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| **K** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 1:** Students can produce information in grade-level writing. | **ToM.W.K.1**  Students can **produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces**. | Student does not produce or produces incomprehensible **words,** cannot **sequence words or separate words with spaces**. | Student can occasionally produce comprehensible **words, sequence letters, and separate words with spaces**. | Student can often produce comprehensible **words, sequence letters, and separate words with spaces**. | Student can frequently produce comprehensible **words, sequence letters, and separate words with spaces**. | Student can consistently produce comprehensible **words, sequence letters, and separate words with spaces**. |
| **WRITING GENERAL CLAIM 2:** Students can write at grade level about informational texts and topics. | **ToM.W.K.2**  Students can draw or write to provide **descriptions and events** to write a story or write about a topic | Student does not respond or responds with words or short phrases or drawings to provide descriptions and events to write a story or write about a topic.  Response may contain errors that totally obscure meaning. | Student can use words, short phrases, and occasionally simple sentences or drawings to provide descriptions and events to write a story or write about a topic.  Response may have frequent errors that obscure meaning. | Student can use short phrases and simple sentences or drawings to provide descriptions and events to write a story or write about a topic.  Response may have occasional errors that obscure meaning. | Student can use simple sentences or drawings to provide descriptions and events to write a story or write about a topic.  Response rarely contains errors that obscure meaning. | Student can use simple and occasionally compound sentences or drawings to provide descriptions and events to write a story or write about a topic.  Response has few or no errors that obscure meaning. |

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| **1-2** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 1:** Students can produce information in grade-level writing. | **ToM.W.1-2.1**  Students can **introduce and complete** thoughts and ideas in a written text. | Student does not respond or responds with grade-appropriate words or short phrases to **introduce or complete** thoughts and ideas in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to **introduce and complete** thoughts and ideas in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate phrases and simple sentences, and occasionally compound sentences to **introduce and complete** thoughts and ideas in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently  use grade-appropriate simple and compound sentences to **introduce and complete** thoughts and ideas in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and compound sentences to **introduce and complete** thoughts and ideas in a written text.  Response has few or no errors that obscure meaning. |
| **ToM.W.1-2.2**  Students can use grade-appropriate words and phrases **to describe** **detailed thoughts, feelings, and ideas** in a written text. | Student does not respond or responds with words or short phrases **to describe** **detailed thoughts, feelings, and ideas** in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and occasionally simple sentences **to describe** **detailed thoughts, feelings, and ideas** in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate phrases, simple sentences and occasionally compound sentences **to describe detailed thoughts, feelings, and ideas** in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and compound sentences **to describe detailed thoughts, feelings, and ideas** in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and compound sentences **to describe** **detailed thoughts, feelings, and ideas** in a written text.  Response has few or no errors that obscure meaning. |

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| **1-2** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 2:** Students can write at grade level about informational texts and topics. | **ToM.W.1-2.3**  Students can use grade-appropriate language to provide **descriptions with details, two or more events in sequence, and closure** to write a story. | Student does not respond or responds with grade-appropriate words or short phrases to provide **descriptions with details, two or more events in sequence, or a closure** to write a story.  Response may contain errors that totally obscure meaning. | Student can use grade-  appropriate words, phrases, and simple sentences to provide **descriptions with details, two or more events in sequence, or a closure** to write a story.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally compound sentences to provide **descriptions with details, two or more events in sequence, and closure** to write a story.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and compound sentences to provide **descriptions with details, two or more events in sequence, and closure** to write a story.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and compound sentences to provide **descriptions with details, two or more events in sequence, and closure** to write a story.  Response has few or no errors that obscure meaning. |
| **ToM.W.1-2.4**  Students can use grade-appropriate language **to provide** **an opinion with a reason, additional information, and closure** to write about a topic. | Student does not respond or responds with grade-appropriate words or short phrases **to provide** **an opinion with a reason, additional information, or a closure** to develop a topic.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences **to provide an opinion with a reason, additional information, or a closure** to develop a topic.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally compound sentences **to provide an opinion with a reason, additional information, and closure** to develop a topic.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and compound sentences **to provide an opinion with a reason, additional information, and closure** to develop a topic.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and compound sentences **to provide an opinion with a reason, additional information, and closure** to develop a topic.  Response has few or no errors that obscure meaning. |

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| **3-4** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 1:** Students can produce information in grade-level writing. | **TOM.W.3-4.1**  Students can **introduce, develop, link, and complete** thoughts and ideas in a written text. | Student does not respond or responds with grade-appropriate words or short phrases to **introduce, develop, link, or complete** thoughts and ideas in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to **introduce, develop, link, or complete** thoughts and ideas in a written text.  Response may have frequent errors that obscure meaning | Student can use grade-appropriate simple and occasionally complex sentences to **introduce, develop, link, and complete** thoughts and ideas in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to **introduce, develop, link, and complete** thoughts and ideas in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to **introduce, develop, link, and complete** thoughts and ideas in a written text.  Response has few or no errors that obscure meaning. |
| **TOM.W.3-4.2**  Students can use grade-appropriate words and phrases to describe **detailed ideas and facts** in a written text. | Student does not respond or responds with grade-appropriate words or short phrases to describe **detailed ideas and facts** in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to describe **detailed ideas and facts** in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences to describe **detailed ideas and facts** in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to describe **detailed ideas and facts** in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to describe **detailed ideas and facts** in a written text.  Response has few or no errors that obscure meaning. |

