



## EFFECTIVE COMMUNICATION RUBRIC – WRITING (GRADES 9-12)

| SCORING DOMAIN   | EMERGING  | E/D | DEVELOPING  | D/P | PROFICIENT  | P/A | ADVANCED  |
|--|---|-----|---|-----|---|-----|---|
| <b>ARGUMENT A</b><br><i>What is the evidence that the student can develop an argument or thesis and draw meaningful connections and conclusions?</i> | <ul style="list-style-type: none"> <li>Argument/thesis is <b>unclear or underdeveloped</b></li> <li>Draws <b>superficial</b> connections or conclusions</li> </ul>                    |     | <ul style="list-style-type: none"> <li>Presents a somewhat <b>clear, but general</b> argument/thesis</li> <li>Draws <b>general or broad</b> connections or conclusions</li> </ul> |     | <ul style="list-style-type: none"> <li>Presents a clear and <b>well developed</b> argument/thesis</li> <li>Makes <b>specific</b> connections and draws <b>logical</b> conclusions that follow from the argument/thesis</li> </ul> |     | <ul style="list-style-type: none"> <li>Presents a clear, well developed, and convincing argument/thesis <b>that demonstrates original thinking</b></li> <li>Makes <b>insightful</b> connections, draws logical and <b>meaningful</b> conclusions, and raises <b>important implications</b></li> </ul> |
| <b>ARGUMENT B</b><br><i>What is the evidence that the student considers counter-claims?</i>  | <ul style="list-style-type: none"> <li><b>One claim dominates</b> the argument and alternative or counter-claims are absent</li> </ul>  |     | <ul style="list-style-type: none"> <li><b>Briefly alludes to</b> questions, counter-claims, or alternative interpretations when appropriate</li> </ul>                            |     | <ul style="list-style-type: none"> <li><b>Acknowledges</b> questions, counter-claims, or alternative interpretations when appropriate</li> </ul>  |     | <ul style="list-style-type: none"> <li><b>Acknowledges and responds to</b> questions, counter-claims, or alternative interpretations to sharpen the argument/thesis when appropriate</li> </ul>   |
| <b>EVIDENCE A</b><br><i>What is the evidence that the student can support the argument or thesis?</i>  | <ul style="list-style-type: none"> <li><b>Relies on one or two</b> reasons, examples, or quotations relevant to argument/thesis</li> </ul>  |     | <ul style="list-style-type: none"> <li>Refers to <b>limited</b> evidence (reasons, examples, or quotations) relevant to argument/thesis</li> </ul>                                |     | <ul style="list-style-type: none"> <li>Refers to <b>sufficient and detailed</b> evidence (reasons, examples, and quotations) relevant to argument/thesis</li> </ul>   |     | <ul style="list-style-type: none"> <li>Refers to <b>most important</b> evidence (reasons, examples, quotations) relevant to argument/thesis</li> </ul>  |
| <b>EVIDENCE B</b><br><i>What is the evidence that the student recognizes the limitations of sources?</i>   | <ul style="list-style-type: none"> <li>Information from sources is <b>indiscriminately presented as fact</b></li> <li>OR</li> <li><b>One source dominates</b> the argument</li> </ul> |     | <ul style="list-style-type: none"> <li><b>Compares</b> the point of view of two or more sources</li> </ul>  |     | <ul style="list-style-type: none"> <li><b>Evaluates</b> points of view, purposes or other context information to assess credibility of sources</li> </ul>   |     | <ul style="list-style-type: none"> <li><b>Thoroughly evaluates</b> points of view, purposes or other context information to assess credibility of sources</li> </ul>  |





