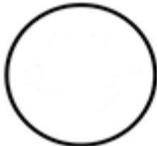


An effective communicator shares information and ideas for a given purpose, task, and audience.



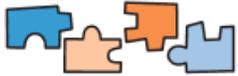
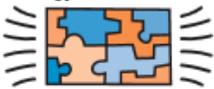
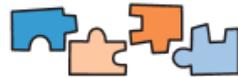
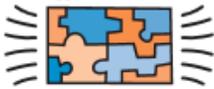
Communication Rubric: Kindergarten-2nd Grade

Learning Goal	Novice - 1 	Emerging - 2 	Proficient - 3 	Exemplary - 4 
I can explain my work using details.	Student communicates a basic point or idea with little or no elaboration OR student needs significant assistance to complete the assignment.	Communicates a point or idea and, with prompting, adds more details.	Voluntarily communicates points or ideas using relevant details	Uses a given medium (e.g. illustration, poetry, lab report) to communicate point(s) or idea(s) and uses relevant details.

Communication Rubric – Grades 3-5



An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1	Emerging - 2	Proficient - 3	Exemplary - 4
<p>I can get the response that I want from my intended audience.</p> <p>Basic Communication</p>	<p>Student is unable to communicate a basic point or idea and provides little or no elaboration.</p> 	<p>Communicates a point or idea, and with prompting, adds more detail.</p> 	<p>Clearly communicates a point or idea using details.</p> 	<p>Effectively and clearly communicates ideas or points using details based on purpose, task, and audience.</p> 
<p>I can give a clear oral presentation.</p> <p>Delivering Oral Presentations</p>	<p>Student incorporates a limited amount of facts and details to support the main idea. Volume may be too low to be heard, pace makes the presentation difficult to understand, can accurately answer few grade-level appropriate questions to demonstrate conceptual understanding and knowledge, and shows a lack of confidence when fielding questions during presentations. Visual displays are distracting to the presentation.</p> 	<p>Incorporates some facts and details to support the main idea, but additional details are needed. Speaks loudly enough for most audience members, pace may be fast or slow, can accurately answer some grade-level appropriate questions to demonstrate conceptual understanding and knowledge, and is beginning to show confidence when fielding questions during presentations. Visual displays are somewhat helpful in emphasizing important facts or ideas.</p> 	<p>Uses an appropriate amount of facts and details to support the main idea. Speaks clearly at an understandable pace; accurately and confidently fields grade-level appropriate questions to demonstrate conceptual understanding and knowledge. Visual displays are helpful in emphasizing important facts or ideas.</p> 	<p>Discusses presentation topic with passion and excitement; generates a high level of interest from the audience; and adapts speech to the context, task, and situation, using formal English when appropriate.</p> 

Oral Communication Rubric - 6-8

An effective communicator shares information and ideas for a given purpose, task, and audience.



Learning Goal	Novice - 1 	Emerging - 2 	Proficient - 3 	Exemplary - 4 
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Using Communication Tools	<p>Shows an understanding of digital media and environments and how they can be used for communication, but rarely uses the tools for communication.</p> <p>Use of digital media detracts from the presentation and diminishes audience understanding and interest.</p>	<p>Develops messages to communicate using digital media and environments, but the messages lack clarity, focus, and specificity.</p> <p>Uses a format, level of formality, and style that is inappropriate based on the communication purpose.</p> <p>Use of digital media somewhat enhances audience understanding and adds interest.</p>	<p>Usually develops clear, focused, concise, and specific messages when communicating using digital media and environments. Messages are usually crafted so that both the sender and the receiver understand the same information as a result of the communication.</p> <p>Usually uses a format, level of formality, and style that is appropriate based on the communication purpose.</p> <p>Use of digital media enhances audience understanding and adds interest.</p>	<p>Consistently develops a clear, focused, and specific message when communicating using 21st century tools; both the sender and the receiver understand the same information as a result of the communication.</p> <p>Consistently uses a format, level of formality, and style that is appropriate based on the communication purpose.</p> <p>Digital media is an integral component of the presentation.</p>
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Oral Communication Rubric - 6-8

An effective communicator shares information and ideas for a given purpose, task, and audience.



