

	Level 1	Level 2	Level 3	Level 4
Meaning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Requires support or <b>visual scaffolding</b> to understand topic and to produce some writing</li> <li><input type="checkbox"/> May <b>list words, draw,</b> or use <b>translator</b> to produce some words related to the prompt</li> <li><input type="checkbox"/> Lack of grammar control may <b>impede meaning</b></li> <li><input type="checkbox"/> Very beginner students may not yet be comfortable producing any writing – blank page</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing starts to reflect an understanding of basic, grade-level text types and differences</li> <li><input type="checkbox"/> Responds to prompts using mostly <b>personal examples</b> to make meaning clear</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Better demonstrates <b>purpose in writing.</b> I.e., adjusts writing for <i>Narrative</i> text type versus <i>Argument</i></li> <li><input type="checkbox"/> Writing demonstrates a <b>shift from personal</b> and concrete to <b>more abstract ideas</b> and reflections</li> <li><input type="checkbox"/> Student attempts to convey meaning that is <b>age appropriate</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing starts to reflect student’s <b>cognitive</b> ability</li> <li><input type="checkbox"/> Constructs more <b>advanced text types.</b> I.e., an <i>Argument</i> will include background information, position statement, supporting reasons and examples.</li> <li><input type="checkbox"/> Overall student develops a central idea and extends text with <b>more elaboration</b> and consideration of audience</li> </ul>
Paragraph Organization / Text Development	<p><b>Beginner Level 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can <b>copy</b> very short groups of words from the prompt or relate to the topic</li> </ul> <p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Constructs simple texts- mostly <b>one paragraph;</b> limited output</li> <li><input type="checkbox"/> Ideas / sentences are <b>repeated</b></li> <li><input type="checkbox"/> Writing may not be related to topic (student may write on a <b>pre-memorized</b> topic)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constructs <b>basic text types</b> taught to suit topic</li> <li><input type="checkbox"/> Attempts <b>introductory</b> and <b>concluding</b> sentences / paragraphs</li> <li><input type="checkbox"/> <b>Organizes</b> text using a limited range of language features, e.g., uses phrases of <i>time</i> and <i>place</i> at the beginning of a personal narrative</li> <li><input type="checkbox"/> <b>Orders</b> ideas using basic <b>transition words:</b> <i>first, next</i></li> <li><input type="checkbox"/> Minimal use of <b>academic</b> language, but developing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear <b>introductory</b> and <b>concluding</b> sentences / paragraphs are present in text</li> <li><input type="checkbox"/> <b>Organizes</b> longer texts using some standard conventions including: -<b>transitional words / sentences</b> such as <i>finally, as a result, in addition, however</i> -<b>conjunctions</b> such as <i>because, if, since</i></li> <li><input type="checkbox"/> Attempts to <b>expand information</b> by using basic relative pronouns, e.g., <i>I come from Zagreb, which is the capital of Croatia.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Organizes</b> writing with effective <b>introduction</b> and <b>conclusion</b> statements or paragraphs</li> <li><input type="checkbox"/> Begins to develop <b>cohesion</b> by using a wider range of <b>-academic transitions,</b> e.g., uses ‘<i>The main factor</i>’ instead of ‘<i>Firstly</i>’ and <b>-connectors</b> between ideas, ‘<i>...is related to...</i>’</li> <li><input type="checkbox"/> <b>Expands / develops topics</b> by using a wide range of <b>complex sentences</b></li> </ul>
