



# NAVIGATING THE WRITE PATH

Discovering Patterns in Academic  
and Professional Writing

*A Worksheet for Improving  
Writing Proficiency*

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## **Title: Understanding Patterns of Development in Writing Across Disciplines**

### **Topic: Patterns of Development in Writing**

**Competency: EN11/12RWS-IIIbf-3- Distinguishes between and among patterns of development in writing across disciplines**

#### **Objectives:**

1. Identify and distinguish various patterns of development in writing across different disciplines.
2. Analyze the significance of recognizing patterns of development in enhancing writing skills.
3. Apply the knowledge of patterns of development to improve writing in diverse academic contexts.

#### **Discussion of Lesson:**

<b>Pattern of Development</b>	<b>Definition</b>	<b>Examples</b>	<b>Discipline</b>
<b>Chronological Order</b>	Presents events or ideas in a time sequence.	Writing a biography, historical analysis.	History, Biography, Narratives
<b>Spatial Order</b>	Describes items or ideas based on their physical location or relation.	Describing a place, explaining a physical process.	Geography, Architecture, Descriptive Essays
<b>Cause and Effect</b>	Explores the relationship between actions and their consequences.	Analyzing the impact of an event, scientific explanations.	Science, History, Economics
<b>Problem-Solution</b>	Identifies a problem and proposes a solution.	Writing proposals, addressing social issues.	Business, Social Sciences, Technical Writing
<b>Compare and Contrast</b>	Highlights similarities and differences between two or more subjects.	Comparative essays, analyzing different theories.	Literature, Philosophy, Comparative Studies
<b>Classification</b>	Organizes information into categories or groups.	Categorizing organisms, classifying literary genres.	Biology, Literature, Informational Writing

<b>Description</b>	Provides detailed information about a subject.	Describing a person, object, or concept.	Creative Writing, Art, Technical Manuals
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### Mini Writing Task 1: Identify the Pattern

**Objective:** Develop the ability to identify patterns of development in writing across disciplines.

**Task:**

Read the paragraph and identify the pattern of development used. Provide a brief explanation of how the pattern contributes to the overall understanding of the information.

**Paragraph:** "The process of photosynthesis involves the conversion of light energy into chemical energy by plants. This intricate mechanism takes place in the chloroplasts, where pigments like chlorophyll absorb sunlight. As a result, carbon dioxide is assimilated, and oxygen is released as a byproduct. This sequential explanation helps us comprehend the step-by-step transformation of energy within the plant kingdom."

**Pattern of Development:** \_\_\_\_\_

**Explanation:** \_\_\_\_\_

### Mini Writing Task 2: Significance of Recognizing Patterns

**Objective:** Recognize the importance of identifying patterns of development in writing.

**Task:**

Write a short paragraph explaining why it is significant for writers to recognize patterns of development in their writing. Provide at least two examples of how understanding these patterns can enhance the clarity and effectiveness of communication in different academic disciplines.

### Integrated Writing Activity:

**Instructions:**

1. Choose a topic related to your academic discipline. It could be a historical event, a scientific concept, a social issue, or any subject relevant to your studies.

2. Identify at least three different patterns of development from the provided list (e.g., chronological order, cause and effect, description) that you believe would enhance the clarity and effectiveness of your writing for the chosen topic.
3. Write a paragraph or short essay that integrates these patterns of development seamlessly. Clearly explain why you chose each pattern and how it contributes to the overall understanding of your chosen topic.
4. Pay attention to the transition between patterns, ensuring a smooth flow of ideas throughout your writing.
5. Review your work for coherence and consistency in applying the selected patterns.
6. Share your integrated writing piece with a peer, and discuss how the combination of patterns enhances the overall quality of your writing.

**Example Scenario:**

Imagine you are a history student writing about a significant event in the 20th century, such as the Cold War. You decide to use chronological order to present the timeline of key events, cause and effect to analyze the impact of political decisions, and description to vividly depict the socio-cultural aspects during that period. Your integrated writing should seamlessly weave these patterns together to provide a comprehensive understanding of the Cold War.

