

NTN Written Communication Rubric, Grade 12

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 College Ready	P/ A	ADVANCED College Level
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 evident but unevenly addressed throughout the writing Ideas and evidence are somewhat 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 		<ul style="list-style-type: none"> Thoroughly explains appropriate background and context of topic/issue Controlling idea* is clearly and consistently communicated throughout the writing Ideas and evidence are thoroughly developed and elaborated
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 or loosely sequenced; relationships are 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 somewhat organized but not always logically sequenced to show relationships Transitions connect ideas with minor lapses, or may be repetitive or formulaic Conclusion, when appropriate, follows from 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, follows from and supports the controlling idea 		<ul style="list-style-type: none"> Ideas are logically sequenced to present a coherent whole Transitions are varied and clearly orient the reader in the development and reasoning of the controlling idea 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 Attempts to follow the norms and conventions of writing in the discipline/genre with major, consistent errors 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 appropriate to the purpose, task, and audience with minor lapses Follows the norms and conventions of writing in the discipline/genre with consistent errors Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning 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 generally free of distracting errors in grammar, usage, and mechanics Cites textual evidence consistently and accurately, when appropriate 		<ul style="list-style-type: none"> Language, style, and tone are tailored to the purpose, task, and audience Consistently follows the norms and conventions of writing in the discipline/genre 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

