

NTN Written Communication Rubric, Grade 10

The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.



NewTech Network

	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT	P/ A	ADVANCED 12 Grade Proficient
DEVELOPMENT <i>What is the evidence that the student can develop ideas?</i>	<ul style="list-style-type: none"> Does not explain background or context of topic/issue Controlling idea* is unclear or not evident throughout the writing Ideas and evidence are underdeveloped 		<ul style="list-style-type: none"> Provides a cursory or partial explanation of background and context of topic/issue Controlling idea* is present but unevenly addressed throughout the writing Ideas and evidence are somewhat developed 		<ul style="list-style-type: none"> Addresses appropriate background and context of topic/issue Controlling idea* is presented clearly throughout the writing Ideas and evidence are developed 		<ul style="list-style-type: none"> Explains appropriate background and context of topic/issue Controlling idea* is consistently maintained throughout the writing Ideas and evidence are developed
ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> Ideas and evidence are disorganized, making relationships unclear No transitions are used, or are used ineffectively Conclusion, when appropriate, is absent or restates the introduction or prompt 		<ul style="list-style-type: none"> Ideas and evidence are loosely sequenced or organization may be formulaic Transitions connect ideas with some lapses; may be repetitive or formulaic Conclusion, when appropriate, follows from the controlling idea 		<ul style="list-style-type: none"> Ideas and evidence are sequenced to show relationships Transitions connect ideas Conclusion, when appropriate, follows from and supports the controlling idea 		<ul style="list-style-type: none"> Ideas and evidence are logically sequenced to show clear relationships Transitions are varied and connect ideas, showing clear relationships Conclusion, when appropriate, is logical and raises important implications
LANGUAGE AND CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> Language, style, and tone are inappropriate to the purpose, task, and audience. Uses norms and conventions of writing that are inappropriate to the discipline/genre** Has an accumulation of errors in grammar, usage, and mechanics that distract or interfere with meaning Textual citation is missing or incorrect, when appropriate 		<ul style="list-style-type: none"> Language, style, and tone are mostly appropriate to the purpose, task, and audience with minor lapses Attempts to follow the norms and conventions of writing in the discipline/genre** with major errors Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning Cites textual evidence with partially or using an incorrect format, when appropriate 		<ul style="list-style-type: none"> Language, style, and tone are appropriate to the purpose, task, and audience with minor lapses Attempts to follow the norms and conventions of writing in the discipline/genre** with some errors Is generally free of distracting errors in grammar, usage, and mechanics Cites textual evidence with some minor errors, when appropriate 		<ul style="list-style-type: none"> Language, style, and tone are appropriate to the purpose, task, and audience Follows the norms and conventions of writing in the discipline/genre with minor errors** Is free of distracting errors in grammar, usage, and mechanics Cites textual evidence consistently and accurately, when appropriate

*Controlling idea may refer to a thesis, argument, topic, or main idea, depending on the type of writing

**E.g. accurate use of scientific/technical terms, quantitative data, and visual representations in science; use of multiple representations in math

