purposes.	Students write for a variety of purposes.	Students write for some diverse purposes.	Students write for very few purposes.
1.3.5. Compose at least three sentences about a single idea	Students always write more than three sentences on a topic.	Students consistently write a minimum of three sentences on a topic.	Students sometimes write a minimum of three sentences on a topic.	Students rarely write more than two sentences on a topic.
1.3.6. Produce an organized piece with a beginning, middle, and end	Students' writing is always organized with a clear beginning, middle, and end.	Students' writing is consistently organized with a clear beginning, middle, and end.	Students' writing is sometimes organized with a clear beginning, middle, and end.	Students' writing is rarely organized with a clear beginning, middle, and end.
1.3.7. Include supporting details in written work	Students include an extensive variety of details that all support written work.	Students include a variety of details that appropriately support written work.	Students include some details that support written work.	Students include very few details that support written work.
1.3.8. Select descriptive language to add interesting details to a story	Students select language that adds insightful detail to a story.	Students select language that adds appropriate detail to a story.	Students select language that adds some detail to a story.	Students select language that adds very few details to a story.
1.3.9. Write known words fluently	Students write known words with ease and accuracy.	Students write known words with minimal difficulty and no significant errors.	Students write known words with difficulty and a few significant errors.	Students write known words with great difficulty and many significant errors.

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1.3.10. Write left to right across more than one line	Students always write left to right across more than one line.	Students consistently write left to right across more than one line.	Students sometimes write left to right across more than one line.	Students rarely write left to right across more than one line.
1.3.11. Consistently use spacing to separate words	Students always use spacing to separate words.	Students consistently use spacing to separate words.	Students sometimes use spacing to separate words.	Students rarely use spacing to separate words.
<b>REVISING</b>				
1.3.12. Reread written work to check for meaning, ideas, word choice, and organization	Students always reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students consistently reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students sometimes reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students rarely reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.
<b>EDITING</b>				
1.3.13. Reread written work to check for spelling of known words and punctuation; e.g., periods, question marks, exclamation points	Students always edit written texts for spelling and punctuation.	Students consistently edit written texts for spelling and punctuation.	Students sometimes edit written texts for spelling and punctuation.	Students rarely edit written texts for spelling and punctuation.
1.3.14. Choose grade-level appropriate tools for writing; i.e., dictionary, thesaurus, word wall, environmental print	Students always use appropriate tools for writing.	Students consistently use appropriate tools for writing.	Students sometimes use appropriate tools for writing.	Students rarely use appropriate tools for writing.
<b>PUBLICATION/PRESENTATION</b>				
1.3.15. Share published piece with peers, teachers, and family members	Students share an extensive variety of published work with peers, teachers, and family members.	Students share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.

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<b>Grade 2</b>				
<b>PREWRITING</b>				
2.3.1. Select a purpose for writing; i.e., inform, entertain, or persuade	Students always choose a purpose for writing.	Students consistently choose a purpose for writing.	Students sometimes choose a purpose for writing.	Students rarely choose a purpose for writing.
2.3.2. Gather and organize ideas drawn from a variety of sources; e.g., prior knowledge, classroom/library references	Students use an extensive variety of sources.	Students use a variety of sources.	Students use some diverse sources.	Students use very few sources.
2.3.3. Select a plan to organize thoughts before writing; e.g., webbing, listing, other grade appropriate graphic organizers	Students use the most efficient prewriting organizational strategies.	Students use appropriate prewriting organizational strategies.	Students use somewhat appropriate prewriting organizational strategies.	Students use inappropriate prewriting organizational strategies.
2.3.4. Use a specific genre to match the purpose; i.e., personal, expository, narrative, informational, journal writing	Students make creative genre choices based on their purpose for writing.	Students consistently choose a genre that matches their purpose for writing.	Students sometimes choose a genre that matches their purpose for writing.	Students rarely choose a genre that matches their purpose for writing.
<b>DRAFTING</b>				
2.3.5. Spell many words conventionally	Students make no errors in spelling.	Students make no significant errors in spelling.	Students make a few significant errors or many minor errors in spelling.	Students make many significant errors in spelling.
2.3.6. Incorporate vocabulary into writing	Students make no errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors or many minor errors in vocabulary choice.	Students make many significant errors in vocabulary choice.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.3.7. Write over time to produce longer, more complex texts	Students write in an extensive variety of genres.	Students write in a variety of genres.	Students write in some diverse genres.	Students write in very few genres.
2.3.8. Identify and include the characteristics of different genres; i.e., personal narrative, expository, informational, journal writing, letter writing				
<b>REVISING</b>				
2.3.9. Check written work for meaning and syntax	Students always check work for ideas, organization, and language conventions prior to publishing.	Students consistently check work for ideas, organization, and language conventions prior to publishing.	Students sometimes check work for ideas, organization, and language conventions prior to publishing.	Students rarely check work for ideas, organization, and language conventions prior to publishing.
2.3.10. Analyze written work for ideas, word choice, and organization				
<b>EDITING</b>				
2.3.11. Use proofreading marks to edit written work for conventions; i.e., punctuation, spelling, capitalization	Students use an extensive variety of proofreading marks when editing writing.	Students use a variety of proofreading marks when editing writing.	Students use some proofreading marks when editing writing.	Students use very few proofreading marks when editing writing.
