

NTN Written Communication Rubric, Grade 8

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 High School 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 simplistic 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"> Provides a partial explanation of background and context of topic/issue Controlling idea is evident but may not be present throughout the text Ideas and evidence are mostly 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.
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 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 loosely sequenced or organized; some sense of relationships 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 organized to show relationships, though organization may be formulaic Transitions connect ideas Conclusion, when appropriate, follows from and supports the controlling idea 		<ul style="list-style-type: none"> Ideas and evidence are sequenced to show 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, when appropriate, is missing or incorrect 		<ul style="list-style-type: none"> Language, style, and tone are somewhat appropriate to the purpose, task, and audience Uses norms and conventions of writing that are mostly inappropriate to the discipline/genre** Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning Cites textual evidence, partially or using an incorrect format, when appropriate 		<ul style="list-style-type: none"> Language and tone are mostly appropriate to the purpose, task, and audience Attempts to follow the norms and conventions of writing in the discipline/genre** Is generally free of distracting errors in grammar, usage, and mechanics Cites textual evidence with some 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 some errors Is free of distracting errors in grammar, usage, and mechanics Cites textual evidence with some minor errors, 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

