**OJH Grade Descriptors for Extended Writing in Grade 10**

The aims of my descriptors are:

* To focus on the purpose of the performance – the sought after impact, not surface errors.
* A precise description of the unique features of performance at each level.
* Descriptors that can improve performance through feedback.

**Level 7**

Students write formal analytical prose in a highly conceptualised style.  They can advocate positions that are not necessarily their own with nuance and subtlety. Their persuasive complex writing is characterised by an economy of expression. Length is not a determining factor. Structure and punctuation are used to enhance meaning.

**Level 5**

In addition to narrating and describing, students can paraphrase and elaborate to provide some clarity of thought, though writing tends to remain concrete in nature. Students are inconsistent in their development of arguments or construction of hypothesis. Length of writing is present but not consistently focused on abstract thought. Writing is structured or organised in a formulaic structure.

**Level 3**

Students writing consists of loosely connected sentences in response to the question. Simple facts are the main form of communication, producing a loose descriptive response or simple argumentation that hasn’t extended from analysis of concrete knowledge. Writing is either overly brief, misdirected or lacking focus on the question.

**Sources**:

* Wiggins, Grant. “*On rubrics and models, Part 2: A dialogue*” 2013 <http://grantwiggins.wordpress.com/2013/02/05/on-rubrics-and-models-part-2-a-dialogue/>
* American Council on the Teaching of Foreign Languages. “*ACTFL Proficiency Guidelines 2012*” <http://actflproficiencyguidelines2012.org/writing#example-Distinguished>