2.3.12. Select grade appropriate tools for writing; i.e., dictionary, thesaurus, word wall, classroom/library texts	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
<b>FINAL DRAFT</b>				
2.3.13. Compose written text that demonstrates understanding of purpose and audience	Students' texts show a sophisticated understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of some significant aspects of purpose and audience.	Students' texts show an understanding of very few significant aspects of purpose and audience.

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<b>PUBLICATION/PRESENTATION</b>				
2.3.14. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric	Students use an extensive variety of writing assessment tools.	Students use a variety or writing assessment tools.	Students use some diverse writing assessment tools.	Students use very few writing assessment tools.
2.3.15. Share final copy with peers, teachers, and/or family members	Students share an extensive variety of published work with peers, teachers, and/or family members.	Student share a variety of published work with peers, teachers, and/or family members.	Students share some different published work with peers, teachers, and/or family members.	Students share a limited variety of published work with peers, teachers, and/or family members.
<b>Grade 3</b>				
<b>PREWRITING</b>				
3.3.1. Select ideas and information to persuade, entertain, or inform using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry	Students always select information that is essential for their purpose and appropriate for their audience.	Students consistently select information that is essential for their purpose and appropriate for their audience.	Students sometimes select information that is essential for their purpose and appropriate for their audience.	Students rarely select information that is essential for their purpose and appropriate for their audience.
3.3.2. State and organize prior knowledge and experience to produce a written text; e.g., webbing, listing, gathering information, taking notes	Students use an extensive variety of strategies to organize their knowledge prior to producing a written text.	Students use a variety of strategies to organize their knowledge prior to producing a written text.	Students use some diverse strategies to organize their knowledge prior to producing a written text.	Students use very few strategies to organize their knowledge prior to producing a written text.
<b>DRAFTING</b>				
3.3.3. Use characteristics of different genres in writing; i.e., narrative, expository, traditional tales, poetry	Students use characteristics of an extensive variety of genres in writing.	Students use characteristics of a variety of genres in writing.	Students use characteristics of some diverse genres in writing.	Students use characteristics of very few genres in writing.
3.3.4. Use a variety of sentence structures; i.e., simple and compound sentences	Students show creative use of sentence structures.	Students use a variety of sentence structures.	Students use some diverse sentence structures.	Students use very few sentence structures.

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3.3.5. Organize and develop paragraphs with topic sentences, indentation, punctuation, and capitalization	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message	Students' organization and development are sometimes effective in conveying a message.	Students have difficulty organizing and developing writing.
3.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Student makes a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.
<b>REVISING</b>				
3.3.7. Review organization for elaboration, description, and syntax to improve the meaning and focus of a written text based on audience feedback	Students show insight when revising a written text based on audience feedback.	Students make revisions to a written text based on audience feedback.	Students make some revisions to a written text based on audience feedback.	Students have difficulty revising a written text based on audience feedback.
<b>EDITING</b>				
3.3.8. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation	Students use an extensive variety of select proofreading marks to enhance a written text.	Students use a variety of proofreading marks to enhance a written text.	Students use some proofreading marks to enhance a written text.	Students use few proofreading marks to enhance a written text.
3.3.9. Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, word processor	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
<b>FINAL DRAFT</b>				
3.3.10. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry	Students' texts show a sophisticated understanding of aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of very few aspects of purpose and audience.

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<b>PUBLICATION/PRESENTATION</b>				
3.3.11. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric	Students use an extensive variety of assessment tools.	Students use a variety of assessment tools.	Students use some various assessment tools.	Students use very few assessment tools.
3.3.12. Share final copy with peers, teachers, and/or family members	Students share an extensive variety of published work with peers, teachers, and family members.	Student share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.
<b>Grade 4</b>				
<b>PREWRITING</b>				
4.3.1. Determine a message to inform, entertain, persuade a specific audience; i.e., factual and personal persuasive, informational, poetry, fantasy	Students always select a message that is appropriate for their purpose and audience.	Students consistently select a message that is appropriate for their purpose and audience.	Students sometimes select a message that is appropriate for their purpose and audience.	Students rarely select a message that is appropriate for their purpose and audience.
4.3.2. Demonstrate planning ideas to organize thoughts before writing; e.g., webbing, listing, graphic organizers, taking notes	Students use an extensive variety of planning ideas to organize their thoughts before writing.	Students use a variety of planning ideas to organize their thoughts before writing.	Students use some diverse planning ideas to organize their thoughts before writing.	Students use very few planning ideas to organize their thoughts before writing.
<b>DRAFTING</b>				
4.3.3. Use characteristics of different genres of writing; i.e., factual and personal persuasive, informational, poetry, fantasy	Students use characteristics of an extensive variety of genres in writing.	Students use characteristics of a variety of genres in writing.	Students use characteristics of some diverse genres in writing.	Students use characteristics of very few genres in writing.
4.3.4. Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message.	Students' organization and development are sometimes effective in conveying a message.	Students have difficulty organizing and developing writing.

