

Table 10. Written Communication Performance Level Descriptors

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



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

