

HEIghten® Written Communication Assessment

Performance Level Descriptions for earning a Certificate & Badge

Note: Essay scores of 5 or below are classified as Developing regardless of overall scores.

Advanced (Scaled Score Range 172-180 and essay scores of 6 or above)

A typical student at the advanced level has demonstrated the ability to:

- the ability to compose or revise texts to successfully meet demands of purpose, audience, context and task.
- the ability to successfully adhere to genre conventions, such as argument and exposition/explanation in writing or revising texts.
- the ability to easily navigate source texts in different genres and rhetorical modes.
- the ability to successfully use or recognize the use of appropriate information from source texts to convincingly support ideas.
- the ability to accurately represent a source's meaning, effectively using summary, paraphrase and quotation, and to use or recognize appropriate citations.
- the ability to fully develop ideas or recognize the full development of ideas using compelling reasons, examples and evidence.
- the ability to effectively present ideas or recognize the effective presentation of ideas in an organized, logical and coherent sequence in order to make complex ideas clear and understandable.
- the ability to effectively compose or recognize text that conveys meaning clearly by using engaging word choice, sentence variety, tone, voice and style; what is appropriate will be determined by the context, purpose and genre of writing.
- the ability to successfully compose or revise text to be free of all but minor errors in grammar, usage, mechanics, syntax and spelling.
- mastery of the fundamental skills needed to produce fluent text.
- strategic knowledge of the writing process, including drafting, reviewing, revising and editing.

Proficient (Scaled Score Range 161-171 & essay scores of 6 or above)

A typical student at the proficient level has demonstrated the ability to:

- the ability, for familiar tasks and genres, to compose or revise texts to meet demands of purpose, audience, context and task.
- the ability to adhere to genre conventions, such as argument and exposition/explanation in writing or revising texts.
- the ability to navigate source texts in different genres and rhetorical modes.

- the ability to use or recognize the use of appropriate information from source texts.
- the ability to represent a source's meaning with general accuracy, using summary, paraphrase and quotation appropriately, and to use or recognize citations.
- the ability to develop ideas or recognize the development of ideas using sufficient reasons, examples and evidence.
- the ability to present ideas or recognize the presentation of ideas in an organized, logical and coherent sequence in order to make complex ideas clear and understandable.
- the ability to compose or recognize text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice and style; what is appropriate will be determined by the context, purpose and genre of writing.
- the ability to compose or revise text to be generally free of errors in grammar, usage, mechanics, syntax and spelling.
- command of the fundamental skills needed to produce fluent text.
- adequate knowledge of the writing process, including drafting, reviewing, revising and editing.