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.3.5. Use indentation, capitalization, and punctuation to write paragraphs	Students use indentation, capitalization, and punctuation with few if any errors.	Students use indentation, capitalization, and punctuation with no significant errors.	Students use indentation, capitalization, and punctuation with a few significant errors.	Students use indentation, capitalization, and punctuation with many significant errors.
4.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.
<b>REVISING</b>				
4.3.7. Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning	Students always review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students consistently review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students sometimes review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students rarely review the organization, elaboration, descriptions, clarity, and syntax of a written text.
4.3.8. Revise written text based on feedback from peers and/or teacher conferences	Students show insight when revising a written text based on audience feedback.	Students make substantive revisions to a written text based on audience feedback.	Students make obvious revisions to a written text based on audience feedback.	Students have difficulty revising a written text based on audience feedback.
<b>EDITING</b>				
4.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, paragraph indentation	Students use an extensive variety of proofreading marks to enhance a written text.	Students use a variety of proofreading marks to enhance a written text.	Students use some variety of proofreading marks to enhance a written text.	Students use few proofreading marks to enhance a written text.
4.3.10. Use reference tools to edit writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
<b>FINAL DRAFT</b>				
4.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., fantasy, factual and personal persuasive, poetry, informational	Students' texts show a sophisticated understanding of aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of few aspects of purpose and audience.

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<b>PUBLICATION/PRESENTATION</b>				
4.3.12. Share final copy with peers, teachers, and/or family members	Students share an extensive variety of published work with peers, teachers, and family members.	Student share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.
4.3.13. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric, conferences	Students use an extensive variety of assessment tools.	Students use a variety of assessment tools.	Students use some variety of assessment tools.	Students use few if any assessment tools.
<b>Grade 5</b>				
<b>PREWRITING</b>				
5.3.1. Plan writing for a specific audience and purpose to inform, entertain, or persuade; i.e., memoir, factual, persuasive, poetry, narrative	Students always select a message that is appropriate for their purpose and audience.	Students consistently select a message that is appropriate for the purpose and audience.	Students sometimes select a message that is appropriate for the purpose and audience.	Students rarely select a message that is appropriate for their purpose and audience.
5.3.2. Plan a written text using a variety of techniques; e.g., webbing, listing, graphic organizers, taking notes to develop a topic or purpose	Students use an extensive variety of techniques to plan written texts.	Students use a variety of techniques to plan written texts.	Students use some diverse techniques to plan written texts.	Students use very few techniques to plan written texts.
<b>DRAFTING</b>				
5.3.3. Compose writing that contains characteristics of a selected genre of writing; i.e., memoir, factual persuasive, poetry, narrative	Students use an extensive variety of characteristics of a particular genre in writing.	Students use a variety of characteristics of a particular genre in writing.	Students use some diverse characteristics of a particular genre in writing.	Students use very few characteristics of a particular genre in writing.
5.3.4. Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least 5 paragraphs	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message.	Students' organization and development are ineffective in conveying a message.	Students have difficulty organizing and developing writing.

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5.3.5. Use proper paragraph form that includes smooth transitions between paragraphs	Students use indentation, capitalization, and punctuation with few if any errors.	Students use indentation, capitalization, and punctuation with no significant errors.	Students use indentation, capitalization, and punctuation with a few significant errors.	Students use indentation, capitalization, and punctuation with many significant errors.
5.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.
<b>REVISING</b>				
5.3.7. Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax	Students always review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students consistently review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students sometimes review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students rarely review the organization, elaboration, descriptions, clarity, and syntax of a written text.
5.3.8. Use feedback and multiple drafts to clarify language and purpose of the written text	Students use the drafting process and audience feedback to make insightful revisions to a text.	Students use the drafting process and audience feedback to make revisions to a text.	Students use the drafting process and audience feedback to make some revisions to a text.	Students have difficulty using the drafting process and audience feedback to make revisions to a text.
<b>EDITING</b>				
5.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, paragraph indentation	Students use an extensive variety of proofreading marks to enhance a written text.	Students use a variety of proofreading marks to enhance a written text.	Students use some proofreading marks to enhance a written text.	Students use very few proofreading marks to enhance a written text.
5.3.10. Use reference tools for writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.

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<p><b>FINAL DRAFT</b></p> <p>5.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., memoir, factual, persuasive poetry, narrative</p>	Students' texts show a sophisticated understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of few aspects of purpose and audience.
<p><b>PUBLICATION/PRESENTATION</b></p> <p>5.3.12. Share final copy with peers, teachers, and/or family members</p> <p>5.3.13. Evaluate writing process using a variety of assessment tools; e.g., checklist, rubric, conferences</p>	Students share an extensive variety of published work with peers, teachers, and/or family members.	Students share a variety of published work with peers, teachers, and/or family members.	Students share some different published work with peers, teachers, and/or family members.	Students share a limited variety of published work with peers, teachers, and/or family members.
<b>Grade 6</b>				
<p><b>INFORMATIVE WRITING</b></p> <p>6.3.1. Produce informative writing; e.g., research-based report, instructions</p>	Students produce informative texts that reflect insight into the genre with few if any minor errors.	Students produce informative texts that reflect an accurate understanding of genre with few if any errors.	Students produce informative texts that reflect some understanding of the genre with a few significant errors.	Students produce informative texts that reflect minimal understanding of the genre with many significant errors.
