



DISTRICT PROFICIENCY SCALE

Unit 2

Content/Grade Level: Writing/5th Grade

Standard: W1C(a,b): Reread, revise, and edit drafts with assistance to:

- a. develop and strengthen writing by revising; main idea, sequence (ideas), focus, organizational structure, details/facts (*from multiple sources when appropriate*), word choice (*related to the topic*), sentence structure, transitions, audience, purpose, and voice.**
- b. Edit for language conventions**

P (Proficient)	Independently met the learning target for the concept or skill being taught. The student exhibits no major errors or omissions.
	The student can: a) develop and strengthen writing by revising; main idea, sequence (ideas), focus, organizational structure, details/facts (<i>from multiple sources when appropriate</i>), word choice (<i>related to the topic</i>), sentence structure, transitions, audience, purpose, and voice. b) Edit for language conventions
NP (Nearing Proficient)	Demonstrates understanding of most concepts or skills; however, errors or omissions are evident.
DEV (Developing)	Demonstrates understanding of simpler concepts or skills; however major errors or omissions are evident. The student can: W1C (a) • Know what type of revisions to look for according to genre • Revise the prewriting so that one main focus is clear • Understand revision as a part of the writing process • Identify the purpose of revision is to strengthen writing • Strengthen draft by adding details: description, feelings, thoughts • Revise to include events that flow from one idea to another • Put sentences or sections of prewriting into a numerical order to ensure a logical sequence • Stay on topic when writing • Identify the main idea or their writing to ensure a clear focus (ideas). • Revise details/facts (<i>from multiple sources when appropriate</i>) (ideas) • Revise to strengthen word choice using vocabulary related to a topic (word choice)

	• Vary sentence structure (sentence fluency) • Revise to strengthen sequence with transitions (organization) • Organize writing/paragraphs into a logical progression of beginning, middle, and end (organization) • Know to whom they are writing and why they are writing (audience/purpose/voice) W1C(b) • Know what type of punctuation and conventions to look for according to genre • Know when to use a comma • Use a comma to separate an introductory clause in a complex sentence • Use apostrophes in singular nouns to show possession • Write apostrophes in regular plural nouns to show possession • Use capitalization correctly • Analyze sentence structure to ensure sentences are varied in structure • Place transition words where appropriate • Revise for words that are redundant or overused • Form a compound sentence from two simple sentences • Understand what makes up a complete sentence • Using correct punctuation • Identify conjunctions • Use correct capitalization • Know when to use dialogue marks between characters (when writing narrative)
NY (Not Yet)	Even with help, limited understanding of skill demonstrated.
NE (No Evidence)	No evidence

The student will recognize or recall specific vocabulary such as ideas, organization, transitions, sentence fluency, sentence structure, audience, purpose, voice, vary, genre, facts, details, sources, paragraph, complex sentence, introductory clause, comma, apostrophe, capitalization, proper noun, possessive nouns, singular nouns plural, edit punctuation.