## EFFECTIVE COMMUNICATION RUBRIC – WRITING (GRADES 9-12)

| SCORING DOMAIN  | EMERGING   | E/D | DEVELOPING   | D/P | PROFICIENT   | P/A | ADVANCED  |
|---|--|-----|--|-----|--|-----|---|
| <b>ORGANIZATION</b><br><i>What is the evidence that the student can organize and structure ideas for effective communication?</i> | <ul style="list-style-type: none"> <li>Argument/thesis is <b>unclear or not evident</b> throughout the text</li> <li>Ideas are <b>disorganized, underdeveloped, or loosely sequenced</b></li> <li><b>No transitions</b> are used</li> </ul>  |     | <ul style="list-style-type: none"> <li>Argument/thesis is <b>evident but not consistently present</b> throughout text</li> <li>Ideas are <b>organized but not sufficiently developed or logically sequenced</b></li> <li>Transitions connect ideas</li> <li><b>with minor lapses</b></li> </ul>                        |     | <ul style="list-style-type: none"> <li>Argument/thesis is presented clearly and <b>consistently throughout text</b></li> <li>Ideas are <b>developed and logically sequenced</b></li> <li>Transitions <b>connect ideas</b></li> </ul>   |     | <ul style="list-style-type: none"> <li>Argument/thesis is presented clearly and consistently throughout text, and drives the organization of the text</li> <li>Ideas are <b>fully developed</b> and logically sequenced to present a <b>coherent whole</b></li> <li><b>Transitions guide the reader</b> through the development and reasoning of the argument/thesis</li> </ul> |
| <b>LANGUAGE USE</b><br><i>What is the evidence that the student can use language skillfully to communicate ideas?</i>             | <ul style="list-style-type: none"> <li>Has <b>limited</b> control of syntax and vocabulary</li> <li>Language and tone are <b>inappropriate</b> to the purpose and audience</li> <li>Has an <b>accumulation of errors</b> in grammar, usage, and mechanics that distracts or interferes with meaning</li> </ul> |     | <ul style="list-style-type: none"> <li>Has <b>control</b> of syntax and vocabulary</li> <li>Language and tone are appropriate to the purpose and audience with <b>minor lapses</b></li> <li>Has some <b>minor errors</b> in grammar, usage, and mechanics that partially distract or interfere with meaning</li> </ul> |     | <ul style="list-style-type: none"> <li><b>Demonstrates varied syntax and effective word choice; uses rhetorical techniques</b></li> <li>Language and tone are <b>appropriate</b> to the purpose and audience</li> <li>Is <b>generally free</b> of distracting errors in grammar, usage, and mechanics</li> </ul> |     | <ul style="list-style-type: none"> <li>Has an <b>effective fluent style</b> with varied syntax, <b>precise</b> word choice, and <b>skillful use</b> of rhetorical techniques</li> <li>Language and tone are <b>tailored to</b> the purpose and audience</li> <li>Is <b>free</b> from errors in grammar, usage, and mechanics</li> </ul>   |
| <b>CITES SOURCES</b><br><i>What is the evidence that the student can cite sources appropriately?</i>                              | <ul style="list-style-type: none"> <li>When appropriate for the task, textual citation is <b>missing or incorrect</b></li> </ul>   |     | <ul style="list-style-type: none"> <li>When appropriate for the task, cites textual evidence with some <b>minor errors</b></li> </ul>  |     | <ul style="list-style-type: none"> <li>When appropriate for the task, cites textual evidence <b>consistently and accurately</b></li> </ul>   |     | <ul style="list-style-type: none"> <li>When appropriate for the task, cites textual evidence consistently and accurately</li> </ul>   |





