

## **Grade 10 Proficiency Level Descriptors - Writing**

### **Advanced Level**

The student uses precise language to incorporate a thesis statement that clearly identifies the focus of the composition into an engaging introduction; writes fully developed paragraphs that include insightful evidence and places paragraph breaks logically; organizes ideas using effective structure and meaningful transitions; crafts a relevant conclusion; skillfully utilizes a variety of nonfiction forms to inform, describe, or persuade; effectively varies beginnings, lengths, and sentence patterns to improve flow, meaning, and style; revises writing to improve clarity, logical progression, and support; to delete unnecessary details; and to make style, diction, and voice consistent; and adeptly applies rules of spelling, punctuation, capitalization, and usage.

### **Proficient Level**

The student uses precise language to incorporate a thesis statement that clearly identifies the focus of the composition into an effective introduction; consistently writes well-developed paragraphs that include specific evidence; places paragraph breaks logically; organizes ideas using appropriate structure and transitions; develops an effective conclusion; uses a variety of nonfiction forms to inform, describe or persuade; varies beginnings, lengths, and sentence patterns to improve flow, meaning, and style; revises writing to improve clarity, logical progression, and support; to delete unnecessary details; and to make style, diction, and voice consistent; and usually applies the rules of spelling, punctuation, capitalization, and usage.

### **Below Proficient Level**

The student ineffectively incorporates a thesis statement into an introduction; writes under-developed paragraphs that show vague focus and support; inconsistently places paragraph breaks; attempts to organize ideas and uses few or no transitions; sometimes writes a conclusion; attempts to use a variety of nonfiction forms to inform, describe, or persuade; demonstrates limited ability in varying beginnings, lengths, and sentence patterns to improve flow, meaning, and style; shows minimal ability to revise writing; and infrequently applies rules of spelling, punctuation, capitalization, and usage.

### **Far Below Proficient Level**

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