**Independent Writing Activity:****Instructions:**

1. Choose a discipline or subject that interests you or is relevant to your academic studies.
2. Select a specific pattern of development from the list provided (e.g., spatial order, problem-solution, compare and contrast) that aligns with the nature of your chosen discipline.
3. Write a short piece using the chosen pattern to explore and communicate ideas related to your selected discipline.
4. Consider the purpose and audience for your writing while applying the chosen pattern.
5. Review your work to ensure clarity, coherence, and adherence to the selected pattern.

6. Share your independent writing piece with a peer for feedback. Ask your peer to specifically comment on how well the chosen pattern suits the subject matter and contributes to effective communication.

### Example Scenario:

Suppose you are a biology student exploring the classification of organisms. You choose the classification pattern of development to organize information about different animal species. Your independent writing could be a brief essay categorizing and describing various animals based on their biological classifications. Share this piece with a peer studying a different discipline, and discuss how the classification pattern enhances the clarity and understanding of the biological information presented.

### Reflection:

Reflect on the following questions:

1. How did recognizing and using different patterns of development enhance the effectiveness of your writing?
2. In what ways can understanding these patterns benefit your academic and professional communication?
3. Share your insights with a classmate and discuss any challenges faced during the writing activities.

### Rubric for Integrated Analysis Activity: Analyzing Patterns of Development in Writing

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)
Identification of Patterns	Accurately identifies and analyzes all patterns of development in the given text with a high level of precision.	Identifies and analyzes most of the patterns of development with clarity and accuracy.	Identifies some patterns but lacks precision or accuracy in analysis.	Fails to identify or accurately analyze most of the patterns of development.
Discussion of Significance	Provides a comprehensive discussion of how each identified pattern significantly	Offers a clear discussion of how each identified pattern contributes to	Provides a basic discussion of how some identified patterns	Lacks a clear or coherent discussion of how identified patterns contribute to

	contributes to the overall development and effectiveness of the writing.	the overall development and effectiveness of the writing.	contribute to development.	development.
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**Rubric for Independent Application Activity: Writing with Patterns of Development**

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Limited (1)</b>
Integration of Patterns	Integrates all identified patterns of development seamlessly into the writing with a high degree of effectiveness.	Integrates most of the identified patterns into the writing with clarity and coherence.	Integrates some identified patterns into the writing but with inconsistencies.	Fails to integrate or applies only a few identified patterns into the writing.
Clarity and Effectiveness	Demonstrates a high level of clarity and effectiveness in using patterns to develop ideas, ensuring a well-organized and engaging composition.	Maintains clarity and effectiveness effectively, with a clear organization and engagement in the majority of the writing.	Demonstrates some clarity and effectiveness but may have minor lapses in organization or engagement.	Lacks consistent clarity and effectiveness, with significant lapses in organization or engagement.



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## Integrated Writing Rubric

SCORE	DESCRIPTION
5	<b>A response at this level</b> successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	<b>A response at this level</b> is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	<b>A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following:</b> <ul style="list-style-type: none"> <li>• Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.</li> <li>• The response may omit one major key point made in the lecture.</li> <li>• Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.</li> <li>• Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.</li> </ul>
2	<b>A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following:</b> <ul style="list-style-type: none"> <li>• The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.</li> <li>• The response significantly omits or significantly misrepresents important points made in the lecture.</li> <li>• The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.</li> </ul>
1	<b>A response at this level is marked by one or more of the following:</b> <ul style="list-style-type: none"> <li>• The response provides little or no meaningful or relevant coherent content from the lecture.</li> <li>• The language level of the response is so low that it is difficult to derive meaning.</li> </ul>
0	<b>A response at this level</b> merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

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## Writing for an Academic Discussion Rubric