## EFFECTIVE COMMUNICATION RUBRIC – ORAL PRESENTATION (GRADES 9-12)

| SCORING DOMAIN  | EMERGING  | E/D | DEVELOPING   | D/P | PROFICIENT  | P/A | ADVANCED   |
|---|---|-----|--|-----|---|-----|--|
| <b>CLARITY</b><br><i>What is the evidence that the student can present a clear perspective and line of reasoning?</i>                             | <ul style="list-style-type: none"> <li>Presents an <b>unclear</b> perspective</li> <li>Line of reasoning is <b>absent, unclear, or difficult to follow</b></li> </ul>   |     | <ul style="list-style-type: none"> <li>Presents a <b>general</b> perspective</li> <li>Line of reasoning <b>can be followed</b></li> </ul>  |     | <ul style="list-style-type: none"> <li>Presents a <b>clear</b> perspective</li> <li>Line of reasoning is <b>clear and easy to follow</b></li> <li><b>Addresses alternative or opposing perspectives</b> when appropriate</li> </ul> |     | <ul style="list-style-type: none"> <li>Presents a <b>clear and original</b> perspective</li> <li>Line of reasoning is clear and <b>convincing</b></li> <li>Addresses alternative or opposing perspectives in a way that <b>sharpens one's own perspective</b></li> </ul> |
| <b>EVIDENCE</b><br><i>What is the evidence that the student can present a perspective with supportive evidence?</i>                               | <ul style="list-style-type: none"> <li>Draws on facts, experience, or research in a <b>minimal way</b>;</li> <li>Demonstrates <b>limited</b> understanding of the topic</li> </ul>                                |     | <ul style="list-style-type: none"> <li>Draws on facts, experience, and/or research <b>inconsistently</b>;</li> <li>Demonstrates an <b>incomplete or uneven</b> understanding of the topic</li> </ul>   |     | <ul style="list-style-type: none"> <li><b>Draws on</b> facts, experiences and research to support a perspective</li> <li>Demonstrates an <b>understanding</b> of the topic</li> </ul>   |     | <ul style="list-style-type: none"> <li>Facts, experience and research are <b>synthesized</b> to support a perspective</li> <li>Demonstrate an <b>in-depth</b> understanding of the topic</li> </ul>  |
| <b>ORGANIZATION</b><br><i>What is the evidence that the student can organize a presentation in a way that supports audience understanding?</i>    | <ul style="list-style-type: none"> <li>A <b>lack of organization</b> makes it difficult to follow the presenter's ideas and line of reasoning</li> </ul>  |     | <ul style="list-style-type: none"> <li><b>Inconsistencies in</b> organization and <b>limited use of transitions</b> detract from audience understanding of line of reasoning</li> </ul>  |     | <ul style="list-style-type: none"> <li>Organization is <b>appropriate</b> to the purpose, audience, and task and <b>reveals</b> the line of reasoning; <b>transitions guide audience understanding</b></li> </ul>                   |     | <ul style="list-style-type: none"> <li>Organization is appropriate to the purpose and audience and <b>supports</b> the line of reasoning; <b>effectively hooks and sustains audience engagement</b>, while providing a <b>convincing conclusion</b>.</li> </ul>          |
| <b>LANGUAGE USE</b><br><i>What is the evidence that the student can use language appropriately and fluidly to support audience understanding?</i> | <ul style="list-style-type: none"> <li>Uses language and style that is <b>unsuited</b> to the purpose, audience, and task</li> <li>Stumbles over words, <b>interfering with audience understanding</b></li> </ul> |     | <ul style="list-style-type: none"> <li>Uses language and style that is <b>at times unsuited</b> to the purpose, audience, and task</li> <li>Speaking is fluid with <b>minor lapses of awkward or incorrect language use</b> that detracts from audience understanding</li> </ul> |     | <ul style="list-style-type: none"> <li>Uses <b>appropriate</b> language and style that is suited to the purpose, audience, and task</li> <li>Speaking is fluid and <b>easy to follow</b></li> </ul>                                 |     | <ul style="list-style-type: none"> <li>Uses <b>sophisticated and varied</b> language that is suited to the purpose, audience, and task</li> <li>Speaking is <b>consistently</b> fluid and easy to follow and</li> </ul>  |