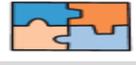
Learning Goal	Novice - 1 	Emerging - 2 	Proficient - 3 	Exemplary - 4 
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Delivering Oral Presentations	<p>Presents claims and findings; presentation lacks focus and clarity; and communicates a limited amount of descriptions, facts, details, and examples.</p> <p>Does not look at audience, uses a volume that is too low to be heard, and pronounces several words incorrectly.</p> <p>Is able to accurately answer few grade-level appropriate questions to demonstrate conceptual understanding and knowledge. Shows a lack of confidence when fielding questions during presentations; offers responses to few questions, but responses lack clarity.</p>	<p>Presents claims and findings; presentation is somewhat focused and clear. Added descriptions, facts, details, and examples would enhance the quality of the presentation.</p> <p>Makes some eye contact and speaks loudly enough for some audience members, but mispronounces some words.</p> <p>Is able to accurately answer some grade-level appropriate questions to demonstrate conceptual understanding and knowledge. Is beginning to show confidence when fielding questions during presentations; offers clear responses to some questions.</p>	<p>Presents claims and findings; communicates in a focused, clear manner with an appropriate amount of descriptions, facts, details, and examples.</p> <p>Uses appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Accurately answers grade-level appropriate questions to demonstrate conceptual understanding and knowledge. Shows confidence when fielding questions during presentations; offers clear responses to questions.</p>	<p>Interactively discusses presentation topic with passion and excitement; generates a high level of interest from the audience.</p> <p>Uses appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Accurately and confidently fields grade-level appropriate questions to demonstrate conceptual understanding and knowledge.</p>
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Oral Communication Rubric - 6-8

An effective communicator shares information and ideas for a given purpose, task, and audience.



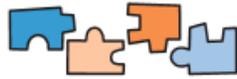
Learning Goal	Novice - 1 	Emerging - 2 	Proficient - 3 	Exemplary - 4 
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Self-Reflection/ Agency	Rarely reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)	Sometimes reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)	Consistently reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)	Accurately identifies underlying causes that influence communication challenges or breakdowns; consistently identifies action items to improve communication.
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I can use digital media to enhance my communication.

Using Communication Tools

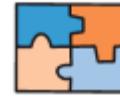
Student has little understanding of digital media and how it can be used to enhance communication.



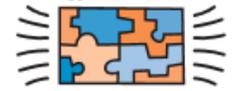
Is learning how digital media and environments can be used to enhance oral and written communication. Is laying the foundation to use the tools to support individual learning and contribute to the learning of others.



When appropriate, uses digital media and environments to enhance oral and written communication, support individual learning, and contribute to the learning of others.



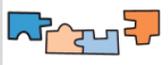
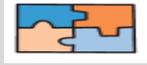
Develops clear messages when communicating, using digital media and environments to enhance the presentation.



Written Communication Rubric - 6-8

An effective communicator shares information and ideas for a given purpose, task, and audience.



Learning Goal	Novice - 1 	Emerging - 2 	Proficient - 3 	Exemplary - 4 
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Composing/Written Expression	<p>Has little or no focus on a central idea and little or no awareness of the intended audience.</p> <p>Has little or no purposeful elaboration.</p> <p>Has little or no organizational play, failing to develop relationships between ideas or events and typically jumping from one thought to the next.</p> <p>Demonstrates little or no unity due to major digressions, shift in point of view, the lack or transitions connecting ideas or events, and a limited or no lead and/or closure.</p> <p>Lacks sentence variety rendering the presentation monotonous.</p>	<p>Demonstrates inconsistent focus on a central idea, with limited awareness of the intended audience.</p> <p>Provides inconsistent elaboration on the central idea by listing general, underdeveloped statements.</p> <p>Organizes ideas inconsistently, with limited evidence of the relationship between one idea or event and another.</p> <p>Exhibits little unity due to the inconsistent use of transitions to connect ideas, major digressions, competing central ideas, occasional shifts in point of view, and weak lead and/or closure.</p> <p>Contains little variety in sentence lengths and structures, resulting in a lack of rhythmic flow.</p>	<p>Demonstrates reasonable focus on a central idea, with awareness of the intended audience.</p> <p>Provides reasonable elaboration on the central idea, though some thinness or unevenness in elaboration may occur.</p> <p>Contains evidence of an organizational plan which clarifies the relationship of one idea or event to another, although some lapses in organization may occur.</p> <p>Exhibits reasonable unity by having a few minor digressional or shifts in point of view, purposeful use of some transitions, and the presences of a lead and closure.</p>	<p>Demonstrates consistent focus on a central idea, with clear awareness of the intended audience.</p> <p>Fully and consistently elaborates the central idea by using examples, anecdotes, illustrations, and/or clear details.</p> <p>Contains a clear and logical organizational plan which consistently clarifies the relationship of one idea or event to another.</p> <p>Exhibits consistent unity by having few if any digressions, using effective transitions that connect ideas within and across paragraphs, maintaining a consistent point of view, and having an effective lead and closure.</p>
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Written Communication Rubric - 6-8

