Sixth Grade Writing Proficiency Guide

Student Name:_____   School Year:_____

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period
❑ Composes ideas fluently. ❑ Uses prewriting strategies to plan and organize ideas into topics and subtopics (webs, maps, formal outlining, charts/graphs). ❑ Generates ideas independently from reading, discussing, focused free-writing, observing, brainstorming, and reading logs some of the time. ❑ Writing includes a somewhat effective lead sentence for each paragraph by using such features as questions, exclamations, factual data, or unusual statements or facts. ❑ Writes complete sentences except for crafting purposes. ❑ Uses more compound and complex sentence structures and different sentence types some of the time including (subjects, predicates, and complements). ❑ Revises content for central idea, organization, unity, elaboration, and clarity some of the time. ❑ Revises style for sentence variety, tone voice, selected vocabulary and selected information some of the time. ❑ Edits for sentence formation, usage and mechanics. ❑ Uses figurative language such as onomatopoeia purposefully to affect the reader some of the time. ❑ Uses literary structure (book language, specialized vocabulary, or structures from texts) with some understanding. ❑ Uses transitional words or phrases some of the time. ❑ Writing includes a strong sense of closure some of the time. ❑ Uses correct subject/verb agreement, parts of speech, parts of a sentence, conjugations, and possessive, nominative, and objective pronouns some of the time. ❑ Uses homonyms correctly. ❑ Applies conventional rules of punctuation (end marks, dialog, commas-series, compound/complex sentences, direct address). ❑ Applies conventional rules of capitalization. ❑ Use natural and inverted sentences order for variety and emphasis. ❑ Applies correct spelling to commonly misspelled words most of the time. ❑ Uses resources to check their writing [(writing conferences (peer/teacher), rubric, dictionary, checklist, and thesaurus)].	❑ Composes ideas fluently. ❑ Uses prewriting strategies to plan and organize ideas into topics and subtopics (webs, maps, formal outlining, charts/graphs). ❑ Generates ideas independently from reading, discussing, focused free-writing, observing, brainstorming, and reading logs most of the time. ❑ Writing includes an effective lead sentence for each paragraph by using such features as questions, exclamations, factual data, or unusual. statements or facts. ❑ Writes complete sentences except for crafting purposes. ❑ Uses more compound and complex sentence structures and different sentence types most of the time including (subjects, predicates, and complements). ❑ Revises content for central idea, organization, unity, elaboration, and clarity most of the time. ❑ Revises style for sentence variety, tone voice, selected vocabulary and selected information most of the time. ❑ Edits for sentence formation, usage and mechanics. ❑ Uses figurative language such as onomatopoeia purposefully to affect the reader most of the time. ❑ Uses literary structure (book language, specialized vocabulary, or structures from texts) with more understanding. ❑ Uses transitional words or phrases most of the time. ❑ Writing includes a strong sense of closure most of the time. ❑ Uses correct subject/verb agreement, parts of speech, parts of a sentence, conjugations, and possessive, nominative, and objective pronouns most of the time. ❑ Uses homonyms correctly. ❑ Applies conventional rules of punctuation (end marks, dialog, commas-series, compound/complex sentences, direct address). ❑ Applies conventional rules of capitalization. ❑ Use natural and inverted sentences order for variety and emphasis. ❑ Applies correct spelling to commonly misspelled. ❑ Uses resources to check their writing [(writing conferences (peer/teacher), rubric, dictionary, checklist, and thesaurus)].	❑ Composes ideas fluently. ❑ Uses prewriting strategies to plan and organize ideas into topics and subtopics (webs, maps, formal outlining, charts/graphs). ❑ Generates ideas independently from reading, 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The Purpose of a Writing Proficiency Guide and a Rubric

	Writing Proficiency Guide	Writing Rubric
Definition	A writing proficiency guide is a tool used to observe the writing behaviors for a variety of genres that students exhibit on a daily basis. The teacher uses the guide to plan and provide daily whole group, small group, and one-on-one lessons for writers. The guide assists teachers to recognize and understand the developmental changes that occur over time as the writer becomes more competent in a particular area. (Dorn 2001)	The rubric is a tool to assist teachers to score a single piece of writing for a specific genre. The end score can be used to report how students are performing on that single piece of writing.
The Purpose	• To observe students' writing behaviors over the course of each trimester throughout the school year • To guide students' writing development over time • To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing	• To score students' writing skills on a single piece of writing in a particular genre