

## Effective Communication: Written Communication

Students' ability to effectively communicate in writing

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
<b>purpose</b> maintains intended purpose for specific situation	student maintains purpose clearly and consistently	student attempts to maintain purpose but is inconsistent	student does not maintain purpose or purpose cannot be determined
<b>audience</b> adapts language and style (e.g., creative, technical, scientific, etc.) for intended participants	student clearly adapts language and style for intended participants	student adapts language and/or style for intended participants	student does not adapt language and style for intended participants
<b>content development</b> states main idea supported by evidence	student states main idea clearly and supports it with relevant, accurate evidence	student states main idea but supporting evidence is inadequate	student inadequately states main idea; supporting evidence is missing and/or poorly connected to the main idea
<b>organization</b> connects ideas in a unified manner using transitions	student connects ideas in a unified manner using transitions	student attempts to connect ideas in a unified manner using transitions	student does not connect ideas in a unified manner using transitions
<b>mechanics</b> employs correct grammar, punctuation, spelling, sentence structure, and syntax	student has few errors, but they do not interfere with comprehension	student has numerous errors, but they do not interfere with comprehension	student has numerous errors that interfere with comprehension
<b>format</b> meets assignment guidelines (e.g., formatting/citation requirements, submission guidelines, etc.)	student applies appropriate format with few errors	student applies appropriate format with numerous errors	student does not apply appropriate format