An effective communicator shares information and ideas for a given purpose, task, and audience.



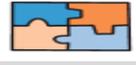
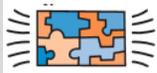
Learning Goal	Novice - 1 	Emerging - 2 	Proficient - 3 	Exemplary - 4 
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	<p>Uses general, vague, and/or repetitious vocabulary with little or no selected information, failing to create tone or to develop the writer's voice.</p>	<p>Contains mostly imprecise, bland language, though some specificity of word choice might occur and allow the writer's voice or tone to emerge on occasion.</p>	<p>Includes sentences of various lengths and structures, though at times, a lack of structural complexity may diminish the rhythm of the piece.</p> <p>Uses specific word choice, descriptive language, and selective information to craft the writer's message. A few examples of vivid or purposeful language may be present alongside some general statements or vague words that somewhat flatten the tone and voice.</p>	<p>Includes sentences of various lengths and structures and appropriately subordinates ideas and/or embeds modifiers to create rhythmic flow throughout the piece.</p> <p>Uses highly specific word choice, descriptive and/or figurative language, and selected information purposefully to craft a message, create tone, and enhance the writer's voice.</p>
Usage/Mechanics	<p>Exhibits little or no control of sentence formation, including fragments, run-ons, comma splices, and many sentences that begin with coordinating conjunctions.</p>	<p>Exhibits inconsistent control of sentence formation, including occasional fragments, run-ons, comma splices, and a pattern of beginning sentences with coordinating conjunctions.</p>	<p>Exhibits reasonable control of sentence formation, avoiding fragments, run-ons, comma splices, and a beginning sentences with coordinating conjunctions.</p>	<p>Exhibits consistent control of sentence formation, avoiding fragments, run-ons, comma splices, and a beginning sentences with coordinating conjunctions.</p>

Written Communication Rubric - 6-8

An effective communicator shares information and ideas for a given purpose, task, and audience.



Learning Goal	Novice - 1 	Emerging - 2 	Proficient - 3 	Exemplary - 4 
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	<p>Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives.</p> <p>Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>	<p>Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives.</p> <p>Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>	<p>Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives.</p> <p>Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>	<p>Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives.</p> <p>Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</p>
Self-Reflection/ Agency	<p>Rarely reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)</p>	<p>Sometimes reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)</p>	<p>Consistently reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? What improvements could be made in communication next time?)</p>	<p>Accurately identifies underlying causes that influence communication challenges or breakdowns; consistently identifies action items to improve communication.</p>

Oral Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
Delivering Oral Presentations	<p>When delivering oral presentations, is able to accurately answer few questions to demonstrate conceptual understanding and knowledge; shows a lack of confidence when fielding questions during presentations</p> <p>Information, findings, and supporting evidence presented are unclear to the viewer/listener. Presentation lacks a clear perspective and fails to address alternative or opposing perspectives</p> <p>Use of digital media detracts from the presentation and diminishes audience understanding and interest; format is inappropriate for the data represented</p>	<p>When delivering oral presentations, is able to accurately answer some questions to demonstrate conceptual understanding and knowledge; is beginning to show confidence when fielding questions during presentations</p> <p>Presents information, findings, and supporting evidence somewhat clearly; conveys a somewhat distinct perspective; somewhat clearly addresses alternative or opposing perspectives</p> <p>Use of digital media somewhat enhances audience understanding and adds interest; format is somewhat appropriate for the data represented</p>	<p>When delivering oral presentations, accurately and confidently fields questions to demonstrate conceptual understanding and knowledge</p> <p>Presents information, findings, and supporting evidence clearly; conveys a distinct perspective; and clearly addresses alternative or opposing perspectives</p> <p>Use of digital media enhances audience understanding and adds interest; format is appropriate for the data represented</p>	<p>Discusses presentation topic with passion and excitement; generates a high level of interest from the audience</p> <p>Digital media are polished and informative; supports audience understanding and engagement</p>

