**Effective Communication Rubric – Writing (Grades 9-12)**

<table>
<thead>
<tr>
<th>Scoring Domain</th>
<th>Emerging</th>
<th>E/D</th>
<th>Developing</th>
<th>D/P</th>
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<th>P/A</th>
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</tr>
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<tbody>
<tr>
<td><strong>Argument A</strong> What is the evidence that the student can develop an argument or thesis and draw meaningful connections and conclusions?</td>
<td>Argument/thesis is unclear or underdeveloped</td>
<td>Presents a somewhat clear, but general argument/thesis</td>
<td>Presents a clear and well developed argument/thesis</td>
<td>Presents a clear, well developed, and convincing argument/thesis that demonstrates original thinking</td>
<td>• Presents a somewhat clear, but general argument/thesis</td>
<td>• Makes specific connections and draws logical conclusions that follow from the argument/thesis</td>
<td>• Presents a clear, well developed, and convincing argument/thesis that demonstrates original thinking</td>
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<tr>
<td></td>
<td>• Draws superficial connections or conclusions</td>
<td>• Draws general or broad connections or conclusions</td>
<td>• Makes specific connections and draws logical conclusions that follow from the argument/thesis</td>
<td>• Makes insightful connections, draws logical and meaningful conclusions, and raises important implications</td>
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<tr>
<td><strong>Argument B</strong> What is the evidence that the student considers counter-claims?</td>
<td>One claim dominates the argument and alternative or counter-claims are absent</td>
<td>Briefly alludes to questions, counter-claims, or alternative interpretations when appropriate</td>
<td>Acknowledges questions, counter-claims, or alternative interpretations when appropriate</td>
<td>Acknowledges and responds to questions, counter-claims, or alternative interpretations to sharpen the argument/thesis when appropriate</td>
<td>• One claim dominates the argument and alternative or counter-claims are absent</td>
<td>• Briefly alludes to questions, counter-claims, or alternative interpretations when appropriate</td>
<td>• Acknowledges questions, counter-claims, or alternative interpretations when appropriate</td>
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<td></td>
<td>• Relies on one or two reasons, examples, or quotations relevant to argument/thesis</td>
<td>• Refers to limited evidence (reasons, examples, or quotations) relevant to argument/thesis</td>
<td>• Refers to sufficient and detailed evidence (reasons, examples, and quotations) relevant to argument/thesis</td>
<td>• Refers to most important evidence (reasons, examples, quotations) relevant to argument/thesis</td>
<td>• Relies on one or two reasons, examples, or quotations relevant to argument/thesis</td>
<td>• Refers to limited evidence (reasons, examples, or quotations) relevant to argument/thesis</td>
<td>• Refers to sufficient and detailed evidence (reasons, examples, and quotations) relevant to argument/thesis</td>
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<tr>
<td><strong>Evidence A</strong> What is the evidence that the student can support the argument or thesis?</td>
<td>Information from sources is indiscriminately presented as fact OR</td>
<td>Compares the point of view of two or more sources</td>
<td>Evaluates points of view, purposes or other context information to assess credibility of sources</td>
<td>Thoroughly evaluates points of view, purposes or other context information to assess credibility of sources</td>
<td>• Information from sources is indiscriminately presented as fact OR</td>
<td>• Compares the point of view of two or more sources</td>
<td>• Evaluates points of view, purposes or other context information to assess credibility of sources</td>
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<tr>
<td></td>
<td>One source dominates the argument</td>
<td></td>
<td></td>
<td></td>
<td>• Information from sources is indiscriminately presented as fact OR</td>
<td>• Compares the point of view of two or more sources</td>
<td>• Evaluates points of view, purposes or other context information to assess credibility of sources</td>
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<tr>
<td><strong>Organization</strong></td>
<td></td>
<td>• Argument/thesis is unclear or not evident throughout the text</td>
<td>• Argument/thesis is evident but not consistently present throughout text</td>
<td>• Argument/thesis is presented clearly and consistently throughout text</td>
<td>• Argument/thesis is presented clearly and consistently throughout text</td>
<td>• Argument/thesis is presented clearly and consistently throughout text, and drives the organization of the text</td>
<td></td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
<td></td>
<td>• Ideas are disorganized, underdeveloped, or loosely sequenced</td>
<td>• Ideas are organized but not sufficiently developed or logically sequenced</td>
<td>• Ideas are developed and logically sequenced</td>
<td>• Ideas are developed and logically sequenced</td>
<td>• Transitions guide the reader through the development and reasoning of the argument/thesis</td>
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<td></td>
<td></td>
<td>• No transitions are used</td>
<td>• Transitions connect ideas with minor lapses</td>
<td>• Transitions connect ideas</td>
<td>• Transitions connect ideas</td>
<td>• Transitions guide the reader through the development and reasoning of the argument/thesis</td>
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</tr>
<tr>
<td><strong>Cites Sources</strong></td>
<td></td>
<td>• Has limited control of syntax and vocabulary</td>
<td>• Has control of syntax and vocabulary</td>
<td>• Demonstrates varied syntax and effective word choice; uses rhetorical techniques</td>
<td>• Demonstrates varied syntax and effective word choice; uses rhetorical techniques</td>
<td>• Has an effective fluent style with varied syntax, precise word choice, and skillful use of rhetorical techniques</td>
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<td></td>
<td></td>
<td>• Language and tone are inappropriate to the purpose and audience</td>
<td>• Language and tone are appropriate to the purpose and audience with minor lapses</td>
<td>• Language and tone are appropriate to the purpose and audience</td>
<td>• Language and tone are appropriate to the purpose and audience</td>
<td>• Language and tone are tailored to the purpose and audience</td>
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<td></td>
<td></td>
<td>• Has an accumulation of errors in grammar, usage, and mechanics that distracts or interferes with meaning</td>
<td>• Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning</td>
<td>• Is generally free of distracting errors in grammar, usage, and mechanics</td>
<td>• Is generally free of distracting errors in grammar, usage, and mechanics</td>
<td>• Is free from errors in grammar, usage, and mechanics</td>
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<td>• When appropriate for the task, textual citation is missing or incorrect</td>
<td>• When appropriate for the task, cites textual evidence with some minor errors</td>
<td>• When appropriate for the task, cites textual evidence consistently and accurately</td>
<td>• When appropriate for the task, cites textual evidence consistently and accurately</td>
<td>• When appropriate for the task, cites textual evidence consistently and accurately</td>
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## EFFECTIVE COMMUNICATION RUBRIC – ORAL PRESENTATION (GRADES 9-12)

