

**Initial Teacher Certification
Effective Written Communication Rubric**

	Clearly Evident	Usually Evident	Minimally Evident	Not Evident
I. Writer articulates clear purpose and employs tone consistent with purpose and audience.	The writer's purpose is clear throughout without irrelevant digressions. The tone and evidence are appropriate to the intended audience.	The writer's purpose is clear, but not universally consistent. Irrelevant information occasionally appears. The tone is generally appropriate for the audience.	The writer identifies a purpose, but it is not always consistent. There may be irrelevant digressions or conflicting statements of purpose. The tone may be inconsistent.	The purpose of the text is unclear. Either the writer does not articulate a purpose or provides many conflicting statements of purpose. The evidence and tone are inappropriate for the audience.
II. Writer employs clear and coherent organization	The writer demonstrates control over the organization of the essay's content. Paragraphs are developed in a logical progression and display clearly stated or understood topic sentences. Clear transitions guide the reader through the paper.	The overall organization is coherent. The writer is using transitions throughout the essay to connect ideas and evidence. There are still places where the organization is unclear or jumps from one idea to the next without a clear purpose.	Although there is evidence of logical organization, there are still places where the organization is confusing. The paragraphing may be choppy and disjointed and the overall structure is generally simplistic. This writer uses some transitions but not skillfully.	The organization is confusing and may seem disconnected from the content. It may be impossible to follow the presentation of ideas. Ideas or evidence is presented haphazardly with few transitions.
III. Writer demonstrates analysis or synthesis	Issues are placed within larger contexts. There is clear awareness of the complexity of the issues. Information is synthesized effectively and imaginatively. Different approaches to the issue are considered.	Major issues and positions are identified carefully with an awareness of the range of possible positions. Specific connections between source material and the essay's controlling idea are provided and explained.	Basic issues are identified and an attempt is made at analysis or synthesis. Positions are often presented simplistically. There are unexamined generalizations and few attempts to go beyond basic analysis.	Issues are presented without analysis or synthesis. There is little understanding of the issues or ideas. There is no evidence of the ability to go beyond stated assumptions and information that may be contained in other sources.
IV. Writer uses appropriate conventions and style	There is obvious control over writing conventions. No significant errors distract the reader from the content of the writing.	There are sporadic, minor errors. There are some inconsistencies in using proper stylistic conventions or citations.	There are occasional errors, which may at times be serious enough to interfere with the reader's comprehension.	There is little control over conventions. There are frequent errors, many of which seriously interfere with the reader's comprehension.