***WRITING STAGE ONE: BASIC PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**B 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Writes basic personal identification information. |  |  |  |
| Copies time, addresses, names, numbers, etc.  Records time, addresses, names, numbers, etc. |  |  |  |
| Writes a small number of familiar words about self.  Writes simple phrases and sentences about self and family.  Writes simple phrases and sentences related to the  classroom and to family life. |  |  |  |

**B 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Writes a few phrases or a sentence about self.  Writes a few phrases or a sentence about family or other familiar information. |  |  |  |
| Copies basic factual information from other materials. |  |  |  |
| Writes a number of one-clause sentences about self.  Writes a number of one-clause sentences about family. |  |  |  |
| Writes a simple set of instructions. |  |  |  |

**B 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Writes simple ideas and information about personal experience within predictable contexts. |  |  |  |
| Writes simple descriptions.  Writes simple narration of events. |  |  |  |
| Writes simple messages. |  |  |  |
| Takes slow, simple dictation with frequent repetitions. |  |  |  |
| Demonstrates ability to use one clause sentences or coordinated clauses with basic tenses. |  |  |  |

# ***WRITING STAGE TWO: INTERMEDIATE PROFICIENCY***

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**I 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Demonstrates developmental level of ability in performing moderately complex writing tasks. |  |  |  |
| Conveys ideas and opinions in a simple paragraph.  Convey feelings or experiences in a simple paragraph. |  |  |  |
| Writes short letters and notes on a familiar topic. |  |  |  |
| Takes simple dictation with occasional repetitions at a slow to normal rate of speech. |  |  |  |
| Writes a short report on a familiar book or topic. |  |  |  |

**I 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Demonstrates an enhanced ability in performing moderately complex writing tasks. |  |  |  |
| Conveys in writing, familiar information in familiar  formats. |  |  |  |
| Writes one- or two-paragraph letters and compositions. |  |  |  |
| Reproduces information received orally or visually.  Takes simple notes from short oral presentations or from reference materials. |  |  |  |
| Produces written work patterns that are typical of English structures; text structures longer than a paragraph may seem “stilted” to a native reader. |  |  |  |

**I 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Links sentences and paragraphs to form coherent texts to express ideas on familiar topics. |  |  |  |
| Writes a set of simple instructions based on clear oral communication. |  |  |  |
| Extracts key information and relevant detail from a page-long text and writes an outline or summary. |  |  |  |
| Demonstrates good control over common sentence  patterns. |  |  |  |

## WRITING STAGE THREE: ADVANCED PROFICIENCY

***NOTE:*** ***These Benchmarks are to be used in an age/grade-appropriate context***.

**A 1 Developmental:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Writes tests needed for complex routine tasks in some demanding contexts of language use. |  |  |  |
| Writes to request clarification or confirmation.  Writes to express feelings, opinions, and ideas. |  |  |  |
| Demonstrates the ability to write a coherent essay, paper, or report. |  |  |  |
| Makes occasional grammatical errors and errors in word combinations. |  |  |  |
| Proofreads and revises own text with occasional input from others. |  |  |  |

**A 2 Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Writes to inform, express opinions, communicate solutions and decisions. |  |  |  |
| Demonstrates the ability to write an interesting essay, story, or report on a diverse range of topics. |  |  |  |
| Demonstrates very good control of grammar, vocabulary, and organization. |  |  |  |

**A 3 Accomplished:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***The Student:*** | **Yes** | No | Notes/Comments |
| Writes complex and original texts for specialized tasks in demanding contexts of language use. |  |  |  |
| Produces effective and stylistically polished essays or reports appropriate to purpose and audience. |  |  |  |
| Proofreads, revises, and edits all aspects of texts, using own resources. |  |  |  |
| Demonstrates excellent control of grammar, vocabulary,  and organization. Errors are rare and minimal. |  |  |  |