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| **CLARITY**    | Presents an **unclear** perspective  
Line of reasoning is **absent, unclear, or difficult to follow** | Presents a **general** perspective  
Line of reasoning can be followed | Presents a **clear** perspective  
Line of reasoning is **clear and easy to follow**  
Addresses alternative or opposing perspectives when appropriate | **Presents a clear and original perspective**  
Line of reasoning is clear and **convincing**  
Addresses alternative or opposing perspectives in a way that **sharpen one's own perspective** |
| **EVIDENCE**   | Draws on facts, experience, or research in a **minimal way**;  
Demonstrates **limited** understanding of the topic | Draws on facts, experience, and/or research **inconsistently**;  
Demonstrates an **incomplete or uneven** understanding of the topic | Draws on facts, experiences and research to support a perspective  
Demonstrates an **understanding** of the topic | Facts, experience and research are **synthesized** to support a perspective  
Demonstrate an **in-depth** understanding of the topic |
| **ORGANIZATION** | A lack of organization makes it difficult to follow the presenter’s ideas and line of reasoning | **Inconsistencies in organization and limited use of transitions** detract from audience understanding of line of reasoning | Organization is **appropriate** to the purpose, audience, and task and reveals the line of reasoning; **transitions guide audience understanding** | Organization is appropriate to the purpose and audience and supports the line of reasoning; **effectively hooks and sustains audience engagement**, while providing a convincing **conclusion**. |
| **LANGUAGE USE** | Uses language and style that is **unsuited** to the purpose, audience, and task  
Stumbles over words, **interfering with audience understanding** | Uses language and style that is **at times unsuited** to the purpose, audience, and task  
Speaking is fluid with minor lapses of awkward or incorrect language use that detracts from audience understanding | Uses **appropriate** language and style that is suited to the purpose, audience, and task  
Speaking is fluid and **easy to follow** | Uses **sophisticated and varied** language that is suited to the purpose, audience, and task  
Speaking is **consistently** fluid and easy to follow and |
**Effective Communication Rubric – Oral Presentation (Grades 9-12)**

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| **USE OF DIGITAL MEDIA / VISUAL DISPLAYS**  
What is the evidence that the student can use digital media/visual displays to engage and support audience understanding? | • Digital media or visual displays are confusing, extraneous, or distracting | • Digital media or visual displays are informative and relevant | • Digital media or visual displays are appealing, informative, and support audience engagement and understanding | • Digital media or visual displays are polished, informative, and support audience engagement and understanding |
| **PRESENTATION SKILLS**  
What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement? | • Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed  
• Presenter's energy and affect are unsuitable for the audience and purpose of the presentation | • Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing  
• Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses | • Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing  
• Presenter's energy and affect are appropriate for the audience and support engagement  
• Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged  
• Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation |
| **INTERACTION WITH AUDIENCE**  
What is the evidence that the student can respond to audience questions effectively? | • Provides a vague response to questions; demonstrates a minimal command of the facts or understanding of the topic | • Provides an indirect or partial response to questions; demonstrates a partial command of the facts or understanding of the topic | • Provides a direct and complete response to questions; demonstrates an adequate command of the facts and understanding of the topic  
• Provides a precise and persuasive response to questions; demonstrates an in-depth understanding of the facts and topic |