Vocabulary Development / Style	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a limited range of <b>everyday, concrete vocabulary</b> such as: <i>sit, eat, sleep, happy, school, go, bus, weekend</i></li> <li><input type="checkbox"/> Responds to topic / may repeatedly use basic ‘<b>I</b>’ statements: ‘<i>I want..., I think...I like...</i>’</li> <li><input type="checkbox"/> Written output and examples are <b>limited</b> because of limited vocabulary</li> <li><input type="checkbox"/> <b>Incorrect word choice</b> of phonetically similar words: <i>thing vs think</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Expanding vocabulary range</b> allows for better development of topic</li> <li><input type="checkbox"/> Isolated use of higher level <b>academic language</b></li> <li><input type="checkbox"/> Experimenting with <b>new vocabulary</b> which may result in awkward usage of new words</li> <li><input type="checkbox"/> Able to incorporate newly taught academic vocabulary in writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses <b>vocabulary</b> that is appropriate to purpose but may sometimes be awkward</li> <li><input type="checkbox"/> Begins to use <b>some figurative language</b> and develops awareness of <b> clichés</b></li> <li><input type="checkbox"/> Demonstrated more use independent use of <b>academic language</b> but range may be limited</li> <li><input type="checkbox"/> Uses more verbs expressing <b>mental processes:</b> <i>I wonder, think, consider, imagine, believe, hate, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a <b>wide range of vocabulary</b> appropriate for developing texts ranging from personal to academic</li> <li><input type="checkbox"/> <b>Flow of text</b> is mostly fluent and authentic</li> <li><input type="checkbox"/> <b>Student</b> attempts to develop <b>voice and tone</b></li> <li><input type="checkbox"/> <b>Student</b> uses some <b>modality</b> to express opinion / emphasis, e.g., ‘<i>The issue will certainly cause...</i>’</li> </ul>
Control of Grammar / Conventions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Beginning student mostly <b>lists words</b></li> <li><input type="checkbox"/> Often writes in <b>simple phrases</b> rather than attempting complete sentences</li> <li><input type="checkbox"/> Sometimes uses correct <b>capitalization</b> and <b>punctuation</b> but may be inconsistent</li> <li><input type="checkbox"/> Starting to show evidence of <b>SVO sentence</b> organization but with frequent <b>run-ons</b> and <b>fragments</b></li> <li><input type="checkbox"/> Beginning to <b>join ideas</b> with <i>and, but</i></li> <li><input type="checkbox"/> Beginning to / <b>spells</b> simple everyday words correctly</li> <li><input type="checkbox"/> <b>High frequency of common ELL errors in tense, agreement, plurals and word choice</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses <b>simple</b> and <b>compound SVO sentences</b> but may still produce some <b>run-ons</b> and <b>fragments.</b></li> <li><input type="checkbox"/> Has control of <b>capitalization</b> and most <b>basic punctuation.</b></li> <li><input type="checkbox"/> Is working to improve, recognize and <b>self-correct</b> common ELL errors such as: -<b>subject verb agreement:</b> <i>the giraffe have long neck</i> -<b>plurals:</b> <i>I read three book</i> -<b>count vs non-count nouns:</b> <i>I do so many homeworks</i> -<b>using correct prepositions</b> and <b>articles</b></li> <li><input type="checkbox"/> Is developing control of <b>primary tenses</b> (past, present, future) but: -may <b>shift</b> tenses without control -may <b>overuse</b> / incorrectly use <b>continuous tense:</b> <i>I am eating breakfast every day.</i> -may <b>overuse verb ‘to be’:</b> <i>The teacher is sit at desk.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Expands sentence range to include <b>complex sentences</b></li> <li><input type="checkbox"/> Expands tense use to include <b>conditionals:</b> <b>would, could, should</b></li> <li><input type="checkbox"/> Uses a <b>variety of tenses</b> but may see errors or shifts in complex verb tenses</li> <li><input type="checkbox"/> <b>Capitalization</b> and <b>punctuation</b> errors are limited / not distracting</li> <li><input type="checkbox"/> Most <b>errors</b> of agreement, tense shifting, and plurals are resolved / can be <b>self-corrected</b></li> <li><input type="checkbox"/> Continues to develop control of <b>articles, prepositions</b> and <b>plurals</b> use with errors still appearing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has control of grammar that allows student to respond, <b>with confidence,</b> to a wide variety of personal and <b>academic</b> writing task</li> <li><input type="checkbox"/> Uses a <b>variety of tenses</b> but it is expected that errors or shifts will still occur in complex verb forms</li> <li><input type="checkbox"/> Errors in <b>article use</b> and <b>prepositions</b> are still common, but control continues to improve</li> </ul>