

# Virginia Standards of Learning Assessment: End-of-Course (EOC) Writing Performance Level Descriptors (2017)

## Fail/Does Not Meet

A student performing at this level should be able to use resources, prewriting strategies, and revision in order to: develop a simple thesis; provide basic information and limited evidence related to the topic; show relationships between or among ideas; arrange sentences in an attempt to exhibit unity; construct a limited variety of sentences; use specific words and relevant vocabulary to write about a topic; compose sentences that maintain standard usage; use mechanics to support writing.

## Pass/Proficient

A student performing at this level should be able to use resources, prewriting strategies, and revision in order to: compose a logical thesis that conveys a central idea, purpose, or position; support the thesis with accurate, relevant evidence; provide conclusions drawn from reasons, claims, or evidence; attempt to provide a call to action or solution, analyze misconceptions, or address counterclaims, when appropriate for the mode of writing; connect ideas in a clear progression to show unity; use modifiers to create varied, complex sentences that enhance the writing; adapt word choice and language to the audience and purpose; compose complete sentences that demonstrate control of usage and mechanics.

## Pass/Advanced

A student performing at this level should be able to use resources, prewriting strategies, and revision in order to: compose a clear, logical thesis that illustrates the central idea, purpose, or position and provides for development of ideas; embed precise, relevant evidence that elaborates the thesis; present effective conclusions drawn from valid reasons, claims, or evidence; provide a call to action or solution, analyze misconceptions, or address counterclaims, when appropriate for the mode of writing; maintain a consistent point of view and connect ideas in a clear progression, within and across paragraphs, exhibiting unity in writing; include a purposeful variety of simple and complex sentences; enhance voice and tone through specific word choice and descriptive language appropriate to audience, purpose, and occasion; exhibit consistent control of sentence formation, usage, and mechanics.

*\*While the use of resources, prewriting strategies, and revision are integral parts of the writing process, a completed piece of writing may not include direct evidence of these skills. Because of this limitation, it is not possible to evaluate a student's use of resources, prewriting, or revision in the final writing samples included in the body of evidence evaluated for verified credit. School division staff must ensure a student's competence in the use of these skills through other means.*