

**Nova Scotia Assessments:**  
**Writing Performance Levels (LM3/RWM6/RWM8)**

The following descriptors provide a general overview of students' writing behaviours at each level. These descriptors are more detailed than, though not essentially different from, the descriptors used on the Student Assessment Reports. These more detailed descriptors are intended to help teachers interpret the meaning of each level. Through classroom observation and assessment teachers can further identify individual strengths and areas of need.

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| <b>Level 1 (below the expectation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| When independently writing grade-level texts, students at performance Level 1 generally include a main idea that is not developed with details, or a main idea is not present. The writing shows little evidence of organization and includes few or no transitions. Students use language (voice, word choice, sentence style) that contributes to confusing writing, or there is little evidence of language use. They use conventions that contribute to confusing communication, or there is little evidence of conventions. |
| <b>Level 2 (approaching the expectation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| When independently writing grade-level texts, students at performance Level 2 generally include a main idea that is evident and somewhat developed through details, some of which may be irrelevant. The writing is somewhat organized with vague or mechanical transitions. Students use language (voice, word choice, sentence style) that contributes to vague or mechanical writing. They use some correct conventions that contribute to coherent communication.                                                            |
| <b>Level 3 (at the expectation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| When independently writing grade-level texts, students at performance Level 3 generally include a clear main idea that is developed through relevant details. The writing is organized with effective use of varied transitions. Students use language (voice, word choice, sentence style) that contributes to clear and fluid writing. They use a variety of generally correct conventions that contribute to effective communication.                                                                                         |
| <b>Level 4 (above the expectation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| When independently writing grade-level texts, students at performance Level 4 generally include a distinct main idea that is developed through vivid and relevant details. The writing is skillfully organized with skillful use of varied transitions. Students use language (voice, word choice, sentence style) that contributes to vivid and skillful writing. They use a variety of consistently correct conventions that contribute to enhanced communication.                                                             |