Objectives

1.Writes level-appropriate* text.

- Writes multiple paragraph length text.
- Writes introductory paragraphs for multi-paragraph compositions.
- Writes thesis sentences with a clear controlling idea.
- Writes effective topic sentences for paragraphs.
- Writes logically organized paragraphs.
- Adequately supports ideas with facts, examples, and reasons.
- Writes effective concluding sentences in paragraphs.
- Ends multi-paragraph compositions with an appropriate concluding paragraph.
- Uses a variety of cohesive devices.
- Writes in all major time frames.
- Adapts language to fit the audience, material, context, and time constraints.

2. Synthesizes information from written and spoken texts.

- Summarizes main ideas of texts.
- Summarizes major details or key arguments in texts.
- Connects ideas and details among different texts.
- Synthesizes information from sources as support for original ideas.
- Paraphrases without plagiarizing.
- Cites sources using appropriate formatting methods.

3. Effectively implements appropriate writing strategies.

- Uses prewriting to generate ideas for writing.
- Uses an outline to structure writing.
- Reads and rereads their own texts to identify and correct errors.
- Responds to teacher, tutor, and peer feedback.

*Writing for this level can be described by the following level descriptors:

Function: Students are able to meet basic academic writing needs. They consistently write in all major time frames with some control. They have minimal control of academic syntax and vocabulary. They produce personal, general and some academic texts in concrete terms. Students will occasionally produce texts about academic topics in abstract terms. They are able to write in most informal situations and in some formal situations.

Text: Students use a limited number of cohesive devices in texts and may resort to redundancy or awkward repetition. They are able to combine and link sentences into texts of multiple paragraph length but may lack the ability to consistently maintain coherence among paragraphs. Students incorporate some organizational conventions of academic writing but may also use atypical organizational conventions.

Comprehensibility: Students can be understood by those unaccustomed to non-native writing, although some additional effort may be required. Errors sometimes interfere with understanding.
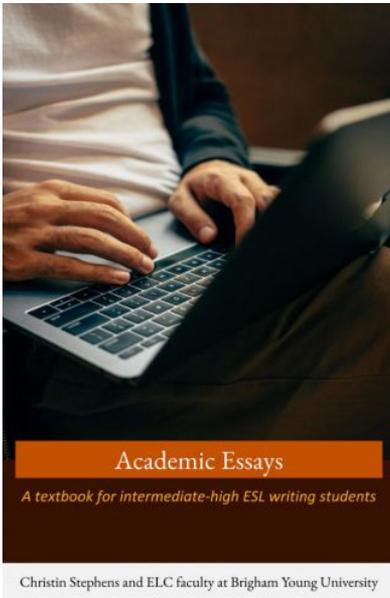
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