SCORE	DESCRIPTION
5	<p><b>A fully successful response</b></p> <p>The response is a relevant and very clearly expressed contribution to the online discussion, and it demonstrates consistent facility in the use of language.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Relevant and well-elaborated explanations, exemplifications, and/or details</li> <li>• Effective use of a variety of syntactic structures and precise, idiomatic word choice</li> <li>• Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like there/their)</li> </ul>
4	<p><b>A generally successful response</b></p> <p>The response is a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Relevant and adequately elaborated explanations, exemplifications, and/or details</li> <li>• A variety of syntactic structures and appropriate word choice</li> <li>• Few lexical or grammatical errors</li> </ul>
3	<p><b>A partially successful response</b></p> <p>The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Elaboration in which part of an explanation, example, or detail may be missing, unclear, or irrelevant</li> <li>• Some variety in syntactic structures and a range of vocabulary</li> <li>• Some noticeable lexical and grammatical errors in sentence structure, word form, or use of idiomatic language</li> </ul>
2	<p><b>A mostly unsuccessful response</b></p> <p>The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Ideas that may be poorly elaborated or only partially relevant</li> <li>• A limited range of syntactic structures and vocabulary</li> <li>• An accumulation of errors in sentence structure, word forms, or use</li> </ul>
1	<p><b>An unsuccessful response</b></p> <p>The response reflects an ineffective attempt to contribute to the online discussion, and limitations in the use of language may prevent the expression of ideas.</p> <p>A typical response may display the following:</p> <ul style="list-style-type: none"> <li>• Words and phrases that indicate an attempt to address the task but with few or no coherent ideas</li> <li>• Severely limited range of syntactic structures and vocabulary</li> <li>• Serious and frequent errors in the use of language</li> <li>• Minimal original language; any coherent language is mostly borrowed from the stimulus</li> </ul>
0	<p>The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt, or consists of arbitrary keystrokes.</p>

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**Title:** Exploring the Properties of Well-Written Texts

**Topic:** Identifying Key Properties of Well-Written Texts

**Competency:** EN11/12RWS-IIIgh-4- Identifies properties of a well-written text

**Objectives:**

1. Recognize and distinguish properties that characterize a well-written text.
2. Analyze the significance of these properties in enhancing the quality and effectiveness of written communication.
3. Apply the understanding of well-written text properties to improve personal writing skills.

**Discussion of Lesson:**

Property of Well-Written Text	Definition	Importance
Clarity	Conveys ideas in a clear and understandable manner.	Ensures reader comprehension and reduces ambiguity.
Coherence	Presents ideas logically and in a connected sequence.	Enhances the flow and organization of the text.
Conciseness	Expresses ideas with brevity and avoids unnecessary details.	Keeps the reader engaged and focused on essential information.
Consistency	Maintains uniformity in style, tone, and formatting.	Creates a professional and polished appearance.
Relevance	Focuses on information that is directly related to the topic.	Ensures the text remains on point and serves its intended purpose.
Engagement	Captivates the reader's interest and sustains attention.	Encourages active participation and understanding.
Accuracy	Presents information that is factually correct and reliable.	Builds credibility and trust with the audience.

### **Mini Task 1: Textual Consistency Exploration**

#### **Instructions:**

1. Select a text of your choice—this could be an article, blog post, or any piece that catches your eye.
2. Read the text carefully and identify instances of consistency in style, tone, or formatting.
3. Write a short paragraph (around 5-7 sentences) explaining how the consistent elements contribute to the professional appearance of the text. Consider how uniformity enhances the overall reading experience for the audience.

### **Mini Task 2: Engaging Elements Spotting**

#### **Instructions:**

1. Choose a different piece of writing from your Mini Task 1 selection, or find another captivating text.
2. Identify at least three elements that contribute to reader engagement. These elements could include anecdotes, rhetorical questions, vivid descriptions, or any other engaging techniques.
3. Write a brief analysis paragraph (around 5-7 sentences) for each element, explaining how it captivates the reader's interest and sustains their attention. Consider the impact of these elements on the overall effectiveness of the writing.

### **Integrated Analysis Activity:**

1. Choose a well-written article, essay, or piece of literature from any discipline.
2. Identify instances where the text demonstrates clarity, coherence, conciseness, consistency, relevance, engagement, and accuracy.
3. Write a short analysis that explains how each identified property contributes to the overall quality of the chosen text.
4. Discuss your findings with a partner, exploring different perspectives on the impact of these properties.

