Table 10. Written Communication Performance Level Descriptors

| Advanced | Proficient | Developing |
|---|--|--|
| A typical student at the advanced level has | A typical student at the proficient level has | A typical student at the developing level |
| demonstrated: | demonstrated: | may sometimes: |
| the ability to compose or revise texts to | the ability to, for familiar tasks and genres, | have difficulty meeting demands of |
| successfully meet demands of purpose, | compose or revise texts to meet demands | purpose, audience, context and task, |
| audience, context, and task. | of purpose, audience, context and task. | even for familiar tasks and genres. |
| the ability to successfully adhere to | the ability to adhere to genre conventions | have difficulty adhering to genre |
| genre conventions such as argument | such as argument and | conventions such as argument and |
| and exposition/explanation in writing or | exposition/explanation in writing or | exposition/explanation in writing or |
| revising texts. | revising texts. | revising texts. |
| the ability to easily navigate source | the ability to navigate source texts in | not be able to navigate source texts in |
| texts in different genres and rhetorical | different genres and rhetorical modes. | different genres and rhetorical modes. |
| modes. | | |
| the ability to successfully incorporate or | the ability to incorporate or recognize the | not consistently incorporate or recognize |
| recognize the use of appropriate | use of appropriate information from source | the use of appropriate information from |
| information from multiple source texts | texts to support their ideas. | source texts to support ideas. |
| representing different genres to | | |
| support their ideas. | | |
| the ability to accurately represent a | the ability to represent a source's meaning | not be able to represent a source's |
| source's meaning, effectively using | with general accuracy, using summary, | meaning with general accuracy or use |
| summary, paraphrase and quotation, | paraphrase and quotation appropriately, | summary, paraphrase and quotation |
| and to use or recognize appropriate | and to use or recognize citations. | appropriately, and may have trouble with |
| citations. | | citations. |
| the ability to fully develop ideas or | the ability to develop ideas or recognize the | have difficulty developing ideas or |
| recognize the development of ideas | development of ideas using sufficient | recognizing the development of ideas |
| using compelling reasons, examples and | reasons, examples and evidence. | using valid reasons and appropriate |
| evidence. | | examples and evidence. |
| the ability to effectively present ideas or | the ability to present ideas or recognize the | struggle to present ideas or recognize |
| recognize the effective presentation of | presentation of ideas in an organized, | the presentation of ideas in an |
| ideas in an organized, logical and | logical and coherent sequence in order to | organized, logical and coherent sequence |
| coherent sequence in order to make | make complex ideas clear and | in order to make complex ideas clear and |
| complex ideas clear and | understandable. | understandable. |
| understandable. | | |
| the ability to effectively compose or | the ability to compose or recognize text | have difficulty composing or recognizing |
| recognize text that conveys meaning | that conveys meaning clearly by using | text that conveys meaning clearly by |
| clearly by using engaging word choice, | appropriate word choice, sentence variety, | using appropriate word choice, sentence |
| sentence variety, tone, voice and style; | tone, voice and style; what is appropriate | variety, tone, voice and style; may |
| what is appropriate will be determined | will be determined by the context, purpose | struggle to know what is appropriate as |
| by the context, purpose and genre of | and genre of writing. | determined by the context, purpose and |
| writing. | | genre of writing. |
| the ability to successfully compose or | the ability to compose or revise text to be | have difficulty composing or revising text |
| revise text to be free of all but minor | generally free of errors in grammar, usage, | to be generally free of errors in grammar, |
| errors in grammar, usage, mechanics, | mechanics, syntax and spelling. | usage, mechanics, syntax and spelling. |
| syntax and spelling. | | |





| Advanced | Proficient | Developing |
|---|--|--|
| | | |
| mastery of the fundamental skills | command of the fundamental skills needed | demonstrate limited command of the |
| needed to produce fluent text. | to produce fluent text. | fundamental skills needed to produce |
| | | fluent text. |
| strategic knowledge of the writing | adequate knowledge of the writing | lack sufficient knowledge of the writing |
| process, including drafting, reviewing, | process, including drafting, reviewing, | process, including drafting, reviewing, |
| revising and editing. | revising and editing. | revising and editing. |