Oral Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
	<p>Organization, substance, and style are rarely appropriate to the context, purpose, and audience; shows a lack of awareness of the audience’s needs, interests, expertise, ages, and cultural backgrounds</p> <p>Use of body language to enhance communication is ineffective and distracting</p>	<p>Organization, substance, and style are sometimes appropriate to the context, purpose, and audience; shows limited awareness of the audience’s needs, interests, expertise, ages, and cultural backgrounds</p> <p>Use of body language to enhance communication is somewhat effective, but may be distracting at times</p>	<p>Organization, substance, and style are consistently appropriate to the context, purpose, and audience; shows awareness of the audience’s needs, interests, expertise, ages, and cultural backgrounds</p> <p>Effectively uses body language to enhance communication</p>	<p>Organization, substance, and style effectively hook and sustain audience engagement; provides convincing conclusions</p>
Listening	<p>Is building a foundation to listen effectively; is beginning to show the ability to accurately decipher knowledge communicated by the speaker, but often becomes confused about the message</p> <p>Rarely asks questions to gain clarification on the intended message</p>	<p>Listens somewhat effectively; when listening, deciphers knowledge communicated by the speaker, and is growing in the ability to decipher the speaker’s values, attitudes, and intentions</p> <p>Sometimes asks questions to gain clarification on the intended message</p>	<p>Listens effectively; when listening, deciphers meaning, including knowledge communicated by the speaker and the speaker’s values, attitudes, and intentions</p> <p>Consistently asks questions to gain clarification on the intended message</p>	<p>Is skilled at asking questions to show that active listening is in progress; encourages others to do much of the talking</p>

Oral Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
	<p>Listens inattentively, demonstrates a lack of interest in the speaker’s message, and appears to be disengaged</p> <p>Rarely honors established norms related to listening (e.g., “shares the air”)</p>	<p>Listens somewhat actively and attentively; demonstrates minor interest in the speaker’s message; and is beginning to provide verbal or nonverbal feedback to indicate that the message was received to show understanding, but can sometimes appear to be disengaged</p> <p>Sometimes honors established norms related to listening (e.g., “shares the air”)</p>	<p>Listens actively and attentively, demonstrates interest in the speaker’s message, and provides verbal or nonverbal feedback to indicate that the message was received; shows understanding</p> <p>Consistently honors established norms related to listening (e.g., “shares the air”)</p>	
Communicating in Diverse Environments	<p>Is building a foundation to communicate effectively in diverse environments (including multi-lingual), but regular use of colloquialisms, jargon, and slang make it difficult for collaborators to understand what the student is trying to communicate</p>	<p>Is beginning to communicate effectively in diverse environments (including multi-lingual); student’s periodic use of colloquialisms, jargon, or slang makes it difficult for some learners from other cultures to understand what the student is trying to communicate</p>	<p>Communicates effectively in diverse environments (including multi-lingual); refrains from the use of colloquialisms, jargon, or slang to avoid communication barriers</p>	<p>Shows strong cultural awareness when communicating in diverse environments; shows consideration of other peoples’ world views, frames of reference, and beliefs; asks for feedback on communication skills</p>

Oral Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
	Shows a lack of cultural understanding when engaging with learners from other cultures; appears awkward when encountering differences in communication	Shows limited cultural understanding when engaging with learners from other cultures; respects differences in communication	Shows cultural understanding and when engaging with learners from other cultures; respects differences in communication	
Self-Reflection/ Agency	Rarely reflects on the level of success of communications and reflections are generally inaccurate	Sometimes reflects on the level of success of communications, but reflections are not always accurate	Consistently reflects accurately on the level of success of communications	Accurately identifies underlying causes that influence communication challenges or breakdowns; consistently identifies reasonable action items to improve communication