### **Example Scenario:**

Select a scientific research paper and analyze how the authors maintain clarity in conveying complex ideas, coherence in presenting their methodology and results, and accuracy in reporting their findings. Discuss with a partner how these properties contribute to the overall effectiveness of the research paper.

### **Independent Application Activity:**

1. Choose a topic of interest or relevance to your academic studies.
2. Write a short piece, such as an article or essay, ensuring that it incorporates the properties of clarity, coherence, conciseness, consistency, relevance, engagement, and accuracy.
3. Reflect on your writing, specifically considering how each property has influenced the overall quality of your work.
4. Share your written piece with a peer for constructive feedback, focusing on how well you have applied these properties to enhance your writing.

### **Example Scenario:**

Write an opinion piece on a current social issue, ensuring that your writing is clear, coherent, and engaging. Reflect on how maintaining accuracy and relevance strengthens your argument. Share your piece with a peer and discuss how effectively you incorporated the properties of a well-written text.

### **Reflection Questions:**

1. How did analyzing a well-written text enhance your awareness of the importance of clarity in written communication?
2. In what ways did the group discussion provide different perspectives on the role of engagement in various disciplines?
3. Reflect on the feedback received during the peer review of your independent writing. How will you address the identified areas for improvement in future writing tasks?
4. How can the properties of well-written texts be applied in your chosen academic or professional field?
5. As you set future writing goals, which specific properties will you prioritize for further development in your writing?

### Rubric for Integrated Analysis Activity: Analyzing Well-Written Texts

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)
Identification of Properties	Accurately identifies and analyzes all key properties of well-written texts with a high level of precision.	Identifies and analyzes most of the key properties with clarity and accuracy.	Identifies some key properties but lacks precision or accuracy in analysis.	Fails to identify or accurately analyze most of the key properties.
Discussion of Effectiveness	Provides a comprehensive discussion of how each identified property significantly contributes to the overall effectiveness of well-written texts.	Offers a clear discussion of how each identified property contributes to the overall effectiveness of well-written texts.	Provides a basic discussion of how some identified properties contribute to effectiveness.	Lacks a clear or coherent discussion of how identified properties contribute to effectiveness.

### Rubric for Independent Application Activity: Writing Well-Structured Texts

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)
Integration of Properties	Integrates all key properties of well-written texts seamlessly into the writing with a high degree of effectiveness.	Integrates most of the key properties into the writing with clarity and coherence.	Integrates some key properties into the writing but with inconsistencies.	Fails to integrate or applies only a few key properties into the writing.
Clarity and Coherence	Demonstrates a high level of clarity and coherence in the writing, ensuring a logical flow and organization of	Maintains clarity and coherence effectively, with a clear organization of ideas in the majority of the	Demonstrates some clarity and coherence but may have minor lapses in organization.	Lacks consistent clarity and coherence, with significant lapses in organization.

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## Integrated Writing Rubric

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4	<p><b>A generally successful response</b> The response is a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Relevant and adequately elaborated explanations, exemplifications, and/or details</li> <li>• A variety of syntactic structures and appropriate word choice</li> <li>• Few lexical or grammatical errors</li> </ul>
3	<p><b>A partially successful response</b> The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Elaboration in which part of an explanation, example, or detail may be missing, unclear, or irrelevant</li> <li>• Some variety in syntactic structures and a range of vocabulary</li> <li>• Some noticeable lexical and grammatical errors in sentence structure, word form, or use of idiomatic language</li> </ul>
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0	<p><b>The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt, or consists of arbitrary keystrokes.</b></p>

**Title:** Navigating Professional Correspondence: Unveiling Unique Features and Requirements

**Topic:** Identifying the Unique Features of and Requirements in Composing Professional Correspondence

**Competency:** EN11/12RWS-IVhj-13- Identifies the unique features of and requirements in composing professional correspondence

**Objectives:**

1. Recognize and differentiate the unique features of professional correspondence.
2. Understand the specific requirements for effective communication in professional settings.
3. Apply knowledge of professional correspondence features and requirements in practical writing scenarios.

