

**Table 1
 Revised Progress and Proficiency Scales**

	Emerging Standard	Developing Standard	Approaching Standard	Basic Standard
Writing	Student uses one or more parts of a model outline or template for writing.	Student uses one part of a model outline or template for writing.	Student attempts to use one part of a model outline or template for writing. The student has major omissions or errors.	Student does not use a model outline or template for writing.
Organization	Student organizes their thoughts clearly in writing. The organization and style of the writing are appropriate for the writing task and make the student's situation and topic clear.	Student organizes their thoughts clearly in writing and is clear about the organization and style of the writing and make the student's situation and topic clear.	Student organizes their thoughts clearly in writing and is clear about the organization and style of the writing task.	Student is unable to organize their thoughts clearly in writing. The organization and style of the writing may not be appropriate for the task.
Content	Student includes at least 30 percent of requirements that relate to the topic from the content.	Student includes 2-3 items of guidance or requirements that relate to the topic from the content.	Student includes 1-4 items of guidance or requirements that relate to the topic from the content.	Student includes more than 4 items of guidance or requirements that obscure the topic from the content.
Conventions	Student makes no more than 2 errors in punctuation or spelling, or the punctuation is completely missing or not.	Student makes 1-2 errors in punctuation or spelling, but the punctuation is correct or not.	Student makes 1 or more errors in punctuation or spelling that cause the reader's attention and interrupt the flow.	Student makes more than 4 errors in punctuation or spelling that cause the reader's attention and interrupt the flow.