<p><b>NARRATIVE WRITING</b></p> <p>6.3.2. Produce narrative writing; e.g., short story, descriptive play, poetry</p>	Students produce narrative texts that reflect insight into the genre with few if any minor errors.	Students produce narrative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce narrative texts that reflect some understanding of the genre with a few significant errors.	Students produce narrative texts that reflect minimal understanding of the genre with many significant errors.

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<b>PERSUASIVE WRITING</b>				
6.3.3. Produce persuasive writing; e.g., opinion, essay, business letter	Students produce persuasive texts that reflect insight into the genre with few if any minor errors.	Students produce persuasive texts that reflect an accurate understanding of the genre with no significant errors.	Students produce persuasive texts that reflect some understanding of the genre with a few significant errors.	Students produce persuasive texts that reflect minimal understanding of the genre with many significant errors.
<b>PREWRITING</b>				
6.3.4. Use prewriting strategies; e.g., brainstorming, graphic organizers, outlining	Students use an extensive variety of prewriting techniques.	Students use a variety of prewriting techniques.	Students use some prewriting techniques.	Students use very few prewriting techniques.
6.3.5. Use strategies to write for different audiences and purposes	Students use appropriate strategies to write for an extensive variety of audiences and purposes.	Students use appropriate strategies to write for a variety of audiences and purposes.	Students use appropriate strategies to write for some audiences and purposes.	Students use appropriate strategies to write for very few audiences and purposes.
<b>DRAFTING</b>				
6.3.6. Use prewriting strategies to create draft	Students always use prewriting strategies to create drafts.	Students consistently use prewriting strategies to create drafts.	Students sometimes use prewriting strategies to create drafts.	Students rarely use prewriting strategies to create drafts.
6.3.7. Incorporate grade-level appropriate vocabulary in writing	Students incorporate grade-level vocabulary in drafts with few if any minor errors.	Students incorporate grade-level vocabulary in drafts with no significant errors.	Students incorporate grade-level vocabulary in drafts with a few significant errors.	Students incorporate grade-level vocabulary in drafts with many significant errors.
<b>REVISING AND EDITING</b>				
6.3.8. Use criteria to evaluate own and others' writing; e.g., stay on topic, organization, effective details, clarity of message, word choice, sentence fluency	Students evaluate their own and others' writing using an extensive variety of criteria.	Students evaluate their own and others' writing using a variety of criteria.	Students evaluate their own and others' writing using some criteria.	Students evaluate their own and others' writing using very few criteria.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
6.3.9. Use feedback and multiple drafts to clarify language and intent	Students show insight when clarifying language and intent based on audience feedback.	Students make substantive revisions to clarify language and intent based on audience feedback.	Students make obvious revisions to clarify language and intent based on audience feedback.	Students have difficulty making revisions to clarify language and intent based on audience feedback.
6.3.10. Edit for grammar, mechanics, usage, spelling	Students edit for grammar, mechanics, usage, and spelling with few if any minor errors.	Students edit for grammar, mechanics, usage, and spelling with no significant errors.	Students edit for grammar, mechanics, usage, and spelling with few significant errors.	Students edit for grammar, mechanics, usage, and spelling with many significant errors.
FINAL DRAFT				
<i>No benchmark expectations at this level</i>				
PUBLICATION/PRESENTATION				
6.3.11. Incorporate visual aids into written work	Students incorporate visual aids into written work in innovative ways.	Students incorporate visual aids into written work in substantive ways.	Students incorporate visual aids into written work in typical ways.	Students have difficulty incorporating visual aids into written work.
<b>Grade 7</b>				
INFORMATIVE WRITING				
7.3.1. Produce research-based writing; e.g., news article, book reports, essay	Students produce informative texts that reflect insight into the genre with few if any minor errors.	Students produce informative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce informative texts that reflect some understanding of the genre with few significant errors.	Students produce informative texts that reflect minimal understanding of the genre with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>NARRATIVE WRITING</b></p> <p>7.3.2. Produce narrative writing; e.g., short story, poetry, drama</p>	Students produce narrative texts that reflect insight into the genre with few if any minor errors.	Students produce narrative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce narrative texts that reflect some understanding of the genre with few significant errors.	Students produce narrative texts that reflect minimal understanding of the genre with many significant errors.
<p><b>PERSUASIVE WRITING</b></p> <p>7.3.3. Produce persuasive writing; e.g., business letter, essays, opinions</p>	Students produce persuasive texts that reflect insight into the genre with few if any minor errors.	Students produce persuasive texts that reflect an accurate understanding of the genre with no significant errors.	Students produce persuasive texts that reflect some understanding of the genre with few significant errors.	Students produce persuasive texts that reflect minimal understanding of the genre with many significant errors.
<p><b>PREWRITING</b></p> <p>7.3.4. Use strategies to write for different audiences and purposes; e.g., informative, narrative, persuasive</p>	Students use appropriate strategies to write for an extensive variety of audiences and purposes.	Students use appropriate strategies to write for a variety of audiences and purposes.	Students use appropriate strategies to write for some audiences and purposes.	Students use appropriate strategies to write for very few audiences or purposes.
