



# Writing – Benchmark 11

## III. Getting Things Done

- Write business or service correspondence for a broad range of purposes and for external use (such as sales and marketing letters).
- Write formal business reports, requests for proposals and formal proposals.

[The tone of the message may have significant consequences.]

- Conveys main ideas clearly and provides sufficient detail.
- Conveys intended tone.
- Conveys the persuasive message with adequate sense of audience, formality, tone and genre.
- Presents information in a customary format, with a coherent organizational structure.
- Uses language, format and content appropriate and relevant to occasion, intent and social context/relationship.

- Create forms and other materials with preset formats to collect and record complex information.

[Writing or forms may be for a broad and diverse audience.]

- Creates an effective formatted document.
- Presents information in a customary layout or format, with a coherent organizational structure.
- Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.

### Sample Tasks

Write an investigative report to present facts. Draw conclusions, suggest logical deductions, and make extrapolations or predictions.

Write a report to analyze changes and resulting consequences to cuts in government funding of social services, cultural and recreational activities, or health care services.

Write an academic paper presenting 2 opposing positions on a topic, adopt one of the positions and defend it with supporting facts, examples, and statistics.

## IV. Sharing Information

- Write effective, stylistically complex texts (such as expository or argument essays, inquiry papers, problem-solution papers or analytic reports) on previously researched topics.

- Addresses the purpose of task with an appropriate sense of audience.
- Conveys main ideas and supports them with sufficient detail.
- Presents text as a coherent whole, with all the parts required by the genre.
- Uses discourse patterns and functions of definition, contrast, cause and effect, etc.
- Establishes argumentative and logical connections among textual ideas; develops a logical line of argumentation in support of a conclusion.

- States a proposition and presents substantiation.
- Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.

### Sample Tasks

Write an inquiry essay to discuss an issue or present an analysis of information from various sources. Articulate a position and support the arguments.

Write a detailed report or article to hypothesize about causal relationships between facts, phenomena and events, such as the effect of specific changes in government policy on poverty rates.

Write a report to articulate the results of a research study, survey or pilot project. Include charts or other graphical displays to present the data, and use conventions appropriate to the genre.