

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

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

COMMUNICATION RUBRIC: GRADES 6-8

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Engaging in Conversations	<p>Poses general questions that contribute to the discussion and sometimes link to the ideas shared by collaborators.</p> <p>Responds to others' questions and comments with connections and ideas that sometimes connect to the conversation. Justification of views show some clarity and understanding.</p> <p>Summarizes information and perspectives shared during discussions with a lack of clarity.</p>	<p>Asks specific questions that connect to ideas shared by several speakers during discussion to check understanding, check validity, separate fact from fiction, help the conversation stay on topic, and deepen understanding.</p> <p>Responds to others' questions and comments with relevant connections, ideas, and evidence. When necessary, justifies views considering evidence presented.</p> <p>Accurately summarizes information and perspectives shared during discussions.</p>	<p>Extends and deepens conversations by asking questions that invite partners to elaborate, explain, or provide additional reasoning and evidence during discussion. (For example: Can you elaborate on...? How does this relate to...? What do you think about...? How does this evidence support...?)</p> <p>Clearly responds to questions and comments by clarifying or showing agreement. (For example: Let me check my understanding...To paraphrase what you just said, you...In other words, you are saying that... It sounds like you think that...I agree with your statement...)</p> <p>Provides evidence when challenging or sharing new ideas and conclusions.</p>
Giving and Receiving Feedback	<p>Provides generic feedback, verbal and/or written, based on the activity discussed. (For example: That's fine, good job, etc.)</p> <p>Listens to and accepts feedback. Is beginning to show understanding, express appreciation, and utilize feedback to grow/improve.</p>	<p>Provides constructive feedback based on the success criteria provided (verbal and/or written).</p> <p>Asks for feedback on individual work (For example: using a protocol).</p> <p>Shows understanding of feedback and expresses appreciation. Explains how it will be used.</p> <p>Makes revisions in response to feedback.</p>	<p>Provides constructive feedback to support peers in meeting goals and completing tasks via a variety of modes such as peer editing, journaling, critique protocol, etc.. Includes a balance of positive feedback and areas in need of refinement/improvement.</p> <p>Provides more elaborate feedback, when necessary, through examples and concrete, specific details.</p> <p>Asks for specific feedback on individual work in relation to goals. Checks understanding and documents suggestions. Translates feedback into action items for revision.</p> <p>Uses the feedback to make revisions.</p>

COMMUNICATION RUBRIC: GRADES 6-8

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Presenting Knowledge and Ideas	<p>Uses a limited number of accurate facts and details to support the main idea.</p> <p>Attempts to present in a focused, coherent manner, but lacks one or more of the following: adequate volume, or use of clear pronunciation.</p> <p>Uses visual displays or digital media that are distracting in emphasizing important facts or ideas.</p> <p>Responds to some grade-level appropriate questions from the audience.</p> <p>Responses demonstrate partial understanding and knowledge of the topic and/or partially address the question.</p>	<p>Presentation includes claims and findings. Incorporates an appropriate number of descriptions, facts, well-chosen details, and examples.</p> <p>Speaking is easy to follow. Uses adequate volume and clear pronunciation.</p> <p>Uses visual displays or digital media to enhance audience understanding and add interest.</p> <p>Accurately and confidently fields grade-level appropriate questions to demonstrate conceptual understanding and knowledge of the topic.</p>	<p>Presentation includes clear information, findings, and supporting evidence. Conveys a clear and distinct perspective. Directly addresses alternative or opposing perspectives. Shows understanding of the problem or challenge investigated.</p> <p>Presents in a focused, coherent manner with adequate volume and appropriate pacing. Limits filler phrases (i.e., "Um") and uses clear pronunciation.</p> <p>Uses visual displays or digital media to enhance audience understanding and add interest and engagement; format is appropriate for the data represented.</p> <p>Accurately and confidently fields grade-level appropriate questions from the audience. Responses directly answer questions. Responses demonstrate conceptual understanding and knowledge of the topic fully address the questions.</p>