

Personalized Alternate Assessment Portfolio (PAAP) Achievement Level Definitions for Writing ~ High School

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:

- using phonemic awareness and letter knowledge to represent initial or final consonant sounds,
- writing recognizable phrases or short sentences to show understanding of text
- using prior knowledge or references to text to respond to questions or when reading
- using a beginning and an ending to organize ideas
- applying basic capitalization and punctuation rules
- correctly spelling high frequency words
- writing a variety of simple sentences
- recognizing or applying English spelling rules
- stating and maintaining focus when responding to questions

Appropriate performance at the high school level 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.