

## 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.

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

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