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<td><strong>SUBSTANCE</strong></td>
<td><em>What is the evidence that the student prepares to engage in substantive and evidence-based discussions?</em></td>
<td>• Comes to discussions <strong>without preparation</strong></td>
<td>• Comes to discussions <strong>partially prepared</strong> with incomplete reading and research on the topic</td>
<td>• Comes to discussions <strong>prepared</strong>, having read and researched the topic</td>
<td>• Expresses ideas supported by <strong>substantive</strong> knowledge and understanding of the topic</td>
<td>• Expresses clear and well developed ideas</td>
<td>• Comes to discussions <strong>thoroughly</strong> prepared having read and researched the topic extensively</td>
</tr>
<tr>
<td><strong>ACTIVE LISTENING</strong></td>
<td><em>What is the evidence that the student can engage in active listening of others' ideas?</em></td>
<td>• Is distracted, with little interest in speaker's message; verbal / nonverbal feedback indicates <strong>lack of understanding or misunderstanding</strong></td>
<td>• Listens with <strong>partial interest</strong> in the speaker's message; sporadic verbal/ nonverbal feedback indicates some understanding or agreement</td>
<td>• Listens with <strong>interest</strong> in the speaker's message and provides verbal or nonverbal feedback to signal understanding or agreement</td>
<td>• Asks questions to clarify understanding of speaker's point of view</td>
<td>• Shares &quot;air time&quot; and <strong>takes care not to interrupt or cut off other speakers</strong></td>
<td>• Listens with <strong>sustained interest</strong> in the speaker's message and provides verbal or nonverbal feedback to signal understanding or agreement</td>
</tr>
<tr>
<td><strong>ATTENTION TO AUDIENCE</strong></td>
<td><em>What is the evidence that the student speaks appropriately and respectfully to others with attention to their relationships, roles, and culture/language background?</em></td>
<td>• Uses language that is <strong>unsuited</strong> to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</td>
<td>• Uses language that is <strong>at times unsuited</strong> to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</td>
<td>• Uses <strong>appropriate language</strong> that is <strong>suited</strong> to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</td>
<td>• Addresses others with <strong>respect and sensitivity</strong> to cultural or language background</td>
<td>• Uses <strong>sophisticated and varied</strong> language that is suited to the purpose and audience (e.g., supervisor, client, patient, customer, collaborator, or co-worker)</td>
<td>• Addresses others with <strong>patience, respect and sensitivity</strong> to cultural or language background</td>
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# Effective Communication Rubric – Oral Interaction (Grades 9-12)

**Scoring Domain** | **Emerging** | **Developing** | **Proficient** | **P/A** | **Advanced**
--- | --- | --- | --- | --- | ---
**Productive Collaboration**
What is the evidence that the student can respond to diverse perspectives thoughtfully and work collaboratively and productively?
- Responds to questions hesitantly
- Is closed to ideas or opinions that differ from one's own
- Provides surface-level feedback
- Responds to questions and begins to pose appropriate questions
- Responds to others' ideas without being argumentative or defensive
- Provides critical but constructive feedback
- Acknowledges and helps clarify the ideas of others by asking probing questions
- Responds to different ideas or opinions with diplomacy
- Provides positive and constructive feedback to collaborators
- Builds on and gives credit to others' ideas
- Ensures that all voices are heard while challenging ideas and conclusions to advance the goals of the group
- Provides effective, positive, and productive feedback to collaborators

**Technology-Facilitated Communication**
What is the evidence that the student can use digital media and other interactive technologies appropriately and productively?
- Attempts to use digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to interact with peers/experts/global partner but participation is minimal
- Knows but frequently forgets to follow the norms and conventions of communicating in online forums.
- Uses appropriate digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to interact with peers/experts/global partner but communication patterns are not collaborative
- Usually follows the norms and conventions of communicating in online forums, with minor lapses
- Uses appropriate digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to collaborate with peers/experts/global partner in focused and productive ways that support mutual learning
- Follows the norms and conventions of communicating in online forums (e.g., using respectful tone and language even when disagreeing; building on the comments of others)
- Uses appropriate digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to collaborate with peers/experts/global partner in completing an authentic work product that supports mutual learning
- Consistently follows the norms and conventions of communicating in online forums (e.g., using respectful tone and language even when disagreeing; building on the comments of others) and acts as a moderator, reminding peers to do the same
- Selects and uses the most appropriate digital media tools (e.g., blogs, wikis, video-conferencing, etc.) to collaborate with peers/experts/global partner in completing an authentic work product that supports mutual learning
- Consistently follows the norms and conventions of communicating in online forums (e.g., using respectful tone and language even when disagreeing; building on the comments of others) and acts as a moderator, reminding peers to do the same

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