### Sixth Grade Writing Proficiency Guide

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<th>Student Name:</th>
<th>School Year:</th>
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#### Proficiency Behaviors

**End of 1st 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.
- 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 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 words most of the time.
- Uses resources to check their writing ([writing conferences (peer/teacher), rubric, dictionary, checklist, and thesaurus]).

**End of 2nd 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 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.
- Writing includes a strong sense of closure most of the time.
- 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 words most of the time.
- Uses resources to check their writing ([writing conferences (peer/teacher), rubric, dictionary, checklist, and thesaurus]).

**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.
- 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 including (subjects, predicates, and complements).
- Revises content for central idea, organization, unity, elaboration, and clarity.
- Revises style for sentence variety, tone voice, selected vocabulary and selected information.
- Edits for sentence formation, usage and mechanics.
- Uses figurative language such as onomatopoeia purposefully to affect the reader.
- Uses literary structure (book language, specialized vocabulary, or structures from texts).
- Uses transitional words or phrases.
- Writing includes a strong sense of closure.
- Uses correct subject/verb agreement, parts of speech, parts of a sentence, conjugations, and possessive, nominative, and objective pronouns.
- 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.
- Uses resources to check their writing ([writing conferences (peer/teacher), rubric, dictionary, checklist, and thesaurus]).

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### The Purpose of a Writing Proficiency Guide and a Rubric

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<th>Definition</th>
<th>Writing Proficiency Guide</th>
<th>Writing Rubric</th>
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<td>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)</td>
<td></td>
<td>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.</td>
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### 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