



High School Completion Dashboard

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High School Completion

Date of Birth:

Age:

Student Number:

Phone Number:

Student Name:

City/State/Zip:

City/State/Zip:

Date:

Date Student Entered Ninth Grade:

Cohort Graduation Date:

High School Completion

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Sources for WorkKeys and Employability Requirements



The Business Writing Assessment

Workplace writing needs to be clear and free of distractions such as poor grammar, misspellings, and extraneous information. After all, careless errors may lead the reader to believe there are also errors in the facts, and the writer loses credibility and trustworthiness.

The Business Writing assessment measures the skill used when writing an original response to a work-related situation. Components of the Business Writing skill include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

Number of items: 1 prompt

Method of delivery: Online

Test length: 30 minutes

Cost: \$21.50

Test dates will be determined and offered at KUSD high schools with a minimum of 30 days required between tests

- See [District Assessment Calendar](#) for administration dates for assessment

What the Business Writing Assessment Measures

There are five skill levels. Level 1 is the least complex, and Level 5 is the most complex. At each new level, individuals need to demonstrate more competency than they do at the previous levels. For example, Level 3 builds upon the skills used at Levels 1 and 2. With the increased skill required at each level, the writing that individuals produce communicates more cle

Score 4

A writing at this level has most of the ideas well developed with relevant supporting examples and details. The writing is organized and maintains consistent focus. Transitions are effective, if not especially varied. Sentences are generally varied in length and complexity. Word choice shows some precision and variety. The style and tone are consistent with standard business English. Relatively minor and/or infrequent errors in grammar and/or mechanics do not interfere with communication.

Score 3

A writing at this level has adequate development of ideas but is limited in depth and thoroughness. Supporting examples tend to be general and details are relevant, but they may be repetitive. The writing is generally organized but may have minor lapses in focus. Transitions are simple. Sentences are usually correct, with some variety and complexity attempted. Word choice is generally clear and correct but may be repetitive and/or informal. The style and tone are consistent with standard business English but may be overly casual. Some errors in grammar and mechanics are apparent but do not interfere with communication. Basic spelling is correct.

Score 2

A writing at this level has thinly developed ideas that are not expanded and may be presented as a list. Although some organization is evident, the focus is unclear and/or inconsistent. Few or no transitions are used. Sentences are often simple or repetitive, with some noticeable errors in construction. Word choice is limited, often repetitive, and sometimes incorrect. The style and tone may be inconsistent with standard business English. Significant errors in grammar and/or mechanics interfere with communication.

Score 1

A writing at this level has little or no development or support. Any development is extremely simple and/or repetitive. No organization is evident. Sentences lack variety, and construction errors seriously impede understanding. Word choice is poor and interferes with communication. The style and tone are inconsistent with standard business English. Errors in grammar and mechanics are frequent, severe, and seriously interfere with communication.

Score 0

Off-topic, offensive, or strongly inappropriate language (may include profanity and/or threats), or written in a language other than English. May be blank or too brief to evaluate.

Analytic Scores

The analytic scores provide additional, supportive information for use by the examinee, educators, and career coaches/trainers. Keep in mind that the analytic scores are separate from the holistic score and are not averaged to determine the holistic score.

1. Development of Content measures the degree to which the response includes examples and details that develop the main idea(s).
2. Organization/Focus measures the degree to which the response is clearly and logically organized and consistently maintains focus.
3. Word Choice/Tone/Style measures the extent to which the word choice is clear, varied, and precise, and tone and style are business-appropriate.
4. Grammar/Usage/Word Order/Word Form measures the extent to which errors in grammar, usage, word order, and word form interfere with communication.
5. Spelling/Punctuation/Capitalization measures the extent to which errors in spelling, punctuation, and capitalization interfere with communication.

Edgenuity Writing Competency

Edgenuity Writing Competency (Course # 900501) is a non-credit-bearing course that has been granted conditional approval to satisfy the HSDO Writing Proficiency requirement.

The customized course consists of three complete lessons, each containing tutorial videos, activities, parts of the writing process, and an end of lesson essay. The writing portions of the lessons include a plagiarism/artificial intelligence (AI) checker and will be issued a “suggested score” upon submission. Teachers must review both the Suggested Score and the Academic Integrity Report before determining a course grade.

To satisfy the HSDO writing proficiency requirement, students must complete all lessons, be academically honest with their writing, and earn a score of 70% or higher on the assessments as well as a suggested score of 70% or higher on the essays. If a suggested score of 70% is not obtained, the student shall work with the teacher to learn how to improve their writing before submitting a new draft.

Employability

For students currently employed with at least 6 months of continuous employment:

- Student completes self-evaluation
- Student brings in two weeks of pay check stubs

For students not currently employed:

- Student must have district-approved work readiness portfolio

For more information, contact your school:

Bradford High School	359-6200
Harborside	359-8400
Hillcrest	359-6118
Indian Trail HS & Academy	359-8700
Kenosha eSchool	359-7715
LakeView Tech Academy	359-8155
Reuther Central High School	359-6160
Tremper High School	59-6160

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Student Self-

KUSD High School Competency Diploma

Student Participation Form

I _____ (print student name) have read the requirements regarding the KUSD High School Competency Diploma and choose to participate in this option. I understand that:

I must be a current resident of the Kenosha Unified School District.

I must be credit deficient as verified by my counselor.

I must be 17-20 years old and have been in a high school cohort group for more than three years.

I must be a member of a KUSD cohort group.

Students are required to

Parent/Guardian Consent
(required for students under the age of 18)

KUSD High School Competency Diploma Student Participation Form

I/We, _____, have read the requirements
(print parent/guardian name)
for participation in the KUSD High School Competency Diploma and grant my/our permission for
_____ to participate in this option.
(print name of son/daughter)

I/We understand that our son/daughter
must be a current resident of the Kenosha Unified School District.