



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: <i>and, then, but, first, next, finally, and after</i>) 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: <i>and, then, but, first, next, and finally</i>) 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: <i>and, then, but, first, next, and finally</i>) 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