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| **3-4** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 2:** Students can write at grade level about informational texts and topics. | **TOM.W.3-4.3**  Students can use grade-appropriate language to **provide or refer to** **detailed descriptions, events in sequence, and closure** to write a narrative. | Student does not respond or responds with grade-appropriate words or short phrases to **provide or refer to** **detailed descriptions, events in sequence, or a closure** to write a narrative.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to **provide or refer to** **detailed descriptions, events in sequence, and closure** to write a narrative.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences to **provide or refer to** **detailed descriptions, events in sequence, and closure** to write a narrative.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to **provide or refer to** **detailed descriptions, events in sequence, and closure** to write a narrative.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to **provide or refer to** **detailed descriptions, events in sequence, and closure** to write a narrative.  Response has few or no errors that obscure meaning. |
| **TOM.W.3-4.4**  Students can use grade-appropriate language **to provide** **supported, relevant, connected ideas, and closure** to write about a topic. | Student does not respond or responds with grade-appropriate words or short phrases **to provide** **supported, relevant, connected ideas, or a closure** to write about a topic.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences **to provide supported, relevant, connected ideas, or a closure** to write about a topic.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences **to provide supported, relevant, connected ideas, and closure** to write about a topic.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences **to provide supported, relevant, connected ideas, and closure** to write about a topic.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences **to provide** **supported, relevant, connected ideas, and closure** to write about a topic.  Response has few or no errors that obscure meaning. |

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| **5-6** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 1:** Students can produce information in grade-level writing. | **TOM.W.5-6.1**  Students can **orient the reader, logically develop ideas using transitions, and provide closure** in a written text. | Student does not respond or responds with grade-appropriate words or short phrases that **orient the reader, logically develop ideas using transitions, or provide closure** in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences that **orient the reader, logically develop ideas using transitions, or provide closure** in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences that **orient the reader, logically develop ideas using transitions, and provide closure** in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences that **orient the reader, logically develop ideas using transitions, and provide closure** in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences that **orient the reader, logically develop ideas using transitions, and provide closure** in a written text.  Response has few or no errors that obscure meaning. |
| **TOM.W.5-6.2**  Students can use grade-appropriate words and phrases **to precisely describe** **detailed ideas and facts** in a written text. | Student does not respond or responds with grade-appropriate words or short phrases **to precisely describe** **detailed ideas and facts** in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences **to precisely describe detailed ideas and facts** in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences **to precisely describe detailed ideas and facts** in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences **to precisely describe detailed ideas and facts** in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences **to precisely describe detailed ideas and facts** in a written text.  Response has few or no errors that obscure meaning. |

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| **5-6** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 2:** Students can write at grade level about informational texts and topics. | **TOM.W.5-6.3**  Students can use grade-appropriate language to **provide or refer to** **multiple characters, precise details, sequenced events, and closure** to write a narrative. | Student does not respond or responds with grade-appropriate words or short phrases to **provide or refer to** **multiple characters, precise details, sequenced events, or a closure** to write a narrative.  Response may contain errors that totally obscure meaning.. | Student can use grade-appropriate words, phrases, and simple sentences to **provide or refer to** **multiple characters, precise details, sequenced events, or a closure** to write a narrative.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences to **provide or refer to** **multiple characters, precise details, sequenced events, and closure** to write a narrative.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to **provide or refer to** **multiple characters, precise details, sequenced events, and closure** to write a narrative.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to **provide or refer to** **multiple characters, precise details, sequenced events, and closure** to write a narrative.  Response has few or no errors that obscure meaning. |
| **TOM.W.5-6.4**  Students can use grade-appropriate language to **provide precisely stated and linked ideas, a variety of support, and closure** to write about a topic. | Student does not respond or responds with grade-appropriate words or short phrases to **provide precisely stated and linked ideas, a variety of support, or a closure** to write about a topic.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to **provide precisely stated and linked ideas, a variety of support, or a closure** to write about a topic.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences to **provide precisely stated and linked ideas, a variety of support, and closure** to write about a topic.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to **provide precisely stated and linked ideas, a variety of support, and closure** to write about a topic.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to **provide precisely stated and linked ideas, a variety of support, and closure** to write about a topic.  Response has few or no errors that obscure meaning. |

