

## 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 11 <sup>th</sup> Grade Ready	P/A	ADVANCED 11 <sup>th</sup> Grade Level
<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>Argument/thesis/ controlling idea is unclear or absent</li> <li>Ideas and evidence are disorganized, underdeveloped, or loosely sequenced, making relationships unclear</li> <li>Transitions are missing, unclear, or confusing</li> <li>Conclusion, when appropriate, is absent or does not align with the introduction or the prompt</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis/ controlling idea is evident but not consistently present</li> <li>Ideas and evidence are organized but not sufficiently developed or logically sequenced to show relationships</li> <li>Transitions are used sporadically, awkwardly, or in a formulaic manner</li> <li>Conclusion, when appropriate, restates the introduction or the prompt</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis/ controlling idea is presented clearly throughout text</li> <li>Ideas and evidence (including claims and counterclaims, as appropriate) are sufficiently developed and sequenced to show relationships</li> <li>Transitions connect ideas with minor lapses</li> <li>Conclusion, when appropriate, goes beyond the introduction</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis/ controlling idea is presented clearly and consistently throughout text</li> <li>Ideas and evidence (including claims and counterclaims, as appropriate) are developed and logically sequenced to show clear relationships</li> <li>Transitions connect ideas</li> <li>Conclusion, when appropriate, follows from or supports the argument</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 inappropriate to the purpose and audience*</li> <li>Attempts to follow the norms and conventions of writing in the discipline/genre with major, consistent errors**</li> <li>Has an accumulation of errors in grammar, usage, and mechanics that distract from or interfere with meaning</li> <li>When appropriate for the task, textual citation is missing or incorrect</li> </ul>		<ul style="list-style-type: none"> <li>Language, style, and tone are mostly appropriate to the purpose and audience with some lapses*</li> <li>Follows the norms and conventions of writing in the discipline/genre with some errors**</li> <li>Has errors in grammar, usage, and mechanics that distract from or interfere with meaning</li> <li>When appropriate for the task, cites textual evidence partially or using incorrect format</li> </ul>		<ul style="list-style-type: none"> <li>Language, style, and tone are appropriate to the purpose and audience with minor lapses*</li> <li>Follows the norms and conventions of writing in the discipline/genre with minor errors**</li> <li>Has some minor errors in grammar, usage, and mechanics that do not distract from or interfere with meaning</li> <li>When appropriate for the task, cites textual evidence with some minor errors</li> </ul>		<ul style="list-style-type: none"> <li>Language, style, and tone are appropriate to the purpose and audience*</li> <li>Follows the norms and conventions of writing in the discipline/genre**</li> <li>Is generally free of distracting errors in grammar, usage, and mechanics</li> <li>When appropriate for the task, cites textual evidence consistently and accurately</li> </ul>

\*E.g. uses variety in syntax, rhetorical techniques in English; uses precise definitions and accurate representations in math

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