

**Figure 1.4: Sample Proficiency Scale for Revision (Grade 8)**

Revision (R), Grade 8	
<b>4.0</b>	The student selects revisions that will make a previously written piece stronger (for example, revises a text by rewriting sections that lack clarity or detail, replaces common words with more precise synonyms and combines or rephrases sentences; and explains the reasoning behind the changes).
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
<b>3.0</b>	The student: <b>R1—Rewrites sentences so that syntax and sentence forms are varied</b> (for example, revises sentences that begin with the same phrase or word by adding an adverbial clause or by rephrasing the sentence) <b>R2—Revises writing to maintain a formal style</b> (for example, replaces common, overused adjectives, such as <i>good</i> or <i>fun</i> , and verbs, such as <i>to be</i> verbs, with more complex, specific words)
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
<b>2.0</b>	The student: <b>R1—Recognizes or recalls specific vocabulary</b> (for example, <i>adverbial clause, clause, complex sentence, compound sentence, phrase, repetition, revise, simple sentence, and syntax</i> ) and performs basic processes such as: <ul style="list-style-type: none"> <li>• Describe simple, complex, and compound sentences</li> <li>• Annotate simple, complex, and compound sentences in a rough draft in different ways</li> <li>• Annotate a word or phrase that begins multiple sentences within a paragraph or text</li> <li>• Generate strategies for varying and adding interest to sentences with similar lengths and word choices</li> <li>• Add transitions to texts to clarify the relationships between sentences and add interest</li> <li>• Combine two short, simple sentences to create a longer, more complex sentence</li> </ul> <b>R2—Recognizes or recalls specific vocabulary</b> (for example, <i>abbreviation, casual, contraction, formal, informal, quote, reference, slang, summary, and synonym</i> ) and performs basic processes such as: <ul style="list-style-type: none"> <li>• Explain the differences between a formal and informal writing style</li> <li>• Explain when a formal style should be used</li> <li>• Annotate slang or words that sound informal</li> <li>• Annotate contractions</li> <li>• Annotate abbreviations that may be too informal for academic writing</li> <li>• Annotate quotes or summarized texts that should be cited</li> <li>• Generate a list of synonyms that could replace simple or over-used vocabulary (for example, the word <i>great</i> could be replaced with <i>impressive, excellent, or important</i>)</li> </ul>
<b>1.5</b>	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
<b>1.0</b>	With help, the student has partial success at score 2.0 content and score 3.0 content.
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
<b>0.0</b>	Even with help, the student has no success.

Source: Simms, J. A. (2016). The critical concepts (Final version: English language arts, mathematics, and science). Centennial, CO: Marzano Research.