

# **HEIghten<sup>®</sup> Written Communication Assessment**

## **Performance Level Descriptions**

### **Advanced**

A typical student at the advanced level has demonstrated the ability to:

- compose or revise texts to successfully meet demands of purpose, audience, context and task.
- successfully adhere to genre conventions, such as argument and exposition/explanation in writing or revising texts.
- easily navigate source texts in different genres and rhetorical modes.
- successfully use or recognize the use of appropriate information from source texts to convincingly support ideas.
- accurately represent a source's meaning, effectively using summary, paraphrase and quotation, and to use or recognize appropriate citations.
- fully develop ideas or recognize the full development of ideas using compelling reasons, examples and evidence.
- 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.
- 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.
- successfully compose or revise text to be free of all but minor errors in grammar, usage, mechanics, syntax and spelling.
- demonstrate mastery of the fundamental skills needed to produce fluent text.
- demonstrate strategic knowledge of the writing process, including drafting, reviewing, revising and editing.

### **Proficient**

A typical student at the proficient level has demonstrated the ability to:

- compose or revise texts, for familiar tasks and genres, to meet demands of purpose, audience, context and task.
- adhere to genre conventions, such as argument and exposition/explanation in writing or revising texts.
- navigate source texts in different genres and rhetorical modes.
- use or recognize the use of appropriate information from source texts.
- represent a source's meaning with general accuracy, using summary, paraphrase and quotation appropriately, and to use or recognize citations.
- develop ideas or recognize the development of ideas using sufficient reasons, examples and evidence.
- present ideas or recognize the presentation of ideas in an organized, logical and coherent sequence in order to make complex ideas clear and understandable.

- 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.
- compose or revise text to be generally free of errors in grammar, usage, mechanics, syntax and spelling.
- demonstrate command of the fundamental skills needed to produce fluent text.
- demonstrate adequate knowledge of the writing process, including drafting, reviewing, revising and editing.

## **Developing**

A typical student at the developing level may sometimes:

- have difficulty meeting demands of purpose, audience, context and task, even for familiar tasks and genres.
- have difficulty adhering to genre conventions, such as argument and exposition/explanation in writing or revising texts.
- not be able to navigate source texts in different genres and rhetorical modes.
- not consistently use or recognize the use of appropriate information from source texts.
- be unable to represent a source's meaning with accuracy, using summary, paraphrase and quotation appropriately, and may have trouble with citations.
- have difficulty developing ideas or recognizing the development of ideas using valid reasons and appropriate examples and evidence.
- 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.
- 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.
- have difficulty composing or revising text to be generally free of errors in grammar, usage, mechanics, syntax and spelling.
- demonstrate limited command of the fundamental skills needed to produce fluent text.
- lack sufficient knowledge of the writing process, including drafting, reviewing, revising and editing.