## Editing (4 ELA)

**W.4.10.h-i, 11a-d**

<table>
<thead>
<tr>
<th>Level</th>
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| 4.0   | The student could:  
• Create an editing checklist for drafts (for example, create a checklist as a reminder to check for different errors in grammar, capitalization, punctuation, and spelling). |
| 3.5   | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0   | The student will:  
**T1**—**W.4.11a** - *Edit for capitalization* (for example, correctly capitalize proper nouns and adjectives in a paragraph about how the Earth’s rotation around the Sun causes seasons).  
**T2**—**W.4.10i** - *Edit punctuation so that it effectively expresses meaning and follows standard punctuation rules* (for example, include commas in compound sentences and quotation marks around dialogue and direct quotes).  
**T3**—**W.4.11d** - *Edit for spelling* (for example, perform spell check on a document written on a word processor and highlight other words in the text that could be misspelled). |
| 2.5   | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **F1**—The student will recognize or recall general academic and domain-specific vocabulary (for example, *capitalize, pronoun, proper adjective, proper noun*) and perform foundational processes such as:  
• State that the first letter of a sentence needs to be capitalized.  
• State that the pronoun *I* is always capitalized.  
• List types of proper nouns and adjectives.  
• Identify proper nouns and adjectives in a sentence.  
• Demonstrate how to use a dictionary or glossary to find out if a word needs to be capitalized.  
**F2**—The student will recognize or recall general academic and domain-specific vocabulary (for example, *dialogue, quotation mark*) and perform foundational processes such as:  
• Identify imperative, declarative, exclamatory, and interrogative sentences and the end punctuation mark used for the sentences.  
• Demonstrate where to put a comma in a compound sentence.  
• Correctly place a comma before a coordinating conjunction in a compound sentence. *(W.11c)*  
• Place quotation marks around a piece of dialogue or a quote.  
• Correctly place a comma between dialogue and a dialogue tag. *(W.4.11b)*  
**F3**—The student will recognize or recall general academic and domain-specific vocabulary (for example, *homophone, spellcheck*) and perform foundational processes such as:  
• Demonstrate how to use sets of homophones in sentences.  
• Annotate words or phrases in a draft that may be misspelled.  
• Demonstrate how to use a dictionary or glossary to find a word’s spelling.  
• Review a document using spell check and correct the words that are misspelled.  
• Demonstrate how to use a word processor’s dictionary to check the spelling of a word. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
| 0.5   | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0   | Even with help, no success |

Adapted by USD 259 from Marzano Research’s Critical Concepts Proficiency Scales