



# Clear and Effective Communication Scoring Criteria

*Clear and Effective Communication includes oral, written, multi-media, and performance.*

PERFORMANCE INDICATOR	BEGINNING 1	DEVELOPING 2	PROFICIENT 3	EXPANDING 4
A. Demonstrate organized and purposeful communication.	I can <ul style="list-style-type: none"><li>• Use paragraph structure to organize my thoughts;</li><li>• Use basic sentence structure to convey my ideas.</li></ul>	I can <ul style="list-style-type: none"><li>• Organize details, claims, examples, or evidence;</li><li>• Use academic language and/or images to present my subject and analysis in a general fashion.</li></ul>	I can <ul style="list-style-type: none"><li>• Present my ideas coherently, with a logical sequence;</li><li>• Use academic language and/or images to enhance my message and present my subject in a precise manner.</li></ul>	I can <ul style="list-style-type: none"><li>• Present my ideas coherently, with a clear or creative sequence;</li><li>• Confidently and habitually use complex academic vocabulary, vivid images and/or phrases, syntax, and grammar to enhance my message and perspective;</li></ul> Or <ul style="list-style-type: none"><li>• Create alternative evidence that expands upon proficient.</li></ul>
B. Use evidence and logic appropriately in communication.	I can <ul style="list-style-type: none"><li>• Retrieve information from a text, table, graph or other source and include it in my finished product;</li><li>• Include discussion of my reasoning.</li></ul>	I can <ul style="list-style-type: none"><li>• Include information from several sources and analyze or compare the information from these sources;</li><li>• Use evidence to generate and support a claim.</li></ul>	I can <ul style="list-style-type: none"><li>• Analyze, integrate, and cite evidence from sources and incorporate the relevant pieces into the finished work;</li><li>• Use reasoning to synthesize evidence to support a claim.</li></ul>	I can <ul style="list-style-type: none"><li>• Compare and analyze source information for purpose, audience, and objectivity to inform my communication;</li><li>• Critique or extend my reasoning in a way that includes complex connections, inferences, or applications of concepts;</li></ul> Or <ul style="list-style-type: none"><li>• Create alternative evidence that expands upon proficient.</li></ul>



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<p>C. Integrate information gathered from active speaking and listening.</p>	<p>I can</p> <ul style="list-style-type: none"><li>● Gather information from discussions, or other audio-visual, or in-person sources.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>● Use relevant information gathered from discussions, or other audio-visual, or in-person sources.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>● Integrate relevant information from discussions, or other audio-visual, or in-person sources.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>● Synthesize or connect information from multiple discussions, or other audio-visual, or in-person sources;</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>● Create alternative evidence that expands upon proficient.</li></ul>
<p>D. Adjust communication based on the audience, context, and purpose.</p>	<p>I can</p> <ul style="list-style-type: none"><li>● Identify relevant information for a specific audience, context, or purpose.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>● Apply appropriate vocabulary to match intended audience, context, and purpose;</li><li>● (for live presentations only) Use rehearsed or discussed strategies to engage the audience.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>● Adapt the organization, content, and vocabulary to match intended audience, context, and purpose;</li><li>● (for live presentations only) Include strategies to engage the audience in planning and execute during delivery.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>● Adapt the organization, substance, style, vocabulary, and/or imagery to my audience, context, and purpose;</li><li>● (for live presentations only) Enhance audience engagement with innovative strategies;</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>● Create alternative evidence that expands upon proficient.</li></ul>
<p>E. Demonstrate effective expressions and receptive communication, including oral, written, multi-media, and performance. *</p>	<p><i>Scoring criteria have not been written for this Performance Indicator because it is a broad statement summarizing other Performance Indicators.</i></p>			



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<p>F. Use technology to further <u>enhance</u> and disseminate communication.</p>	<p>I can</p> <ul style="list-style-type: none"><li>• Use technology to communicate information.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Incorporate technology into a document or presentation</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Use relevant technology, including text, graphic, audio, visual, or interactive elements, to improve a document or presentation.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Use technology to include text, graphic, audio, visual, or interactive elements in document or presentations, to interpret information, or to present abstract concepts visually;</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>• Create alternative evidence that expands upon proficient.</li></ul>
<p>F2. Use technology to further enhance and <u>disseminate</u> communication.</p>	<p>I can</p> <ul style="list-style-type: none"><li>• Use technology to convey a message to classmates.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Use technology to communicate with a broader school audience.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Use technology to share information outside of the school community.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Use multiple forms of technology to engage and inform an audience beyond the school community;</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>• Create alternative evidence that expands upon proficient.</li></ul>
<p>G. Collaborate effectively and respectfully.</p>	<p>I can</p> <ul style="list-style-type: none"><li>• Identify the features of effective collaboration.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Contribute my own ideas to group interaction.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence.</li></ul>	<p>I can</p> <ul style="list-style-type: none"><li>• Facilitate small and large group interactions or help others facilitate;</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>• Create alternative evidence that expands upon proficient.</li></ul>