<p><b>DRAFTING</b></p> <p>7.3.5. Use prewriting strategies to create a draft emphasizing details</p>	Students always use prewriting strategies to generate and effectively use relevant details in texts.	Students consistently use prewriting strategies to generate and effectively use relevant details in texts.	Students sometimes use prewriting strategies to generate and effectively use relevant details in texts.	Students rarely use prewriting strategies to generate and effectively use relevant details in texts.
<p>7.3.6. Incorporate grade-level appropriate vocabulary in writing</p>	Students incorporate grade-level appropriate vocabulary in drafts with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in drafts with no significant errors.	Students incorporate grade-level appropriate vocabulary in drafts with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in drafts with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>REVISING AND EDITING</p> <p>7.3.7. Use criteria to evaluate own and others' writing</p> <p>7.3.8. Use feedback and multiple drafts to revise text for specific purposes; e.g., clarity of ideas, organization, word choice, fluency</p> <p>7.3.9. Edit for grammar, mechanics, usage, and spelling</p> <p>FINAL DRAFT</p> <p><i>No benchmark expectations at this level</i></p> <p>PUBLICATION/PRESENTATION</p> <p>7.3.10. Incorporate visual aids in publications</p>	<p>Students evaluate their own and others' writing using an extensive variety of criteria.</p> <p>Students show insight when revising texts through multiple drafts for particular purposes based on audience feedback.</p> <p>Students edit final drafts for grammar, mechanics, usage, and spelling with few if any minor errors.</p>	<p>Students evaluate their own and others' writing using a variety of criteria.</p> <p>Students make effective revisions of texts through multiple drafts for particular purposes based on audience feedback.</p> <p>Students edit final drafts for grammar, mechanics, usage, and spelling with no significant errors.</p>	<p>Students evaluate their own and others' writing using some criteria.</p> <p>Students make some effective revisions to texts through multiple drafts for particular purposes based on audience feedback.</p> <p>Students edit final drafts for grammar, mechanics, usage, and spelling with a few significant errors.</p>	<p>Students evaluate their own and others' writing using very few criteria.</p> <p>Students make ineffective revisions to texts through multiple drafts for particular purposes based on audience feedback.</p> <p>Students edit final drafts for grammar, mechanics, usage, and spelling with many significant errors.</p>
<p><b>Grade 8</b></p> <p>INFORMATIVE WRITING</p> <p>8.3.1. Compose informative writing, e.g., research, biographies, autobiographies, news articles, interviews</p>	<p>Students produce informative texts that reflect insight into the genre with few if any minor errors.</p>	<p>Students produce informative texts that reflect an accurate understanding of the genre with no significant errors.</p>	<p>Students produce informative texts that reflect some understanding of the genre with few significant errors.</p>	<p>Students produce informative texts that reflect minimal understanding of the genre with many significant errors.</p>

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>NARRATIVE WRITING</b>				
8.3.2. Write short stories that include story elements; e.g., dialogue, action, physical description, background description, character development	Students write short stories that reflect insight into the genre with few if any minor errors.	Students write short stories that reflect an accurate understanding of the genre with no significant errors.	Students write short stories that reflect some understanding of the genre with few significant errors.	Students write short stories that reflect minimal understanding of the genre with many significant errors.
<b>PERSUASIVE WRITING</b>				
8.3.3. Produce persuasive writing; e.g., editorials, essays, business letters and opinions	Students produce persuasive texts that reflect insight into the genre, with few if any minor errors.	Students produce persuasive texts that reflect an accurate understanding of the genre, with no significant errors.	Students produce persuasive texts that reflect some understanding of the genre, with few significant errors.	Students produce persuasive texts that reflect minimal understanding of the genre, with many significant errors.
<b>PREWRITING</b>				
8.3.4. Use free writing and journal writing to develop ideas for writing topics	Students always use free writing strategies to develop ideas for writing topics.	Students consistently use prewriting strategies to develop ideas for writing topics.	Students sometimes use prewriting strategies to develop ideas for writing topics.	Students rarely use prewriting strategies to develop ideas for writing topics.
8.3.5. Use language and format appropriate for intended audience and purpose	Students always match language and format to the audience and purpose.	Students consistently match language and format to the audience and purpose.	Students sometimes match language and format to the audience and purpose.	Students rarely match language and format to the audience and purpose.
<b>DRAFTING</b>				
8.3.6. Use prewriting product to create a first draft emphasizing details and referencing sources	Students always use prewriting products to generate and effectively use details and to correctly reference sources.	Students consistently use prewriting products to generate and effectively use details and to correctly reference sources.	Students sometimes use prewriting products to generate and effectively use details and to correctly reference sources.	Students rarely use prewriting products to generate and effectively use details and to correctly reference sources.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
8.3.7. Incorporate grade-level appropriate vocabulary in writing	Students incorporate grade-level appropriate vocabulary with no errors.	Students incorporate grade-level appropriate vocabulary with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
8.3.8. Use organizational patterns; e.g., introduction, body, conclusion or exposition/body/resolution	Students always use a recognizable organizational pattern.	Students consistently use a recognizable organizational pattern.	Students sometimes use a recognizable organizational pattern.	Students rarely use a recognizable organizational pattern.