## EFFECTIVE COMMUNICATION RUBRIC – ORAL PRESENTATION (GRADES 9-12)

| SCORING DOMAIN  | EMERGING   | E/D | DEVELOPING   | D/P | PROFICIENT  | P/A | ADVANCED  |
|---|--|-----|--|-----|---|-----|---|
| <b>USE OF DIGITAL MEDIA / VISUAL DISPLAYS</b><br><i>What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?</i> | <ul style="list-style-type: none"> <li>Digital media or visual displays are <b>confusing, extraneous, or distracting</b></li> </ul>  |     | <ul style="list-style-type: none"> <li>Digital media or visual displays are <b>informative and relevant</b></li> </ul>   |     | <ul style="list-style-type: none"> <li>Digital media or visual displays are <b>appealing, informative, and support audience engagement and understanding</b></li> </ul>   |     | <ul style="list-style-type: none"> <li>Digital media or visual displays are <b>polished, informative, and support audience engagement and understanding</b></li> </ul>  |
| <b>PRESENTATION SKILLS</b><br><i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i>      | <ul style="list-style-type: none"> <li>Makes <b>minimal use</b> of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed</li> <li>Presenter's energy and affect are <b>unsuitable</b> for the audience and purpose of the presentation</li> </ul> |     | <ul style="list-style-type: none"> <li>Demonstrates a command of <b>some aspects</b> of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing</li> <li>Presenter's energy, and/or affect are <b>usually appropriate</b> for the presentation and purpose of the presentation, with minor lapses</li> </ul> |     | <ul style="list-style-type: none"> <li>Demonstrates a <b>command</b> of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing</li> <li>Presenter's energy and affect are <b>appropriate</b> for the audience and <b>support engagement</b></li> </ul> |     | <ul style="list-style-type: none"> <li>Demonstrates <b>consistent</b> command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing <b>in a way that keeps the audience engaged</b></li> <li>Presenter maintains a <b>presence and a captivating energy</b> that is appropriate to the audience and purpose of the presentation</li> </ul> |
| <b>INTERACTION WITH AUDIENCE</b><br><i>What is the evidence that the student can respond to audience questions effectively?</i>   | <ul style="list-style-type: none"> <li>Provides a <b>vague response</b> to questions; demonstrates a <b>minimal command</b> of the facts or understanding of the topic</li> </ul>  |     | <ul style="list-style-type: none"> <li>Provides an <b>indirect or partial response</b> to questions; demonstrate a <b>partial command</b> of the facts or understanding of the topic</li> </ul>  |     | <ul style="list-style-type: none"> <li>Provides a <b>direct and complete response</b> to questions; demonstrates an <b>adequate command</b> of the facts and understanding of the topic</li> </ul>  |     | <ul style="list-style-type: none"> <li>Provides a <b>precise and persuasive response</b> to questions; demonstrates an <b>in-depth understanding</b> of the facts and topic</li> </ul>  |





## EFFECTIVE COMMUNICATION RUBRIC – ORAL INTERACTION (GRADES 9-12)

| SCORING DOMAIN  | EMERGING  | E/D | DEVELOPING  | D/P | PROFICIENT  | P/A | ADVANCED  |
|---|---|-----|---|-----|---|-----|---|
| <b>SUBSTANCE</b><br><i>What is the evidence that the student prepares to engage in substantive and evidence-based discussions?</i>  | <ul style="list-style-type: none"> <li>Comes to discussions <b>without preparation</b></li> <li>Expresses ideas based on <b>limited</b> knowledge and understanding of the topic</li> <li>Ideas are underdeveloped</li> </ul>   |     | <ul style="list-style-type: none"> <li>Comes to discussions <b>partially prepared</b> with incomplete reading and research on the topic</li> <li>Expresses ideas based on <b>incomplete</b> knowledge and understanding of the topic</li> <li>Expresses ideas with some lack of clarity</li> </ul>                          |     | <ul style="list-style-type: none"> <li>Comes to discussions <b>prepared</b>, having read and researched the topic</li> <li>Expresses ideas supported by <b>substantive</b> knowledge and understanding of the topic</li> <li>Expresses clear and <b>well developed</b> ideas</li> </ul>   |     | <ul style="list-style-type: none"> <li>Comes to discussions <b>thoroughly</b> prepared having read and researched the topic extensively</li> <li>Expresses ideas supported by <b>authoritative</b> knowledge and understanding of the topic</li> <li>Expresses clear, well developed ideas <b>persuasively</b></li> </ul>   |
| <b>ACTIVE LISTENING</b><br><i>What is the evidence that the student can engage in active listening of others' ideas?</i>  | <ul style="list-style-type: none"> <li>Is <b>distracted</b>, with <b>little</b> interest in speaker's message; verbal / nonverbal feedback indicates <b>lack of understanding or misunderstanding</b></li> <li>Asks <b>irrelevant questions</b></li> <li><b>Monopolizes "air time"</b> or frequently interrupts other speakers</li> </ul> |     | <ul style="list-style-type: none"> <li>Listens with <b>partial</b> interest in the speaker's message; sporadic verbal/ nonverbal feedback indicates some understanding or agreement</li> <li>Asks <b>general</b> questions to clarify understanding of speaker's point of view</li> <li><b>Shares "air time"</b></li> </ul> |     | <ul style="list-style-type: none"> <li>Listens <b>with interest</b> in the speaker's message and provides verbal or nonverbal feedback to signal understanding or agreement</li> <li><b>Asks questions</b> to clarify understanding of speaker's point of view and reasoning</li> <li>Shares "air time" and <b>takes care not to interrupt or cut off other speakers</b></li> </ul> |     | <ul style="list-style-type: none"> <li>Listens with <b>sustained</b> interest in the speaker's message and provides verbal or nonverbal feedback to signal understanding or agreement</li> <li><b>Asks focused questions</b> to clarify understanding of speaker's point of view and reasoning</li> <li>Shares "air time" and <b>invites/encourages other speakers to contribute</b></li> </ul> |
| <b>ATTENTION TO AUDIENCE</b><br><i>What is the evidence that the student speaks appropriately and respectfully to others with attention to their relationships, roles, and culture/language background?</i> | <ul style="list-style-type: none"> <li>Uses language that is <b>unsuited</b> to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</li> <li>At times, addresses others with <b>disrespectful language or tone</b></li> </ul>  |     | <ul style="list-style-type: none"> <li>Uses language that is <b>at times unsuited</b> to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</li> <li><b>Usually</b> addresses others with respect, with <b>minor lapses</b></li> </ul>                                      |     | <ul style="list-style-type: none"> <li>Uses <b>appropriate</b> language that is <b>suited</b> to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</li> <li>Addresses others with <b>respect and sensitivity</b> to cultural or language background</li> </ul>   |     | <ul style="list-style-type: none"> <li>Uses <b>sophisticated and varied</b> language that is suited to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</li> <li>Addresses others with <b>patience</b>, respect and sensitivity to cultural or language background</li> </ul>   |