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| **7-8** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 1:** Students can produce information in grade-level writing. | **TOM.W.7-8.1**  Students can **orient the reader, logically organize and connect ideas, and provide closure** in a coherent written text. | Student does not respond or responds with grade-appropriate words or short phrases that **orient the reader, logically organize and connect ideas, or provide a closure** in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences that **orient the reader, logically organize and connect ideas, or provide a closure** in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences that **orient the reader, logically organize and connect ideas, and provide closure** in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences that **orient the reader, logically organize and connect ideas, and provide closure** in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences that **orient the reader, logically organize and connect ideas, and provide closure** in a written text.  Response has few or no errors that obscure meaning. |
| **TOM.W.7-8.2**  Students can use grade-appropriate words and phrases, including grade-appropriate Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts** in a written text. | Student does not respond or responds with grade-appropriate words or short phrases, including grade- appropriate Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts**.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences, including grade-appropriate Tier 2 and Tier 3 vocabulary, **to precisely describe** **detailed ideas and facts**.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences, including grade-appropriate Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts**.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences, including grade-appropriate Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts**.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences, including grade-appropriate Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts**.  Response has few or no errors that obscure meaning. |

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| **7-8** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 2:** Students can write at grade level about informational texts and topics. | **TOM.W.7-8.3**  Students can use grade-appropriate language to **provide or refer to multiple characters, precise details, sequenced events, and closure** to write a narrative. | Student does not respond or responds with grade-appropriate words or short phrases to **provide or refer to** **multiple characters, precise details, sequenced events, or a closure** to write a narrative.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to **provide or refer to** **multiple characters, precise details, sequenced events, or a closure** to write a narrative.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences to **provide or refer to** **multiple characters, precise details, sequenced events, and closure** to write a narrative.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to **provide or refer to** **multiple characters, precise details, sequenced events, and closure** to write a narrative.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to **provide or refer to** **multiple characters, precise details, sequenced events, and closure** to write a narrative.  Response has few or no errors that obscure meaning. |
| **TOM.W.7-8.4**  Students can use grade-appropriate language to **provide** **precisely stated and linked** **claims and evidence**, **a variety of support, and closure** to write about a topic. | Student does not respond or responds with grade-appropriate words or short phrases to **provide** **precisely stated and linked** **claims and evidence**, **a variety of support, or a closure** to write about a topic.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to **provide** **precisely stated and linked** **claims and evidence**, **a variety of support, or a closure** to write about a topic.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences to **provide** **precisely stated and linked** **claims and evidence**, **a variety of support, and closure** to write about a topic.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to **provide** **precisely stated and linked** **claims and evidence**, **a variety of support, and closure** to write about a topic.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to **provide** **precisely stated and linked** **claims and evidence**, **a variety of support, and closure** to write about a topic.  Response has few or no errors that obscure meaning. |

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| **9-12** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 1:** Students can produce information in grade-level writing. | **ToM.W.9-12.1**  Students can **orient the reader, logically organize and connect ideas, and provide closure** in a coherent written text. | Student does not respond or responds with grade-appropriate words or short phrases that **orient the reader, logically organize and connect ideas, or provide closure** in a written text.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences that **orient the reader, logically organize and connect ideas, or provide closure** in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences that **orient the reader, logically organize and connect ideas, and provide closure** in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences that **orient the reader, logically organize and connect ideas, and provide closure** in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences that **orient the reader, logically organize and connect ideas, and provide closure** in a written text.  Response has few or no errors that obscure meaning. |
| **ToM.W.9-12.2**  Students can use grade-appropriate words and phrases, including Tier 2 and Tier 3 vocabulary**, to precisely describe detailed ideas and facts** in a written text. | Student does not respond or responds with grade-appropriate words or short phrases, including Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts** in a written text.  Response may contain errors that totally obscure meaning.. | Student can use grade-appropriate words, phrases, and simple sentences, including Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts** in a written text.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences, including Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts** in a written text.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences, including Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts** in a written text.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences, including Tier 2 and Tier 3 vocabulary, **to precisely describe detailed ideas and facts** in a written text.  Response has few or no errors that obscure meaning. |

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| **9-12** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **WRITING GENERAL CLAIM 2:** Students can write at grade level about informational texts and topics. | **ToM.W.9-12.3**  Students can use grade-appropriate language to **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to write a narrative. | Student does not respond or responds with grade-appropriate words or short phrases to **provide or refer to multiple characters, well-chosen details, sequenced events, or a closure** to write a narrative.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences to **provide or refer to multiple characters, well-chosen details, sequenced events, or a closure** to write a narrative.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences to **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to write a narrative.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences to **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to write a narrative.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences to **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to write a narrative.  Response has few or no errors that obscure meaning. |
| **ToM.W.9-12.4**  Students can use grade-appropriate language **to provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure** to write about a topic. | Student does not respond or responds with grade-appropriate words or short phrases **to** **provide precise, well-chosen, cohesive claims and evidence, a variety of support, or a closure** to write about a topic.  Response may contain errors that totally obscure meaning. | Student can use grade-appropriate words, phrases, and simple sentences **to provide precise, well-chosen, cohesive claims and evidence, a variety of support, or a closure** to write about a topic.  Response may have frequent errors that obscure meaning. | Student can use grade-appropriate simple and occasionally complex sentences **to provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure** to write about a topic.  Response may have occasional errors that obscure meaning. | Student can frequently use grade-appropriate simple and complex sentences **to provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure** to write about a topic.  Response rarely contains errors that obscure meaning. | Student can consistently use grade-appropriate simple and complex sentences **to provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure** to write about a topic.  Response has few or no errors that obscure meaning. |