**Discussion of Lesson:**

Unique Features of Professional Correspondence	Requirements for Effective Professional Communication
Formality and Politeness	Clear and Concise Language
Purposeful Structure	Appropriate Tone and Style
Professional Salutations and Closings	Attention to Detail and Accuracy
Proper Addressing of Recipients	Professional Formatting and Presentation
Consideration of Audience Expectations	Timeliness and Responsiveness

**Mini Task 1: Formality and Politeness Analysis**

**Instructions:**

1. Find a professional email or formal letter online, or create a fictional one for analysis.
2. Identify instances where formality and politeness are evident in the communication.
3. Write a short paragraph (around 5-7 sentences) discussing how the use of formal language and polite expressions contributes to the overall tone and effectiveness of the correspondence.

## Mini Task 2: Purposeful Structure Recognition

Instructions:

1. Locate another professional communication piece, such as a business memo or official document.
2. Examine the structure of the document and identify how it serves its purpose effectively.
3. Write a brief paragraph (around 5-7 sentences) analyzing the purposeful structure of the text and how it enhances the clarity and organization of the information presented.

## Integrated Analysis Activity:

### *Scenario 1: Business Proposal Email*

- Analyze a business proposal email where the sender is introducing a new project to potential clients.
- Identify instances where formality, clear structure, and professional salutations contribute to the effectiveness of the communication.
- Discuss with a partner how these elements align with the unique features and requirements discussed in the lesson.

### *Scenario 2: Job Application Letter*

- Examine a job application letter where the applicant is expressing interest in a position.
- Identify how the applicant addresses the recipient, maintains a formal tone, and follows a purposeful structure.
- Discuss with a partner how these elements align with the specific requirements for effective professional communication.

## Example Scenario:

Analyze a formal email between colleagues discussing a project update. Consider how the formality, clear structure, and appropriate addressing contribute to the professional tone and effective communication. Discuss with a partner how these features align with the requirements for professional correspondence.

## **Independent Application Activity:**

### *Scenario 1: Project Update Email*

- Write a professional email providing an update on a project to a team member.
- Ensure the email is structured with clear sections, maintains a formal tone, and includes appropriate salutations and closings.
- Reflect on how the unique features and requirements discussed in the lesson were applied in your writing.

### *Scenario 2: Networking Email*

- Compose an email reaching out to a professional contact for networking purposes.
- Consider the level of formality, clarity in language, and attention to detail in your email.
- Share your written piece with a peer for feedback on how well you applied the features and requirements of professional correspondence.

## **Example Scenario:**

Compose a formal email to a potential employer expressing your interest in a job opening. Ensure that your email is structured professionally, uses appropriate salutations, and addresses the recipient formally. Reflect on how the chosen features align with the specific requirements for effective professional communication.

## **Reflection Questions:**

1. How did analyzing a sample of professional correspondence enhance your understanding of the importance of formality and structure in professional communication?
2. In what ways did the independent application activity challenge you to consider the specific requirements of professional correspondence in a real-world scenario?
3. Reflect on the feedback received during the peer review of your professional correspondence. How will you address the identified areas for improvement in future professional writing tasks?
4. How can the unique features of professional correspondence be adapted to suit different professional contexts?
5. As you set future professional communication goals, which specific elements will you prioritize for further development in your writing?

6.

### **Rubric for Integrated Analysis Activity: Analyzing Professional Correspondence**

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Limited (1)</b>
Identification of Features	Accurately identifies and analyzes all unique features of professional correspondence.	Identifies and analyzes most of the unique features with a high level of accuracy.	Identifies some unique features but lacks precision or accuracy.	Fails to identify or accurately analyze most of the unique features.
Discussion of Effectiveness	Provides a comprehensive discussion of how each identified feature contributes significantly to the overall effectiveness of the professional correspondence.	Offers a clear discussion of how each identified feature contributes to the overall effectiveness of the professional correspondence.	Provides a basic discussion of how some identified features contribute to effectiveness.	Lacks a clear or coherent discussion of how identified features contribute to effectiveness.

