

# **ISAT Writing Performance Definitions**

## **Grade 3**

### **Exceeds**

Students at this level write well developed compositions with all features of the rubric present. The compositions are clear and show purpose. Most major points are developed with specific detail. Structure is evident, and the lines of reasoning are developed coherently with some cohesion evident. Voice is appropriate. These writers show a mastery of conventions with few errors.

### **Meets**

Students at this level write compositions in which all features of the rubric are present, but not all are equally developed. The compositions are generally clear and maintain logic throughout with evidence of coherence and cohesion. Some support is developed with specific detail, but readers may be required to make inferences. Voice is evident. These writers demonstrate a sufficient command of conventions but may make some major errors.

### **Below Standards**

Students at this level write partially developed compositions which may lack clarity. Some of the features of the rubric may not be sufficiently formed. Generally readers must infer structure due to little evidence of appropriate paragraphing. Often the compositions lack sufficiency. There is no evidence of suitable voice. These writers show a limited command of conventions with errors.

### **Academic Warning**

Students at this level only attempt to address the assignment. Most or all of the features of the rubric are absent, and writers may attempt structure with limited success. There may be insufficient writing. Numerous conventions errors inhibit readability.

# **ISAT Writing Performance Definitions**

## **Grade 5**

### **Exceeds**

Students at this level write compositions in which all features of the rubric are present, well developed, and mostly balanced throughout. The writing is clear, purposeful, and supported in depth with specific detail. Lines of reasoning are developed coherently and cohesively throughout. Voice is appropriate. These writers show a mastery of conventions with few errors.

### **Meets**

Students at this level write compositions in which all features of the rubric are present but may not be equally developed and balanced. The compositions are purposeful and clear with some specific support. Lines of reasoning show strong coherence and some cohesion. Voice is evident. These writers show sufficient command of conventions with few errors.

### **Below Standards**

Students at this level may write partially developed compositions in which all features of the rubric are present but not sufficiently formed, or they may produce compositions that may be insufficient to show that the features can be maintained. Cohesion or coherence may be present, but not both. There is no evidence of suitable voice. These writers generally have a limited command of basic conventions.

### **Academic Warning**

Students at this level may produce insufficient writing to meet criteria or may not fulfill the assignment. The writing may barely deal with the topic, may be confusing, or may not address the features of the rubric. These writers generally have little command of sentence construction, conventions, or proper spelling. Numerous errors may inhibit readability.

# **ISAT Writing Performance Definitions**

## **Grade 6**

### **Exceeds**

Students at this level write compositions in which all features of the rubric are present, well developed, and balanced. The structure is clear, and purpose is set inductively or through a thematic introduction or specific preview. The composition is supported in depth with specific detail. Logic is maintained, and the lines of reasoning show strong cohesion and coherence. Voice is used appropriately. These writers show a mastery of conventions with few errors.

### **Meets**

Students at this level write basically developed compositions in which all features are developed but not equally developed throughout. Structure is evident, and the composition is supported in depth with detail. Logic is maintained, and coherence and cohesion are demonstrated with appropriate transitional devices. Voice is evident. These writers show a command of appropriate conventions with few errors.

### **Below Standards**

Students at this level demonstrate difficulty addressing the topic and write partially developed compositions in which all features are present but may not be sufficiently formed. Structure is merely attempted, and the composition may develop only general support. The lines of reasoning may show coherence or cohesion but generally not both. Voice may be present but not consistent. These writers have a limited command of appropriate conventions with many errors.

### **Academic Warning**

Students at this level have difficulty addressing the topic and produce compositions with only rudiments of the features. There may be insufficient writing to show that criteria are met. These writers generally lack sufficient command of conventions, sentence construction, or proper spelling. Numerous errors may inhibit readability.

# **ISAT Writing Performance Definitions**

## **Grade 8**

### **Exceeds**

Students at this level address the topic with a comprehensive knowledge of the writing process and produce compositions in which all features are equally developed and balance throughout. The structure is clear and paragraphing is appropriate. The compositions are purposeful, effective, and extensively supported in depth using multiple strategies. Lines of reasoning show strong interlinking coherence and cohesion throughout using varied transitions and other devices. Voice is appropriate. These writers show a mastery of conventions with few errors.

### **Meets**

Students at this level address the topic appropriately in a composition in which all features are present and developed, though not equally developed throughout. The compositions are purposeful and supported in some depth using multiple strategies. The structure is clear and paragraphing is appropriate. Lines of reasoning show coherence and cohesion throughout demonstrated by the use of appropriate transitions. Voice is evident. These writers show a command of appropriate conventions with few major errors.

### **Below Standards**

Students at this level show difficulty addressing the topic and write partially developed compositions in which the features are present but not equally developed. Structure is evident with most major points appropriately paragraphed. The composition may be developed with general support, presenting only the essentials. The lines of reasoning may show coherence or cohesion but not generally both. Voice may be present but not consistent. These writers may have a limited command of appropriate conventions with a substantial number of errors.

### **Academic Warning**

Students at this level have difficulty addressing the topic and produce compositions with only the rudiments of techniques for developing the features. Compositions may lack appropriate structure, transitions may be intrusive, and major digressions may occur. The writing may be insufficient to show that criteria are met. These writers lack sufficient command of appropriate conventions and sentence structure, making communication difficult.