

<b>4.0 Score The student:</b>		<b>Sample Activity(ies):</b>		
	A. Produces clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a variety of tasks, purposes, and audiences beyond the classroom. (Grade-specific expectations for writing types are defined in standards 1–3.)	4.A	Collaborate with community leaders to create and format a publication (i.e. a product brochure, sales flyers, social media posts)	
<i>In addition to 3.0 Score, in-depth inferences and applications that go beyond what was taught.</i>				
<b>3.5</b> <i>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</i>				
<b>PROFICIENT</b>	<b>3.0 Score The student:</b>		<b>Sample Activity(ies):</b>	
	A.	Produces clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)	3.A	Students choose a topic and choose three different formats to present the information (i.e. email, table, brochure, newspaper article, formal research essay, letter, etc.), tailoring each product to a specific audience
	B.	<b>Use a writing process</b> to develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 75 (of the MN ELA Standards Document).)		Students write various essays and complete each step of the writing process with each essay.
<i>The student exhibits no major errors or omissions.</i>				
<b>2.5</b> <i>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</i>				
<b>2.0 Score The student:</b>		<b>Sample Activity(ies):</b>		
	A. Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Audience, coherent, development, format, organization, purpose, style, task</li> </ul>	2.A	Create flashcards with the academic vocabulary	
		2.A	Create a matching quiz with academic vocabulary	

**Grade 11/12**  
**W.4 (11.7.4.4)**

- B. Performs basic processes, such as:
- Describing the task, purpose, and audience for a given writing task
  - Describing how to modify samples of writing for a specific task, purpose, and audience
  - Producing writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer

- 2.B Analyze a writing model, labeling the author’s purpose and audience  
Compare and contrast two text samples on the same topic, assessing the strengths and limitations of each format
- 2.B Fill out a graphic organizer to plan and compose elements for a given format
- 2.B Plan, format, and compose a piece of writing with a group or partner, using the most updated MLA or APA style guides

*However, the student exhibits major errors or omissions regarding the more complex ideas and processes.*

**1.5** *Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.*

**1.0 Score** *With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.*

**0.5** *With help, a partial understanding of the 2.0 content, but not the 3.0 content.*

**0.0 Score** *Even with help, no understanding or skill demonstrated.*