

Grade 9 Language Usage ISAT Proficiency Level Descriptors

Advanced

In the area of language usage, ninth grade students typically performing at the Advanced level demonstrate an **in-depth understanding** of grade-level. These students

- consistently identify a clear focus, specific and varied support, and a conclusion that supports the thesis.
- consistently identify logical organizational strategies and a variety of transition words/phrases to enhance unity and coherence.
- consistently identify the purpose and intended audience of a piece of grade-appropriate writing.
- consistently identify precise language to enhance and maintain voice, clarity, and style.
- consistently revise by refining word choice, adding relevant details, deleting irrelevant or redundant details, and/or rearranging text to enhance unity, coherence, and style.
- consistently identify concise and varied sentence structure to enhance fluency, style, and voice.
- demonstrate regular command of spelling, grammar, capitalization, and punctuation.

Proficient

In the area of language usage, ninth grade students typically performing at the Proficient level demonstrate an **understanding** of grade-level skills. These students

- identify a clear focus, specific and varied support, and a conclusion that supports the thesis.
- identify logical organizational strategies and a variety of transition words/phrases to enhance unity and coherence.
- identify the purpose and intended audience of a piece of grade-appropriate writing.
- identify precise language to enhance and maintain voice, clarity, and style.
- revise by refining word choice, adding relevant details, deleting irrelevant or redundant details, and/or rearranging text to enhance unity, coherence, and style.
- identify concise and varied sentence structure to enhance fluency, style, and voice.
- demonstrate command of spelling, grammar, capitalization, and punctuation.

Basic

In the area of language usage, ninth grade students typically performing at the Basic level demonstrate a **limited understanding** of grade-level skills. These students

- rarely identify a clear focus, specific and varied support, and a conclusion that supports the thesis.
- rarely identify logical organizational strategies and a variety of transition words/phrases to enhance unity and coherence.
- rarely identify the purpose and intended audience of a piece of grade-appropriate writing.
- rarely identify precise language to enhance and maintain voice, clarity, and style.

- rarely revise by refining word choice, adding relevant details, deleting irrelevant or redundant details, and/or rearranging text to enhance unity, coherence, and style.
- rarely identify concise and varied sentence structure to enhance fluency, style, and voice.
- demonstrate an underdeveloped command of spelling, grammar, capitalization, and punctuation.