

Ribbons	Can do	Next steps
4	<p>Students at this score range are typically able to produce short, coherent texts with details and mostly accurate language use. They typically can:</p> <ul style="list-style-type: none"> • Use their vocabulary knowledge to consistently name and describe a wide range of everyday actions and objects • Produce short narrative texts with details that describe everyday events • Use transition words to maintain coherence throughout a text (examples: and, then, but, first, next, finally, after) • Construct simple and complex sentences with mostly correct syntax, word choice and grammatical form, and with adequate capitalization and punctuation 	<p>To improve their writing ability, students should practice:</p> <ul style="list-style-type: none"> • Producing longer narrative texts about both everyday events and unfamiliar situations • Writing well-organized paragraphs for personal and academic purposes, such as longer messages to friends, opinions, and summaries of academic topics • Using a wide variety of vocabulary, sentence structures, and grammatical forms <p>Students may also consider taking the TOEFL Junior® Writing test to learn more about their writing ability</p>
3	<p>Students at this score range are typically able to describe familiar situations and begin to connect ideas in narratives. They typically can:</p> <ul style="list-style-type: none"> • Use their vocabulary knowledge to name and describe some everyday actions and objects, such as daily routines, clothes, body parts, animals and school supplies • Produce short narrative texts with some details about everyday events • Use transition words to give coherence to parts of a text (examples: and, then, but, first, next, finally) • Construct simple sentences and questions with some correct syntax, word choice and grammatical forms 	<p>To improve their writing ability, students should practice:</p> <ul style="list-style-type: none"> • Producing short narrative texts in which all the details are connected so that the entire story is coherent • Writing complex sentences by using a wider vocabulary and a variety of grammatical forms and structures
2	<p>Students at this score range are typically able to describe some objects, places and routines, and they begin to write narrative texts. They typically can:</p> <ul style="list-style-type: none"> • Write common words describing familiar objects and activities at school and at home • Attempt to write short narrative texts with a few short sentences • Construct short, simple sentences 	<p>To improve their writing ability, students should practice:</p> <ul style="list-style-type: none"> • Producing short descriptive and narrative texts about everyday events • Adding details to sentences • Connecting details with transition words (examples: and, then, but, first, next, finally) • Writing simple and complex sentences
1	<p>Students at this score range attempt to describe familiar situations using words and phrases. They typically can:</p> <ul style="list-style-type: none"> • Use phonetic knowledge in attempts to write basic words and phrases • Use a basic noun-verb syntactic structure in attempts to write sentences 	<p>To improve their writing ability, students should practice:</p> <ul style="list-style-type: none"> • Writing words and phrases that name everyday objects, activities at school and at home and places they visit • Producing simple sentences to describe familiar topics and situations