REVISING AND EDITING				
8.3.9. Use criteria to evaluate own and others' writing	Students evaluate their own and others' writing using an extensive variety of criteria.	Students evaluate their own and others' writing using a variety of criteria.	Students evaluate their own and others' writing using some criteria.	Students evaluate their own and others' writing using very few criteria.
8.3.10. Use feedback and multiple drafts to revise text for specific purposes, e.g., clarity of ideas, organization, word choice, and fluency	Students make insightful use of feedback and multiple drafts to revise texts for particular purposes.	Students make effective use of feedback and multiple drafts to revise texts for particular purposes.	Students make somewhat effective use of feedback and multiple drafts to revise texts for particular purposes.	Students make ineffective use of feedback and multiple drafts to revise texts for particular purposes.
8.3.11. Edit for grammar, mechanics, usage, and spelling	Students edit for grammar, mechanics, usage, and spelling with few if any minor errors.	Students edit for grammar, mechanics, usage, and spelling with no significant errors.	Students edit for grammar, mechanics, usage, and spelling with few significant errors.	Students edit for grammar, mechanics, usage, and spelling with many significant errors.
FINAL DRAFT				
<i>No benchmark expectations at this level</i>				
PUBLICATION/PRESENTATION				
8.3.12. Incorporate a variety of visual aids in publications	Students incorporate visual aids into written work in innovative ways.	Students incorporate visual aids into written work in effective ways.	Students incorporate visual aids into written work in somewhat effective ways.	Students incorporate visual aids into written work in ineffective ways.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
8.3.13. Use computer technology to present written work	Students use computer technology to present written work in innovative ways.	Students use computer technology to present written work in effective ways.	Students use computer technology to present written work in somewhat effective ways.	Students use computer technology to present written work in ineffective ways.
<b>Grade 9</b>				
INFORMATIVE WRITING				
9.3.1. Write expository texts; e.g., essays, directions, and letters	Students write expository texts that reflect insight into the genre and have few if any minor errors.	Students write expository texts that reflect an accurate understanding of the genre and have no significant errors.	Students write expository texts that reflect some understanding of the genre or have a few significant errors.	Students write expository texts that reflect minimal understanding of the genre and have many significant errors.
LITERARY/NARRATIVE WRITING				
9.3.2. Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry	Students write descriptive and narrative compositions that reflect insight into the genre and have few if any minor errors.	Students write descriptive and narrative compositions that reflect an accurate understanding of the genre and have no significant errors.	Students write descriptive and narrative compositions that reflect some understanding of the genre or have a few significant errors.	Students write descriptive and narrative compositions that reflect minimal understanding of the genre and have many significant errors.
PERSUASIVE WRITING				
9.3.3. Develop a composition detailing an opinion	Students use appropriate supporting details and provide highly thoughtful analysis when developing a composition detailing an opinion.	Students use appropriate supporting details to develop a composition detailing an opinion.	Students use some appropriate supporting details to develop a composition detailing an opinion.	Students do not use appropriate support to develop a composition detailing an opinion.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PREWRITING</b>				
9.3.4. Develop a focus for composition; e.g., a theme or unifying idea	Students develop an insightful focus for a composition.	Students develop an effective focus for a composition.	Students develop a somewhat effective focus for a composition.	Students develop an ineffective focus for a composition.
9.3.5. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition ineffectively or the organization does not serve the purpose.	Students organize the ideas and details of a composition ineffectively and the organization does not serve the purpose.
<b>DRAFTING</b>				
9.3.6. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary in writing with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in writing with many significant errors.
9.3.7. Organize and write compositions for self and family	Students creatively organize and write compositions appropriately for self and family.	Students organize and write appropriate compositions appropriately for self and family.	Students write compositions that are either disorganized or poorly written for self and family.	Students write compositions that are both disorganized and poorly written for self and family.
9.3.8. Use supporting details	Students include an extensive variety of supporting details.	Students include a variety of supporting details.	Students include some supporting details.	Students include very few supporting details.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
9.3.9. Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue	Students consistently and creatively use techniques of characterization.	Students consistently use techniques of characterization.	Students sometimes use techniques of characterization.	Students rarely use techniques of characterization.