### **Rubric for Independent Application Activity: Writing Professional Correspondence**

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Limited (1)</b>
Integration of Features	Integrates all unique features and requirements seamlessly into the professional correspondence with a high degree of effectiveness.	Integrates most of the unique features and requirements into the professional correspondence with clarity and coherence.	Integrates some unique features and requirements into the professional correspondence but with inconsistencies.	Fails to integrate or applies only a few unique features and requirements into the professional correspondence.
Adherence to	Demonstrates a high level of	Adheres to professional	Demonstrates some	Lacks consistent adherence to



Professional Norms	adherence to professional norms, including formality, clarity, and accuracy, enhancing the overall professionalism of the correspondence.	norms effectively, maintaining formality, clarity, and accuracy in the majority of the correspondence.	adherence to professional norms but may have minor lapses in formality, clarity, or accuracy.	professional norms, with significant lapses in formality, clarity, or accuracy.
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## Integrated Writing Rubric

SCORE	DESCRIPTION
5	<b>A response at this level</b> successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	<b>A response at this level</b> is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	<b>A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following:</b> <ul style="list-style-type: none"> <li>• Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.</li> <li>• The response may omit one major key point made in the lecture.</li> <li>• Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.</li> <li>• Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.</li> </ul>
2	<b>A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following:</b> <ul style="list-style-type: none"> <li>• The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.</li> <li>• The response significantly omits or significantly misrepresents important points made in the lecture.</li> <li>• The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.</li> </ul>
1	<b>A response at this level is marked by one or more of the following:</b> <ul style="list-style-type: none"> <li>• The response provides little or no meaningful or relevant coherent content from the lecture.</li> <li>• The language level of the response is so low that it is difficult to derive meaning.</li> </ul>
0	<b>A response at this level</b> merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

# TOEFL iBT®

## Writing for an Academic Discussion Rubric

SCORE	DESCRIPTION
5	<p><b>A fully successful response</b></p> <p>The response is a relevant and very clearly expressed contribution to the online discussion, and it demonstrates consistent facility in the use of language.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Relevant and well-elaborated explanations, exemplifications, and/or details</li> <li>• Effective use of a variety of syntactic structures and precise, idiomatic word choice</li> <li>• Almost no lexical or grammatical errors other than those expected from a competent writer writing under timed conditions (e.g., common typos or common misspellings or substitutions like there/their)</li> </ul>
4	<p><b>A generally successful response</b></p> <p>The response is a relevant contribution to the online discussion, and facility in the use of language allows the writer's ideas to be easily understood.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Relevant and adequately elaborated explanations, exemplifications, and/or details</li> <li>• A variety of syntactic structures and appropriate word choice</li> <li>• Few lexical or grammatical errors</li> </ul>
3	<p><b>A partially successful response</b></p> <p>The response is a mostly relevant and mostly understandable contribution to the online discussion, and there is some facility in the use of language.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Elaboration in which part of an explanation, example, or detail may be missing, unclear, or irrelevant</li> <li>• Some variety in syntactic structures and a range of vocabulary</li> <li>• Some noticeable lexical and grammatical errors in sentence structure, word form, or use of idiomatic language</li> </ul>
2	<p><b>A mostly unsuccessful response</b></p> <p>The response reflects an attempt to contribute to the online discussion, but limitations in the use of language may make ideas hard to follow.</p> <p>A typical response displays the following:</p> <ul style="list-style-type: none"> <li>• Ideas that may be poorly elaborated or only partially relevant</li> <li>• A limited range of syntactic structures and vocabulary</li> <li>• An accumulation of errors in sentence structure, word forms, or use</li> </ul>
1	<p><b>An unsuccessful response</b></p> <p>The response reflects an ineffective attempt to contribute to the online discussion, and limitations in the use of language may prevent the expression of ideas.</p> <p>A typical response may display the following:</p> <ul style="list-style-type: none"> <li>• Words and phrases that indicate an attempt to address the task but with few or no coherent ideas</li> <li>• Severely limited range of syntactic structures and vocabulary</li> <li>• Serious and frequent errors in the use of language</li> <li>• Minimal original language; any coherent language is mostly borrowed from the stimulus</li> </ul>
0	<p>The response is blank, rejects the topic, is not in English, is entirely copied from the prompt, is entirely unconnected to the prompt, or consists of arbitrary keystrokes.</p>