

## Written Communication

Outcome: Students will demonstrate organized and coherent written communication.

### Indicator A: Diction and Sentence Structures

4	3	2	1	0
<p>Student demonstrates skillful, sophisticated, and compelling command of the language, including appropriate diction (word choice) and syntax (word order), consistently throughout the assignment.</p> <p>Sentences <i>clearly, precisely and eloquently convey meaning</i>, rarely suffering grammar or mechanical issues</p>	<p>Student demonstrates some skillful command of the language and sentence structures and usually conveys meaning with clarity.</p> <p>Sentences have minimal grammar and mechanical errors that <i>do not impede meaning</i>.</p>	<p>Student uses adequate, although sometimes inaccurate or awkward word choices and sentence structures that sometimes convey meaning.</p> <p>Sentences are somewhat clear, but often suffer grammar and mechanical errors <i>Limited meaning is conveyed.</i></p>	<p>Student uses inaccurate or inappropriate word choices and awkward delivery.</p> <p>Numerous grammatical and mechanical errors exist impeding meaning. <i>Meaning is lost or rarely clear.</i></p>	<p>Student was present but did not attempt.</p>

### Indicator B: Focus and Development

4	3	2	1	0
<p>The student establishes a central focus / idea / argument addressing all aspects of the assignment or project requirements. Student maintains focus throughout the work with relevant development and exploration of ideas in all paragraphs or sections. All ideas are related and the progression of ideas is logical and connected clearly with transitions.</p>	<p>The student establishes a central idea/argument related to the assignment, but could clarify or sharpen the focus more.</p> <p>Most paragraphs/content is apparently related and adequately conveys information appropriate to the assignment or established focus.</p> <p>Most ideas/information is connected or linked through organization and/or transitions.</p>	<p>The student's focus is somewhat on topic, but may be only partially related or address only portions of the assignment.</p> <p>Student provides some information relevant to the topic or assignment. Some relationships among ideas are apparent.</p> <p>Some information is off topic and distracting to the focus of the assignment or difficult to follow.</p>	<p>The student's work lacks focus or is off-topic. Minimal or no response to the requirements of the assignment is apparent.</p> <p>The content included provides little or no information relevant to the topic or assignment.</p> <p>The content includes random and unconnected ideas that are scattered or out of sequence. The work demonstrates no apparent sequencing or organizing.</p>	<p>Student was present but did not attempt.</p>