Written Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
Written Usage/Mechanics	<p>Exhibits little or no control of sentence formation, including fragments, run-ons, and comma splices</p> <p>Exhibits little or no control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives</p> <p>Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling</p>	<p>Exhibits inconsistent control of sentence formation, including occasional fragments, run-ons, and comma splices</p> <p>Exhibits inconsistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and double negatives</p> <p>Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling</p>	<p>Exhibits reasonable control of sentence formation, avoiding fragments, run-ons, and comma splices.</p> <p>Exhibits reasonable control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives</p> <p>Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling</p>	<p>Exhibits consistent control of sentence formation, avoiding fragments, run-ons, and comma splices</p> <p>Exhibits consistent control of usage, including subject/verb agreement, pronoun agreement, pronoun case, adjectives and adverbs, verb tenses, plurals and possessives, homophones, and avoidance of double negatives</p> <p>Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling</p>

Written Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
Written Composing/Written Expression	<p>Fails to focus on a position or to adapt content to audience, purpose, and situation</p> <p>Fails to draw conclusions</p> <p>Fails to address counterclaims when appropriate</p> <p>Contains little or no evidence that suits the intended purpose and audience or that elaborates ideas</p>	<p>Focuses on a position, but inconsistently adapts content to audience, purpose, and situation</p> <p>May not draw conclusions</p> <p>May not address counterclaims when appropriate</p> <p>Contains limited evidence that suits the intended purpose and audience, clarifies or defends the writer's position, and elaborates ideas; may be a list of general, underdeveloped statements</p>	<p>Focuses on a clear position and generally adapts content to audience, purpose, and situation</p> <p>Draws reasonable conclusions</p> <p>Attempts to address counterclaims when appropriate</p> <p>Contains relevant evidence (examples, illustrations, reasons, events, and/or details) that suits the intended purpose and audience, clarifies and defends the writer's position, and elaborates ideas, though some thinness or unevenness in elaboration may be present</p>	<p>Focuses on a clear position and adapts content to audience, purpose, and situation</p> <p>Draws effective conclusions</p> <p>Addresses counterclaims when appropriate</p> <p>Contains precise and relevant evidence (examples, illustrations, reasons, events, and/or details) that suits the intended purpose and audience, clarifies and defends the writer's position, and fully and clearly elaborates ideas</p>

Written Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
	<p>Fails to organize ideas and lacks unity as a result of major digressions and shifts in point of view, the absence of transitions connecting ideas, and no lead and/or closure</p> <p>Lacks a rhythmic flow as a result of little or no variation in sentence construction</p>	<p>Organizes ideas in a limited or inconsistent manner and may lack unity due to major digressions and/or shifts in point of view, limited or inconsistent use of transitions within and across paragraphs, and a weak or missing lead and/or closure</p> <p>Develops an uneven rhythmic flow throughout the piece as a result of a limited variation in sentence construction</p>	<p>Organizes ideas in a logical manner and exhibits unity by having a few minor digressions and/or shifts in point of view, using transitions to connect ideas within and across paragraphs, and having a skillful if not sophisticated lead and closure</p> <p>Develops a rhythmic flow throughout most of the piece that results from some variation of sentence construction, subordination of ideas, and/or embedding of modifiers</p>	<p>Organizes ideas in a sustained and logical manner and exhibits unity by having few if any digressions, maintaining a consistent point of view, using highly effective and purposeful transitions to connect ideas within and across paragraphs, and having a strong lead and closure</p> <p>Develops a rhythmic flow throughout the piece that results from the purposeful variation or repetition of sentence construction for effect, the appropriate subordination of ideas, and/or the effective embedding of modifiers</p>

Written Communication Rubric - Grades 9-12

An effective communicator shares information and ideas for a given purpose, task, and audience.

Learning Goal	Novice – 1 	Emerging – 2 	Proficient – 3 	Exemplary – 4 
	Lacks tone and voice as a result of little or no specific word choice, descriptive language, and/or selected information	Exhibits inconsistent tone or voice as a result of limited word choice, descriptive language, and/or selected information	Contains specific word choice, descriptive language, and selected information that create tone and enhance the writer's voice	Contains highly specific word choice, descriptive language, and selected information that create a purposeful and appropriate tone and enhance the writer's voice