## EFFECTIVE COMMUNICATION RUBRIC – ORAL INTERACTION (GRADES 9-12)

| SCORING DOMAIN   | EMERGING   | E/D | DEVELOPING  | D/P | PROFICIENT   | P/A | ADVANCED  |
|--|--|-----|---|-----|--|-----|---|
| <p><b>PRODUCTIVE COLLABORATION</b><br/><i>What is the evidence that the student can respond to diverse perspectives thoughtfully and work collaboratively and productively?</i></p>          | <ul style="list-style-type: none"> <li>Responds to questions <b>hesitatingly</b></li> <li><b>Is closed to ideas</b> or opinions that differ from one's own</li> <li>Provides <b>surface-level</b> feedback</li> </ul>  |     | <ul style="list-style-type: none"> <li>Responds to questions and <b>begins to pose</b> appropriate questions</li> <li>Responds to others' ideas <b>without being argumentative or defensive</b></li> <li>Provides <b>critical but constructive</b> feedback</li> </ul>  |     | <ul style="list-style-type: none"> <li><b>Acknowledges and helps clarify</b> the ideas of others by asking probing questions</li> <li>Responds to different ideas or opinions <b>with diplomacy</b></li> <li>Provides <b>positive and constructive</b> feedback to collaborators</li> </ul>  |     | <ul style="list-style-type: none"> <li><b>Builds on and gives credit to others' ideas</b></li> <li><b>Ensures that all voices are heard while challenging ideas and conclusions</b> to advance the goals of the group</li> <li>Provides <b>effective, positive, and productive</b> feedback to collaborators</li> </ul>   |
| <p><b>TECHNOLOGY-FACILITATED COMMUNICATION</b><br/><i>What is the evidence that the student can use digital media and other interactive technologies appropriately and productively?</i></p> | <ul style="list-style-type: none"> <li>Attempts to use digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to interact with peers/experts/global partner but <b>participation is minimal</b></li> <li>Knows but <b>frequently forgets to follow the norms and conventions</b> of communicating in online forums.</li> </ul> |     | <ul style="list-style-type: none"> <li>Uses appropriate digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to interact with peers/experts/global partner but <b>communication patterns are not collaborative</b></li> <li><b>Usually</b> follows the norms and conventions of communicating in online forums, <b>with minor lapses</b></li> </ul> |     | <ul style="list-style-type: none"> <li>Uses appropriate digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to collaborate with peers/experts/global partner in focused and <b>productive ways that support mutual learning</b></li> <li><b>Follows the norms and conventions</b> of communicating in online forums (e.g., using respectful tone and language even when disagreeing; building on the comments of others)</li> </ul> |     | <ul style="list-style-type: none"> <li>Selects and uses the most appropriate digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to collaborate with peers/experts/global partner in <b>completing an authentic work product that supports mutual learning</b></li> <li><b>Consistently</b> follows the norms and conventions of communicating in online forums (e.g., using respectful tone and language even when disagreeing; building on the comments of others) and <b>acts as a moderator, reminding peers to do the same</b></li> </ul> |