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>REVISING AND EDITING</p> <p>9.3.10. Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order</p> <p>9.3.11. Arrange paragraphs in a logical progression</p>	<p>Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with few if any minor errors.</p> <p>Students arrange paragraphs into a logical progression with no errors.</p>	<p>Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with no significant errors.</p> <p>Students arrange paragraphs into a logical progression with no significant errors.</p>	<p>Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with a few significant or many minor errors.</p> <p>Students arrange paragraphs into a logical progression with a few significant errors.</p>	<p>Students edit and revise compositions for proper mechanics and grammar, syntax, and diction but leave many significant errors.</p> <p>Students arrange paragraphs into a logical progression with many significant errors.</p>
<p>PUBLISHING/PRESENTATION</p> <p>9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work</p>	<p>Students use technology to present written work with no teacher assistance.</p>	<p>Students use technology to present written work with minimal teacher assistance.</p>	<p>Students use technology to present written work with some teacher assistance.</p>	<p>Students use technology to present written work with significant teacher assistance.</p>
<b>Grade 10</b>				
<p>INFORMATIVE WRITING</p> <p>10.3.1. Write expository texts including research papers</p>	<p>Students write expository text that reflect insight into the genre and have few if any errors.</p>	<p>Students write expository texts that reflect an accurate understanding of the genre and have no significant errors.</p>	<p>Students write expository texts that reflect some understanding of the genre and have a few significant errors.</p>	<p>Students write expository texts that reflect minimal understanding of the genre and have many significant errors.</p>
<p>LITERARY/NARRATIVE WRITING</p> <p><i>No benchmark expectations at this level</i></p>				

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>PERSUASIVE WRITING</b></p> <p>10.3.2. Defend a personal opinion using facts as support</p>	Students use an extensive variety of relevant facts to support personal opinion.	Students use a variety of relevant facts to support a personal opinion.	Students use some relevant facts to support a personal opinion.	Students use very few relevant facts to support a personal opinion.
<p><b>PREWRITING</b></p> <p>10.3.3. Use prewriting techniques to generate ideas</p>	Students use an extensive variety of prewriting techniques to generate ideas.	Students use a variety of prewriting techniques to generate ideas.	Students use some prewriting techniques to generate ideas.	Students use very few prewriting techniques to generate ideas.
<p>10.3.4. Organize the ideas and details of a composition according to purpose</p>	Students effectively and creatively organize the ideas and details of a composition.	Students effectively organize the ideas and details of a composition.	Students organize the ideas and details of a composition.	Students organize the ideas and details of a composition both ineffectively and in a way that does not serve the purpose.
<p><b>DRAFTING</b></p> <p>10.3.5. Elaborate ideas through word choice and description using grade-level vocabulary</p>	Students incorporate grade-level appropriate vocabulary in writing with few if any errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in writing with many significant errors.
<p>10.3.6. Organize and write compositions for school and peers</p>	Students effectively organize and write appropriate compositions for school, peers.	Students organize and write appropriate compositions for school and peers.	Students write either ineffective or unorganized compositions for school and peers.	Students write compositions that are both ineffective and unorganized for school and peers.
<p>10.3.7. Use a variety of supporting details</p>	Students use an extensive variety of supporting details.	Students use a variety of supporting details.	Students use some supporting details.	Students use very few supporting details.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
10.3.8. Use language appropriate to the format of the composition	Students always use language appropriate to the format of the composition.	Students consistently use language appropriate to the format of the composition.	Students sometimes use language appropriate to the format of the composition.	Students rarely use language appropriate to the format of the composition.
10.3.9. Use precise language to describe people, places, and things	Students effectively and imaginatively use precise language to describe people, places, and things.	Students use precise language to describe people, places, and things in adequate detail.	Students use either ineffective or imprecise language to describe people, places, and things in some detail.	Students use both ineffective and imprecise language to describe people, places, and things in minimal detail.
10.3.10. Use a specific point of view in compositions	Students use a specific point of view in compositions with no errors.	Students use a specific point of view in compositions with no significant errors.	Students use a specific point of view in compositions with a few significant or many minor errors.	Students use point of view in compositions with many significant errors.
<b>REVISING AND EDITING</b>				
10.3.11. Edit and revise compositions with attention to content	Students edit and revise compositions with consistent attention to content and with few if any errors.	Students edit and revise compositions with attention to content and with no significant errors.	Students edit and revise compositions with attention to content and with a few significant or many minor errors.	Students edit and revise compositions with attention to content and with many significant errors.
10.3.12. Edit and revise compositions for consistent point of view	Students edit and revise compositions with consistent attention to point of view and with few if any errors.	Students edit and revise compositions with attention to consistent point of view and with no significant errors.	Students edit and revise compositions with attention to content and consistent point of view with a few significant errors.	Students edit and revise compositions with attention to content and consistent point of view with many significant errors.
10.3.13. Use knowledge of sentence structure and sentence construction to edit and revise text	Students revise and edit compositions for correct sentence structure and sentence construction with few if any errors.	Students revise and edit compositions for correct sentence structure and sentence construction with no significant errors.	Students revise and edit compositions for correct sentence structure and sentence construction with a few significant or many minor errors.	Students revise and edit compositions for correct sentence structure and sentence construction with many significant errors.
10.3.14. Use sentence reduction techniques to revise and edit compositions				

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PUBLISHING</b> <i>No benchmark expectations at this level</i>				
<b>Grade 11</b>				
<b>INFORMATIVE WRITING</b> <i>No benchmark expectations at this level</i>				
<b>LITERARY/NARRATIVE WRITING</b> <i>No benchmark expectations at this level</i>				
<b>PERSUASIVE WRITING</b> 11.3.1. Gather information supporting multiple sides of an issue	Students gather information that supports multiple sides of an issue appropriately with considerable detail.	Students gather information that supports multiple sides of an issue appropriately.	Students gather information that appropriately supports some sides of an issue.	Students gather information that supports very few sides of an issue.
