

# DEPTHS OF KNOWLEDGE--WRITING

(Source: <http://www.wcer.wisc.edu/WAT/index.aspx>)

Level 1 RECALL	Level 2 BASIC REASONING	Level 3 COMPLEX REASONING	Level 4 EXTENDED REASONING
<p>Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:</p> <p><b>Use punctuation marks correctly.</b></p> <p><b>Identify Standard English grammatical structures and refer to resources for correction.</b></p>	<p>Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2 performance are:</p> <p><b>Construct compound sentences.</b></p> <p><b>Use simple organizational strategies to structure written work.</b></p> <p><b>Write summaries that contain the main idea of the reading selection and pertinent details.</b></p>	<p>Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:</p> <p><b>Support ideas with details and examples.</b></p> <p><b>Use voice appropriate to the purpose and audience.</b></p> <p><b>Edit writing to produce a logical progression of ideas.</b></p>	<p>Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:</p> <p><b>Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.</b></p>