



**Written communication** is the ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

### Foundational Questions for Teachers:

#### *Ask Yourself:*

- To what extent do the topics or novels I ask students to write about accurately represent the histories and experiences of their cultures and heritage?
- What mindsets need to be at the forefront?
- Where can I give students opportunities to self assess and advocate for their rubric placement?
  - Where do you see yourself on this rubric and why?
  - What do you need to move to the next level?
- How can I use this rubric throughout the writing process to allow for self-assessment and reflection?





	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT College Ready	P/ A	ADVANCED College Level
DEVELOPMENT <i>Developing and Conveying Ideas</i>	<ul style="list-style-type: none"> <li>● <b>Begins</b> to provide background or context information about the topic/issue</li> <li>● <b>States</b> a controlling idea in parts of the writing</li> <li>● <b>Includes</b> supporting ideas and evidence that <b>restate</b> the controlling idea.</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Provides relevant</b> background or context information about the topic/issue</li> <li>● Controlling idea is <b>clear and focused</b>.</li> <li>● Includes <b>relevant</b> supporting ideas and evidence that are <b>connected to</b> the controlling idea.</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Explains important</b> background or context information about the topic/issue.</li> <li>● Controlling idea is clear, focused, and <b>consistent throughout the writing</b>.</li> <li>● Includes <b>highly</b> relevant supporting ideas and evidence that are <b>tightly</b> connected and <b>strengthen</b> the controlling idea.</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Thoroughly</b> explains essential background and context information about the topic/issue</li> <li>● Controlling idea is clear, <b>precise, reflects complexity</b>, and is consistent throughout the writing</li> <li>● Includes <b>significant</b>, highly relevant supporting ideas and evidence that are tightly connected to the controlling idea and <b>build on one another to extend the controlling idea</b>.</li> </ul>
ORGANIZATION <i>Organizing and structuring Ideas for effective communication</i>	<ul style="list-style-type: none"> <li>● Ideas and evidence are grouped and sequenced within or across paragraphs or sections in ways that <b>connect ideas</b>.</li> <li>● Uses <b>appropriate</b> transitional words and phrases in <b>some</b> places to <b>reinforce ideas or signal shifts</b> in ideas.</li> <li>● When relevant, conclusion <b>restates or summarizes</b> the controlling idea and supporting ideas/evidence.</li> <li>● When relevant, conclusion <b>summarizes</b> ideas in ways that <b>logically follow</b> from the previously presented ideas/evidence.</li> </ul>		<ul style="list-style-type: none"> <li>● Ideas and evidence are grouped and sequenced <b>within or across paragraphs or sections</b> in ways that <b>connect ideas and show relationships</b>.</li> <li>● Uses <b>varied</b> transitional words and phrases in <b>important places</b> so that <b>direction or line of reasoning is clear</b>.</li> <li>● Conclusion summarizes, <b>pulls ideas together</b>, or <b>highlights important points that follow from previously presented ideas/evidence</b>.</li> <li>●</li> </ul>		<ul style="list-style-type: none"> <li>● Ideas and evidence are <b>intentionally</b> grouped and sequenced within and across paragraphs or sections so that the <b>ideas build upon each other</b> and show <b>clear</b> relationships.</li> <li>● Uses transitional words and phrases <b>consistently</b> across the writing in ways that <b>clarify relationships among claims, reasons, and evidence or complex ideas</b>.</li> <li>● When relevant, conclusion summarizes, pulls ideas together, and/or highlights important points, in ways that <b>logically follow</b> from the previously presented</li> </ul>		<ul style="list-style-type: none"> <li>● Ideas and evidence are intentionally and <b>precisely</b> grouped and sequenced within and across paragraphs or sections so that the ideas build upon each other and develop a <b>coherent whole</b>.</li> <li>● Uses varied and <b>precise</b> transitional words and phrases consistently across the writing in ways that clarify the relationships among claims, reasons, and evidence or complex ideas and <b>facilitate audience understanding of the controlling idea</b>.</li> <li>● Conclusion refines the controlling idea by summarizing, pulling ideas together,</li> </ul>





LANGUAGE AND CONVENTIONS <i>Using language skillfully to communicate idea</i>				ideas/evidence, and <b>adds coherence to the composition.</b>	highlighting key points, <b>and/or extending ideas (when appropriate)</b> in ways that logically follow from previously presented ideas/evidence, and adds coherence to the composition. <b>When appropriate, raises important implications.</b>
	<ul style="list-style-type: none"><li>● Uses standard conventions of the genre of communication.* <b>inconsistently</b> and in a way that <b>impacts</b> the overall clarity of the message.</li><li>● Language and tone <b>sometimes</b> conveys meaning and is <b>sometimes appropriate</b> to the purpose, task, audience, and genre.</li><li>● When relevant, <b>cites</b> textual evidence <b>with some attention to formatting rules.</b></li></ul>	<ul style="list-style-type: none"><li>● Uses conventions, grammar and mechanics with <b>general accuracy</b>. A <b>pattern of minor errors is present</b>, but they <b>do not interfere</b> with overall clarity of the message.</li><li>● Language and tone convey meaning and are <b>mostly appropriate</b> to the purpose, task, audience, and genre.</li><li>● When relevant, <b>accurately cites textual evidence</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Accurately and consistently</b> uses conventions, grammar and mechanics so that the message is <b>clear and focused</b>, even with minor errors.</li><li>● Language and tone convey meaning and are <b>appropriate</b> to the purpose, task, audience, and genre.</li><li>● When relevant, <b>consistently</b> and <b>accurately</b> cites textual evidence</li></ul>	<ul style="list-style-type: none"><li>● <b>Precisely and consistently</b> uses conventions, grammar and mechanics so that the message is clear, focused, and <b>accessible.</b></li><li>● <b>Precise, intentional</b> use of language and tone skillfully communicates meaning and is <b>tailored</b> to the purpose, task, audience, and genre</li><li>● When relevant, <b>consistently</b> and accurately cites <b>varied types of</b> textual evidence, including <b>more unusual types</b></li></ul>	

\*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

Teachers can be seen...	
<i>Moving Practice from Emerging to Developing</i>	<i>Moving Practice from Developing to Proficient</i>
<ul style="list-style-type: none"> <li>• Reviewing course curriculum to look for opportunities to augment content coverage with the development of reading, writing, and thinking skills.</li> <li>• Explicitly teaching reading strategies, problem-solving techniques, and questioning skills that foster critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling the thinking tools and processes required for good reading, writing, and problem solving.</li> <li>• Constantly looking for ways to increase the rigor of assignments and projects and to prepare students for college-level academic work.</li> </ul>





	<ul style="list-style-type: none"><li>Organizing classroom inquiry around demanding questions, texts, and projects that require students to master challenging content and apply new skills that are aligned with the standards and other pathway outcomes.</li></ul>
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