

Personalized Alternate Assessment Portfolio (PAAP) Achievement Level Definitions for Writing ~ Grade 7

Writing achievement level definitions describe the *quality* of a student's responses on state-level alternate assessments in *relation* to the alternate writing standards. These definitions also serve as the *foundation* for achievement level definitions for the alternate grade level expectations in writing.

Skills associated with these achievement level definitions may include some of the following:

- composing and sharing related responses to convey needs
- representing facts through pictures
- using pictures to illustrate details or information related to topic
- sorting or grouping facts and/or ideas within a given category
- using pictures and/or words to create meaning
- including details or information relevant to topic
- using a given organizational structure for grouping facts and/or ideas
- using sufficient details or pictures to illustrate facts
- using basic transition words
- providing a concluding sentence

Appropriate performance at grade seven is clarified by the level of complexity within the standard.

Proficient with Distinction

The student's performance demonstrates understanding of essential concepts in writing. The student's work demonstrates the ability to compose a response that is well-organized, accurate and focused.

Proficient

The student's performance demonstrates an understanding of basic concepts in writing. The student's work demonstrates the ability to compose a response that is organized, accurate and focused. Some errors may occur but do not interfere with meaning.

Partially Proficient

The student's performance demonstrates an incomplete understanding of basic concepts in writing. The student's work demonstrates the ability to compose a response that may be inconsistent and/or limited in its organization, accuracy and/or focus. Some errors may occur that interfere with meaning.

Substantially Below Proficient

The student's performance demonstrates limited understanding of basic concepts in writing. The student's work demonstrates the ability to compose a response that is unorganized, inaccurate and unfocused. Frequent errors may occur that interfere with meaning.