

# Writing 7 Power Standards

## 1. Student completes purposeful writing, demonstrating an understanding of different text types.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student successfully completes essays in multiple modes including narrative, expository and argument. Student provides valid reasoning with relevant, original evidence. Student produces clear and coherent writing with real or imagined experiences. Development, organization, and style are unique to task, purpose, and audience.</p>	<p>Student writes essays in multiple modes including narrative, expository and argument. Student provides adequate reasoning with relevant evidence which is sometimes original. Student writing is often clear and coherent with real or imagined experiences. Development, organization, and style show frequent connection to task, purpose, and audience.</p>	<p>Student tries to write essays in multiple modes including narrative, expository and argument with inconsistent success. Student provides minimal reasoning with inconsistent evidence which is rarely original. Student writing lacks clarity and coherence with real or imagined experiences. Development, organization, and style show inconsistent link to task, purpose, and audience.</p>	<p>Student struggles to write essays in multiple modes including narrative, expository and argument. Student lacks reasoning and evidence, and shows no originality. Student writing lacks clarity and coherence with real or imagined experiences. Development, organization, and style are rarely linked to task, purpose, and audience.</p>

## 2. Student complies to the steps in the writing process using effective sentences with organized paragraph structure, while demonstrating knowledge of writing conventions.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student develops and strengthens writing beyond expectations. Student's planning, revising, editing, and revision skills far exceed grade-level target. Student independently uses technology, including the Internet, to produce and publish writing and link to and cite sources. Student consistently demonstrates age appropriate attention to the conventions of writing, including attention to proper standard spelling, punctuation, capitalization, modifiers and participial phrases, and subject-verb agreement.</p>	<p>Student develops and strengthens writing as needed by planning, revising, editing, and rewriting. Student uses technology, including the Internet, to produce and publish writing. Student usually demonstrates age appropriate attention to the conventions of writing, including attention to proper standard spelling, punctuation, capitalization, modifiers and participial phrases, and subject-verb agreement.</p>	<p>Student develops and strengthens writing as needed with assistance. Revising, editing, rewriting, occurs with more teacher support. With close supervision, student uses technology, including the Internet, to produce and publish writing. Student sometimes demonstrates age appropriate attention to the conventions of writing, including attention to proper standard spelling, punctuation, capitalization, modifiers and participial phrases, and subject-verb agreement.</p>	<p>Student needs much support to develop and strengthen writing. Attempts at revising, editing, rewriting, occur with close teacher intervention. With close supervision, student uses technology, including the Internet, to produce and publish writing. Student rarely demonstrates age appropriate attention to the conventions of writing, including attention to proper standard spelling, punctuation, capitalization, modifiers and participial phrases, and subject-verb agreement.</p>

**3. Student conducts effective research to build and present knowledge with attention to audience; textual evidence shows understanding of MLA formatting.**

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student gathers relevant information from multiple print and digital sources, using search tools effectively and independently. Student draws evidence with ease from literary or informational texts to support analysis, reflection, and research. With guidelines, student independently assesses the credibility and accuracy of sources. Student fluently quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Student independently cites sources using MLA formatting.</p>	<p>Student gathers relevant information from multiple print and digital sources, using search tools effectively. Student draws evidence from literary or informational texts to support analysis, reflection, and research. With guidelines, student sometimes assesses the credibility and accuracy of sources. With some support, student quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Student cites sources using MLA formatting with some instructional support.</p>	<p>Student needs support to gather relevant information from print and digital sources. Student needs reminders when using search tools effectively. Student has difficulty drawing evidence from literary texts to support analysis, reflection, and research. With guidelines, student struggles to assess the credibility and accuracy of sources, and must rely on teacher's recommended sources. Student needs frequent support when quoting or paraphrasing the data and conclusions of others. Student cites sources using MLA formatting with close instructional support.</p>	<p>Student struggles to gather relevant information from print and digital sources. Student needs assistance when using search tools effectively. Student has difficulty drawing evidence from literary or informational texts to support analysis, reflection, and research. Student struggles to assess the credibility and accuracy of sources, even with guidelines and teacher's recommended sources. Student cannot quote, and struggles to paraphrase the data and conclusions of others. Student struggles to cite sources using MLA formatting, even with close instructional support.</p>

**4. Student meets writing deadlines, demonstrating a range of content length over a range of time frames.**

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student writes with ease over extended time frames: for research, reflection, and revision. Student writes for shorter time frames, (a single sitting or a day or two), for a wide range of tasks, purposes, and audiences.</p>	<p>Student writes when required over extended time frames: for research and reflection, and will revise when asked. Student writes for shorter time frames, (a single sitting or a day or two), for a range of tasks, purposes, and audiences.</p>	<p>Student writes when required over extended time frames: for research and reflection. Revision must be supervised. Student writes for shorter time frames, (a single sitting or a day or two), but has a limited range regarding tasks, purposes, and audiences.</p>	<p>Student struggles to write over extended time frames, even when required: for research or reflection. Revision is difficult. Student writes for shorter time frames, (a single sitting or a day or two), but has a limited range regarding tasks, purposes, and audiences.</p>

**5. Student creates context clues to integrate challenging new word choice into writing.**

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student consistently provides context clues to clarify meanings of words or phrases while writing. Student independently consults reference materials (e.g., dictionaries, glossaries, thesauruses), print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech.</p>	<p>Student often provides context clues to clarify meanings of words or phrases while writing. When requested, student consults reference materials (e.g., dictionaries, glossaries, thesauruses), print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech.</p>	<p>Student inconsistently provides context clues to clarify meanings of words or phrases while writing. Student has difficulty using reference materials (e.g., dictionaries, glossaries, thesauruses), print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech.</p>	<p>Student rarely provides context clues to clarify meanings of words or phrases while writing. Student struggles if required to use reference materials (e.g., dictionaries, glossaries, thesauruses), print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech.</p>

**6. Student demonstrates discussion skills by listening, observing, and sharing self reflections while staying on-topic.**

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student consistently comes to discussions prepared, having read material under study and draws on that preparation by referring to evidence on the topic. Student follows rules for peer discussions, posing questions and responding to others' points with relevant observations, staying on topic as needed. Student consistently acknowledges new information expressed by others and, when warranted, modifies his/her own views. Student consistently provides tactful feedback to peers, and shares self-reflection when relevant.</p>	<p>Student usually comes to discussions prepared, having read material under study and draws on that preparation by referring to evidence on the topic. Student usually follows rules for peer discussions, posing questions and responding to others' points with relevant observations, usually staying on topic as needed. Student often acknowledges new information expressed by others and, when warranted, modifies his/her own views. Student often provides tactful feedback to peers, and shares self-reflection when relevant.</p>	<p>Student sometimes comes to discussions prepared, having read material under study and draws on that preparation by referring to evidence on the topic. Student sometimes follows rules for peer discussions, but has difficulty posing questions and responding to others' points with relevant observations. Student has trouble staying on topic as needed. Student sometimes acknowledges new information expressed by others and, when warranted, modifies his/her own views. Student sometimes provides tactful feedback to peers, but struggles with self-reflection.</p>	<p>Student rarely comes to discussions prepared, having read material under study and draws on that preparation by referring to evidence on the topic. Student rarely follows rules for peer discussions, but cannot pose questions or respond to others' points with relevant observations. Student rarely stays on topic. Student never acknowledges new information expressed by others. When warranted, student rarely modifies his/her own views. Student rarely provides tactful feedback to peers, and rarely shares self-reflection when relevant.</p>