

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...

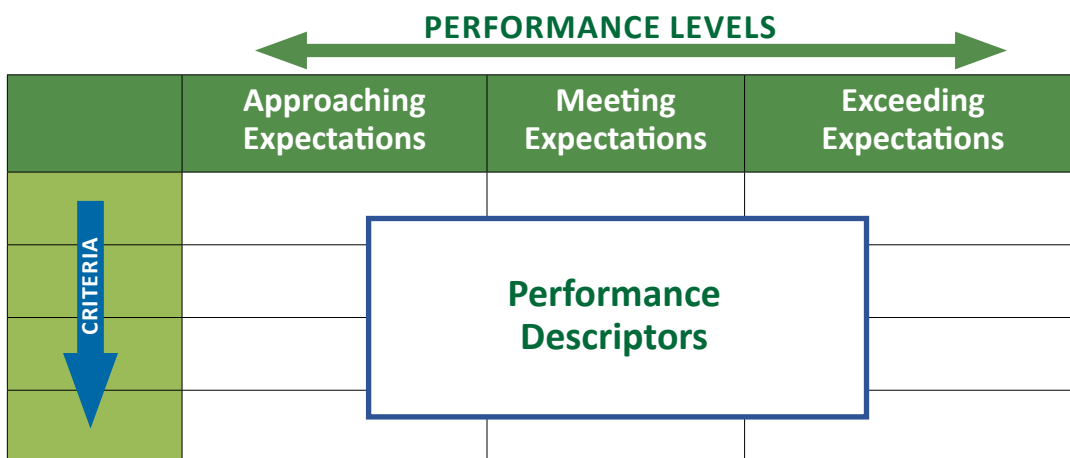
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills.
- Listen to decipher meaning, values, attitudes, and intentions.
- Ask questions and synthesize messages to seek understanding.
- Engage in productive discourse to resolve disagreements.
- Craft communication 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



COMMUNICATION RUBRIC: GRADES 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Engaging in Conversations	<p>Clarifies general or factual content by responding to/asking questions or contributing comments at a basic level.</p> <p>Responds to different perspectives with comments, but the comments lack clarity, may be off topic, and may lack relevance. Briefly synthesizes comments, claims, and evidence about the topic of investigation, but the synthesis shows areas of misconceptions or misunderstandings; Ponders/ considers new questions.</p>	<p>Extends and deepens conversations by asking questions that invite partners to elaborate, explain, or provide additional reasoning and evidence during discussion. (Can you elaborate on...? How does this relate to...? What do you think about...? How does this evidence support...?)</p> <p>Promotes divergent and creative perspectives.</p> <p>Clearly responds to questions and comments by clarifying, verifying, or showing agreement. (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...) Provides evidence when challenging or sharing new ideas and conclusions.</p>	<p>Poses high level probing questions that explore reasoning and evidence shared by several speakers. (How does evidence for this compare to ...? What is the strongest support for...?)</p> <p>Strategically synthesizes comments, claims, and evidence about the topic of investigation to build knowledge, agreement, and solutions. (I think we're noticing that our data gathered supports the claim because...I think our strongest supporting evidence is... Let me recap our ideas about why this solution is the best solution we've generated...)</p>
Giving and Receiving Feedback	<p>Provides general feedback to group members (For example: "That looks nice." or "I think you need to make revisions to the first part"). The feedback lacks the specificity needed to be helpful to the recipient.</p> <p>Requests general feedback (For example: "Is this okay? Do you like this part?").</p> <p>Makes minor revisions to work based on feedback.</p>	<p>Provides specific, constructive, and helpful 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. 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>	<p>Asks peers what kind of help/ feedback they need and tailors feedback accordingly. Provides feedback that shows consideration about the situation and task (For example: Avoids suggesting major revisions on the last day before a project is due, focuses on areas that will be most helpful based on the goals/ success criteria and the stated needs of the individual, etc.).</p> <p>Strategically solicits specific feedback from a variety of people, including people outside the class (For example: Adults other than the classroom teacher, experts, etc.)</p>

COMMUNICATION RUBRIC: GRADES 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
<p>Presenting Knowledge and Ideas</p>	<p>Information, findings, and evidence lacks clarity. Communicates an unclear perspective. Shows partial understanding of the problem or challenge investigated.</p> <p>Attempts to present in a focused, coherent manner, but lacks one or more of the following: adequate volume, appropriate pacing, avoidance of filler phrases (i.e., “um”), and use of clear pronunciation.</p> <p>Uses visual displays or digital media in presentation. Is beginning to develop skill in selecting a format that is appropriate for the data represented and adds interest and engagement..</p> <p>Responds to some grade-level appropriate questions from the audience. Responses demonstrate partial understanding and knowledge of the topic and partially address the question.</p>	<p>Conveys clear information, findings, and supporting evidence and 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>	<p>Conveys an original perspective. Addresses alternative or opposing perspectives in a convincing way that pushes one’s thinking/ perspectives. Shows in-depth understanding of the problem or challenge investigated (For example: Key concepts, themes, issues, relationships, etc.).</p> <p>Presents in a confident, commanding manner with adequate volume and appropriate pacing. Varies each of these techniques for greater effect upon the audience.</p> <p>Avoids filler phrases (i.e., “um”) and uses clear pronunciation.</p> <p>Uses polished visual displays or digital media to enhance audience understanding and add interest and engagement.</p> <p>Accurately and confidently fields complex questions from the audience beyond their current grade level.</p> <p>Responses directly answer questions and sub questions; Responses demonstrate thorough understanding and knowledge of the topic.</p>