

Grade 9 Writing Proficiency Level Descriptors

Advanced

Student effectively and consistently uses precise language to incorporate a thesis statement that clearly identifies the focus or controlling idea for the entire composition into an introductory paragraph. Student writes well-developed paragraphs that include specific details and strong evidence, and places paragraph breaks logically and effectively. Student effectively and consistently organizes ideas using appropriate structure (including order by chronology, order of importance, comparison/contrast, cause/effect, classification, and definition) and effective transitional words and phrases to maintain the unity of the composition. Student writes a conclusion that successfully connects the concluding elements to the introductory elements. Student effectively and consistently writes and revises, making style, diction, and voice or persona more consistent with form (organizational structure or writing genre) and the perspective conveyed. Student effectively and consistently demonstrates mastery in using a variety of nonfiction forms (including letters, reports, autobiography, or essay) to inform, describe, or persuade, and summarizes information in own words. Student effectively and consistently varies, revises, and rearranges beginnings, lengths, and patterns of sentences to improve flow, meaning, style, clarity, and logical progression of ideas. Student applies rules of spelling (including homophones, irregular verbs, and contractions), punctuation (including commas, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses), capitalization (including titles and proper nouns), and usage (including verb tense, subject/verb agreement, possessives, pronouns, and sentence structure).

Proficient

Student uses precise language to incorporate a thesis statement that clearly identifies the focus or controlling idea for the entire composition into an introductory paragraph. Student writes well-developed paragraphs that include relevant details and evidence, and places paragraph breaks logically. Student organizes ideas using appropriate structure (including order by chronology, order of importance, comparison/contrast, cause/effect, classification, and definition) and a variety of transitional words and phrases to maintain the unity of the composition. Student writes a conclusion that connects the concluding elements to the introductory elements. Student writes and revises, making style, diction, and voice or persona more consistent with the form (organizational structure or writing genre) and the perspective conveyed. Student uses a variety of nonfiction forms (including letters, reports, autobiography, or essay) to inform, describe, or persuade, and summarizes information in own words. Student varies, revises, and rearranges beginnings, lengths, and patterns of sentences to improve flow, meaning, style, clarity, and logical progression of ideas. Student applies the rules of spelling (including homophones, irregular verbs, and contractions), punctuation (including commas, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses), capitalization (including titles and proper nouns), and usage (including verb tense, subject/verb agreement, possessives, pronouns, and sentence structure).

Below Proficient

Student has difficulty incorporating a thesis statement or controlling idea into an introductory paragraph. Student writes paragraphs that lack focus, relevant details, and evidence to support the main idea of the composition, and groups ideas loosely within the paragraph, placing paragraph breaks illogically. Student demonstrates limited ability to organize ideas in an appropriate structure (including order by chronology, order of importance, comparison/contrast, cause/effect, classification, and definition), to use transitional words and phrases to maintain the unity of the composition, and to write a conclusion that connects the concluding elements to the introductory elements. Student attempts to write and revise style, diction, and voice consistent with the form (organizational structure or writing genre) and the perspective conveyed. Student attempts to write using a variety of nonfiction forms (including letters, reports, autobiography, or essay) to inform, describe, or persuade, and summarizes information in own words. Student demonstrates limited ability to vary, revise, and rearrange beginnings, lengths, and patterns of sentences to improve flow, meaning, style, clarity, and logical progression of ideas. Student applies some of the rules of spelling (including homophones, irregular verbs, and contractions), punctuation (including commas, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses), capitalization (including titles and proper nouns), and usage (including verb tense, subject/verb agreement, possessives, pronouns, and sentence structure).

Far Below Proficient

There is a significant need for additional instructional opportunities to achieve the proficient level.