

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
CRITERIA			

COMMUNICATION RUBRIC: GRADES K-2

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Engaging in Conversations	<p>When prompted, asks questions during discussion.</p> <p>Makes some comments that contribute to discussion and connect to other's comments when prompted.</p>	<p>Asks questions to a speaker as needed during discussion to clarify understanding and receive further explanation.</p> <p>Makes comments during discussion that contribute to discussion and connect to others' comments.</p>	<p>Asks specific questions about information shared during discussion to check understanding and receive further explanation.</p> <p>Uses questioning to help the conversation stay on topic.</p> <p>Makes relevant comments during discussion that contribute to discussion and connect to other's comments.</p> <p>Accurately summarizes the points made during a discussion.</p>
Giving and Receiving Feedback	<p>Gives feedback to teammates.</p> <p>Responds to the suggestions of others.</p> <p>Makes simple revisions based on specific, directive feedback with significant assistance.</p>	<p>Gives constructive feedback to teammates.</p> <p>Responds appropriately to the suggestions from others. (For example: Saying thank you, etc.)</p> <p>Makes simple revisions based on specific feedback with moderate assistance.</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 effective revisions based on feedback with minimal assistance.</p>
Presenting Knowledge and Ideas	<p>Uses appropriate facts and details.</p> <p>Speaks audibly. Crafts sentences.</p> <p>Uses drawings or other visual displays.</p>	<p>Uses appropriate facts and relevant, descriptive details.</p> <p>Speaks audibly in coherent sentences. Crafts sentences that are relevant to the topic.</p> <p>Uses drawings or other visual displays that help clarify ideas, thoughts, and feelings.</p>	<p>Uses appropriate 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>