

Achievement Level Descriptors for the North Carolina General Writing Assessment at Grade 10

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is weak, inconsistent, or little or no sense of progression from one idea to another, resulting in a loss of focus on the topic/subject. Little or no relevant details are present that support the topic/subject. The students display a lack of minimal knowledge of sentence structure, usage, spelling, and punctuation necessary to be successful at the next grade level.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit some sense of control of the purpose, audience, and context of the response. An organizational structure establishing minimal relatedness between and among ideas and/or events impacts logical progression and a few general or unelaborated details are present. The students display patterns of errors in conventions and are minimally prepared to be successful at the next grade level.

Achievement Level III

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III maintain consistent control of the purpose, audience, and context of the response. A sense of organization, a logical progression of ideas, and sufficiently developed support and elaboration are present. Students display a consistent control of conventions and style and are well prepared for the next grade level.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate the use of higher order thinking skills in presenting a unified progression of ideas while examining the relationships between and among those ideas. In-depth support and elaboration is shown through the use of precise, appropriate language. Students display a skillful use of conventions and style clearly beyond that required to be proficient at grade level work.