<b>PREWRITING</b> 11.3.2. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition ineffectively or in a way that does not serve the purpose.	Students organize the ideas and details of a composition ineffectively and in a way that does not serve the purpose.
<b>DRAFTING</b> 11.3.3. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary with few if any errors.	Students incorporate grade-level appropriate vocabulary with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
11.3.4. Organize and write compositions for town, city, and state	Students organize and write compositions appropriately for town, city, state, and other audiences.	Students organize and write compositions appropriately for town, city, and state.	Students' compositions are either ineffectively organized or poorly written for town, city, and state.	Students' compositions are both ineffectively organized and poorly written for town, city, and state.
11.3.5. Use a variety of supporting details	Students use an extensive variety of supporting details.	Students use a variety of supporting details.	Students use some supporting details.	Students use very few supporting details.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
11.3.6. Use figurative language in writing	Students use figurative language in writing creatively and with accuracy.	Students use figurative language in writing with no significant errors.	Students use figurative language in writing with a few significant or many minor errors.	Students use figurative language in writing with many significant errors.
<b>REVISING AND EDITING</b>				
11.3.7. Edit and revise compositions for standard writing conventions and transitional devices	Students edit and revise compositions for the proper use of transitional devices with few if any errors.	Students edit and revise compositions for the proper use of transitional devices with no significant errors.	Students edit and revise compositions for the proper use of transitional devices with a few significant or many minor errors.	Students edit and revise compositions for the proper use of transitional devices with many significant errors.
<b>PUBLISHING</b>				
11.3.8. Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning	Students use appropriate visual aids to enhance meaning and effectively and creatively incorporate them into written work.	Students use appropriate visual aids to enhance meaning and effectively incorporate them into written work.	Students use inappropriate visual aids or ineffectively incorporate them into written work.	Students use inappropriate visual aids and ineffectively incorporate them into written work.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 12</b>				
<b>INFORMATIVE WRITING</b>				
12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint	Students write business or other formal documents that show insight into all the significant elements of the genre and contain few if any errors.	Students write business or other formal documents that incorporate all the significant elements of the genre and contain no significant errors.	Students write business or other formal documents that incorporate some of the significant elements of the genre and contain a few significant or many minor errors.	Students write business or other formal documents that incorporate very few of the significant elements of the genre and contain many significant errors.
<b>LITERARY/NARRATIVE WRITING</b>				
<i>No benchmark expectations at this level</i>				
<b>PERSUASIVE WRITING</b>				
12.3.2. Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases; e.g., editorials, critical reviews	Students write persuasive compositions that show insight into all the significant elements of the genre and contain few if any errors.	Students write persuasive compositions that incorporate all the significant elements of the genre and contain no significant errors.	Students write persuasive compositions that incorporate some of the significant elements of the genre and contain a few significant or many minor errors.	Students write persuasive compositions that incorporate very few of the significant elements of the genre and contain many significant errors.
<b>PREWRITING</b>				
12.3.3. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition either ineffectively or in a way that does not serve the purpose.	Students organize the ideas and details of a composition both ineffectively and in a way that does not serve the purpose.
12.3.4. Use variety of sources for supporting details	Students use an extensive variety of sources for supporting details.	Students use a variety of sources for supporting details.	Students use some sources for supporting details.	Students use very few sources for supporting details.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>DRAFTING</b>				
12.3.5. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
12.3.6. Organize and write compositions for nation and world	Students organize and write insightful compositions for nation and world.	Students organize and write appropriate compositions for nation and world.	Students write compositions that are either ineffectively organized or poorly written for nation and world.	Students write compositions that are both ineffectively organized and poorly written for nation and world.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
12.3.7. Use techniques to convey an individual voice and style; e.g., tone, syntax, diction, figurative language	Students use an extensive variety of techniques to convey individual voice and style.	Students use a variety of techniques to convey individual voice and style.	Students use some techniques to convey individual voice and style.	Students use very few techniques to convey individual voice and style.
<b>REVISING AND EDITING</b>				
12.3.8. Edit and revise compositions for standard writing conventions and appropriate tone	Students edit and revise for writing conventions and tone, with few errors in written text.	Students edit and revise for writing conventions and tone, with no significant errors to written text.	Students edit and revise for writing conventions and tone, with some significant or many minor errors in written text.	Students edit and revise for writing conventions and tone, with many significant errors in written text.
12.3.9. Edit and revise compositions for unity, coherence, clarity, and fluency	Students edit and revise for unity, coherence, clarity, and fluency resulting in no or few errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in no significant errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in some significant or many minor errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in many significant errors in written texts.
12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement	Students edit and revise for parallel structures and proper verb tense and agreement, with no or few errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with no significant errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with some significant or many minor errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with many significant errors in written text.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns  PUBLISHING  <i>No benchmark expectations at this level</i>	Students edit and revise for correct clausal and phrasal patterns with no or few errors in written texts.	Students edit and revise for correct clausal and phrasal patterns with no significant errors in written texts.	Students edit and revise for correct clausal and phrasal patterns with some significant or many minor errors in written texts.	Students edit and revise result in correct clausal and phrasal patterns with many significant errors in written texts.