

PORTRAIT of a GRADUATE



COMMUNICATION

COMMUNICATION RUBRIC

Fostering the North Carolina Portrait of a Graduate Durable Skills – Adaptability, Collaboration, Communication, Critical Thinking, Empathy, Learner’s Mindset, and Personal Responsibility – is imperative for student success.

The North Carolina Durable Skills rubrics are tools that help educators teach the durable skills throughout their systems of teaching and learning and assess them, when appropriate. The master set of North Carolina Durable Skills rubrics addresses grade bands K-2, 3-5, 6-8, and 9-12 in each of the North Carolina Portrait of a Graduate Durable Skills.

These rubrics are designed with formative assessment of student work in mind, but they can be used in many ways. The rubrics are designed to:

- Define the criteria associated with each of the North Carolina Durable Skills.
- Define important skills and dispositions associated with each of the North Carolina Durable Skills.
- Support the design of learning experiences in which students practice and apply targeted North Carolina Durable Skills.
- Illustrate a continuum of performance, including exemplary performance that exceeds expectations, for each criterion.
- Provide a common vocabulary for stakeholders regarding the North Carolina Durable Skills.

All North Carolina Durable Skills rubrics can be used to support student self-assessment and teacher assessment for the purpose of planning and providing feedback. The Communication rubric can also be used to support:

- Peer assessment of the durable skill.
- Teacher assessment for the purpose of demonstrating progress within a performance task.

How does this rubric define Communication?

North Carolina Graduates...


- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills.
- Listen to decipher meaning, values, attitudes, and intentions.
- Ask questions and synthesize messages to seek understanding.
- Engage in productive discourse to resolve disagreements.
- Craft communication for a range of purposes and audiences.
- Use storytelling and public speaking to express ideas and connect with others.

What do the performance levels mean in the rubric?

The North Carolina Durable Skills rubrics are intended to support student progress with the durable skill. We offer the following descriptions of each performance level:

- **Approaching Expectations:** Describes student performance that is approaching proficiency.
- **Meeting Expectations:** Describes a “proficient” level of student performance.
- **Exceeding Expectations:** Describes student performance that is exemplary and exceeds proficiency.

Rubric Terminology and Structure

	← PERFORMANCE LEVELS →		
	Approaching Expectations	Meeting Expectations	Exceeding Expectations
			
		<div>Performance Descriptors</div>	

COMMUNICATION RUBRIC: GRADES 3-5

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Engaging in Conversations	<p>Asks questions during discussion, but questions are sometimes off topic.</p> <p>Makes comments that contribute to discussion and connect to the comments of others.</p> <p>Summarizes the points made during a discussion.</p>	<p>Contributes to a discussion by asking specific, relevant questions. (For example: Checks for understanding about information or opinions).</p> <p>Makes relevant comments that contribute to discussion and elaborate on other's comments.</p> <p>Accurately summarizes the points made during a discussion.</p>	<p>Asks questions about information shared during discussion to check understanding, help the conversation stay on topic, and deepen understanding of a speaker's point of view.</p> <p>Enhances conversation by building upon or challenging ideas presented.</p>
Giving and Receiving Feedback	<p>Gives feedback to teammates that is too broad to be constructive.</p> <p>Responds to the suggestions of others.</p> <p>Makes simple revisions based on specific, directive feedback.</p>	<p>Gives constructive feedback to teammates.</p> <p>Responds appropriately to suggestions from others. (For example: Saying thank you, etc.)</p> <p>Makes simple revisions based on specific feedback. (For example: Reads or listens to feedback and creates a small list of relevant action items for revision.)</p>	<p>Gives constructive feedback to teammates specifically referencing success criteria (For example: Captured in a task prompt, rubric, I Can statement, etc.).</p> <p>Actively seeks others' feedback to improve work and enrich/extend learning.</p> <p>Makes complex revisions based on feedback. (For example: Reads or listens to feedback and creates a small list of relevant action items for revision.)</p>
Presenting Knowledge and Idea	<p>Uses an appropriate number of facts and details to support ideas presented.</p> <p>Speaks clearly at an understandable pace.</p> <p>Uses visual displays that are helpful in showing understanding of important facts or ideas.</p> <p>Answers grade-level appropriate questions that demonstrate understanding and knowledge.</p>	<p>Uses an appropriate number of accurate facts and details to support the main idea.</p> <p>Speaks clearly and confidently at an understandable pace.</p> <p>Uses visual displays that are helpful in emphasizing important facts or ideas.</p> <p>Accurately answers grade-level appropriate questions to demonstrate conceptual understanding and knowledge.</p>	<p>Uses an appropriate number of facts and details to support the presenter's claims and main idea, including relevant examples.</p> <p>Speaks clearly at an understandable pace; accurately and confidently with appropriate volume.</p> <p>Uses visual displays that are helpful in emphasizing important facts or ideas and enhance audience understanding.</p> <p>Accurately and confidently answers grade-level appropriate questions to demonstrate conceptual understanding and knowledge.</p>