

Communication Rubric

Learning Standard: The students will effectively communicate orally, visually, and in writing by addressing purpose, using evidence, employing organization, and following the standards of the assigning discipline.

	4- EXEMPLARY	3- PROFICIENT	2 -DEVELOPING	1-UNSATISFACTORY	student	teacher
a. Position	The student clearly addresses task, purpose, and audience (has a strong thesis statement that they prove)	The student addresses task, purpose, and/or audience (Has a thesis statement that is debatable)	The student weakly addresses task, purpose, and/or audience. (Has a weak thesis statement)	The student fails to address task, purpose, or audience. (No thesis statement or no clear direction)		
b.Evidence and Support	The position in the response is richly supported with information from a source(s) material.The supporting ideas in the response are well developed; information is accurate and relevant.	The position in the response contains some support using information from a source(s) material.The supporting ideas in the response are generally developed; information is accurate and relevant.	The position in response contains limited support or may not use information from source materials. The supporting ideas in the response are not thoroughly or only somewhat developed; some information may be inaccurate or irrelevant.	The response offers weak or no support from source materials OR the support provided is copied verbatim.The response may be poorly developed and/or illogical and inconsistent; supporting ideas are emotional, inaccurate, or irrelevant.		
c.Organization	The response is unified and focused and contains one or more controlling ideas; organization and control are sustained throughout	The response is organized contains one or more controlling ideas; digressions, if present, are not disruptive.	The response may lack focus. The student chooses formats/platforms to communicate clearly; the students and a controlling idea; there may be digressions or abrupt shifts that interfere with meaning.	The response lacks focus and a controlling idea; little or no organization is present and frequent digressions and/or abrupt shifts in the response interfere with meaning.		
d.Composition	Clearly meets the standards required in the discipline. The student chooses appropriate formats/platforms to communicate.	The student chooses appropriate formats/platforms to communicate. The student response meets most of the standards required in the discipline.	The student may choose inappropriate formats/platforms to communicate. The student response is limited in meeting the standards required in the discipline.	The student chooses inappropriate formats. The student response does not meet the standards required in the discipline.		

When to use: Any product with a written, visual, or audio component that is created by students.