Written communication: Students will effectively express information in writing using conventions and forms appropriate to the intended audience.

| | Accomplished 4 | Proficient 3 | Developing 2 | Novice 1 |
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| Context & Purpose | Demonstrates a clear and effective understanding of context, audience, and purpose that is responsive to all elements of the assignment and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assignment. | Demonstrates inconsistent awareness of context, audience, purpose. May not address all elements of the assignment. | Demonstrates minimal attention to context, audience, and purpose. Does not address assignment. |
| Thesis/Central Idea | Thesis/central idea is clearly communicated, worth developing, and engaging. | Presents a thesis/central idea that can be developed. | States thesis/central idea that is weak, or too broad to be developed. | Attempted thesis/central idea is unclear |
| Organization & Coherence | Uses a logical structure appropriate to paper's subject, purpose, and audience Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. | Shows a progression of ideas and uses fairly sophisticated transitional devices (e.g., may move from least to more important idea). | May list ideas or arrange them randomly rather than using any evident structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. | May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. |
| Support & Development | Uses appropriate, relevant, and compelling content to support ideas, convey understanding of the topic and shape the whole work. | Content is appropriate and relevant so that ideas are supported sufficiently. Work is generally shaped through support. | Demonstrates use of supportive content but assumes that supportive content speaks for itself and needs no application to the point being discussed, or inconsistently supports ideas with content. | Often uses ineffective or inappropriate content (e.g., opinions, examples, or clichés) to support points, or offers little evidence of any kind. |
| Style | Uses words with precise meaning and an appropriate level of specificity. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. | Primarily uses words accurately and effectively. Sentences are primarily clear, well-structured, and focused, though some may be awkward or ineffective. | Word choice is sometimes vague, imprecise, or inappropriate. Sentence structure is generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. | Misuses words; employs inappropriate language. Contains many awkward sentences; sentence structure is simple or monotonous. |
| Mechanics | Almost entirely free of spelling, punctuation and grammatical errors. | May contain some errors, which may annoy the reader but not impede understanding. | Contains several mechanical errors, which may temporarily confuse the reader but not impede overall understanding | Contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connection between thoughts. |