

DUXBURY HIGH SCHOOL COMMUNICATION RUBRIC

ELEMENTS	5 EXEMPLARY	4 COMMENDABLE	3 SATISFACTORY	2 DEVELOPING	1 UNSATISFACTORY
<p>CONTENT</p> <ul style="list-style-type: none"> •Main idea & Supporting Details •Knowledge of topic •Synthesis of ideas •Achievement of purpose 	<ul style="list-style-type: none"> •Has an extensive presentation with insightful supporting facts, examples and / or details •Exhibits extensive evidence of topic knowledge and reasoning processes •Synthesizes ideas artfully and with sophistication •Shows extraordinary confidence, clarity and awareness of purpose 	<ul style="list-style-type: none"> •Has an effective presentation with ample supporting facts, examples and / or details •Exhibits substantial evidence of topic knowledge and reasoning processes •Synthesizes ideas effectively •Shows considerable confidence, clarity and awareness of purpose 	<ul style="list-style-type: none"> •Has a suitable presentation with adequate supporting facts, examples and / or details •Exhibits adequate evidence of topic knowledge and reasoning processes •Offers some synthesis of ideas •Shows acceptable confidence, clarity and awareness of purpose 	<ul style="list-style-type: none"> •Has a partial/limited presentation with minimal supporting facts, examples and / or details •Exhibits vague evidence of topic knowledge and reasoning processes •Offers little, if any, synthesis of ideas •Shows some confidence, and/or clarity and awareness of purpose 	<ul style="list-style-type: none"> •Has an incoherent presentation with limited supporting facts, examples and / or details •Exhibits irrelevant evidence of topic knowledge and reasoning processes •Makes no attempt to synthesize ideas •Shows limited confidence, and/or a lack of clarity and awareness of purpose
<p>ORGANIZATION</p> <ul style="list-style-type: none"> •Opening / Closing •Sequence / Structure •Transitions 	<ul style="list-style-type: none"> •Provides exceptional opening and closing statements •Demonstrates exceptional sequence and structure •Uses smooth and enriching transitions 	<ul style="list-style-type: none"> •Provides effective opening and closing statements •Demonstrates effective sequence and structure •Uses effective transitions. 	<ul style="list-style-type: none"> •Provides acceptable opening and closing statements •Demonstrates acceptable sequence and structure •Uses suitable transitions. 	<ul style="list-style-type: none"> •Provides incomplete opening and closing statements •Demonstrates limited sequence and structure • Uses some transitions 	<ul style="list-style-type: none"> •Provides limited or no opening and closing statements •Rarely demonstrates sequence and structure •Uses limited or no transitions
<p>DICTION</p> <ul style="list-style-type: none"> •Accurate vocabulary •Grammar / Pronunciation 	<ul style="list-style-type: none"> •Consistently uses rich and varied vocabulary, including content-specific terms •Consistently uses correct grammar and pronunciation with virtually no errors 	<ul style="list-style-type: none"> •Consistently uses appropriate and varied vocabulary, including content-specific terms •Nearly always uses correct grammar and pronunciation 	<ul style="list-style-type: none"> •Consistently uses simple-but-correct vocabulary, including content-specific terms •Uses correct grammar and pronunciation with minor errors 	<ul style="list-style-type: none"> •Uses some incorrect vocabulary and / or content-specific terms •At times uses correct grammar. Pronunciation errors at times interfere with audience comprehension 	<ul style="list-style-type: none"> •Frequently uses incorrect or inappropriate vocabulary: incorrectly uses content-specific terms, if at all •Grammar and pronunciation errors are extensive

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<p>DICTION</p> <ul style="list-style-type: none"> •Language style (formal or informal) appropriate for audience 	<ul style="list-style-type: none"> •Skillfully uses language style appropriate to the audience 	<ul style="list-style-type: none"> •Deliberately uses language style appropriate to the audience 	<ul style="list-style-type: none"> •Usually uses language style appropriate to the audience 	<ul style="list-style-type: none"> •At times uses language style appropriate to the audience 	<ul style="list-style-type: none"> •Rarely uses language style appropriate to the audience
<p>DELIVERY</p> <ul style="list-style-type: none"> •Creativity •Pacing •Posture / eye contact •Gestures •Voice - Volume / Clarity / Intonation 	<ul style="list-style-type: none"> •Shows advanced levels of original thinking throughout presentation •Uses exceptional pacing •Stands up straight and establishes eye contact throughout the presentation •Uses gestures that enhance the presentation. •Uses appropriate volume with clear and distinct speech at all times. Artfully uses pitch and tone to convey meaning 	<ul style="list-style-type: none"> •Shows substantial original thinking throughout presentation •Uses effective pacing •Stands up straight and establishes eye contact in the room for most of the presentation •Uses gestures that support the presentation. •Almost always uses appropriate volume with clear and distinct speech. Appropriately uses pitch and tone to convey meaning 	<ul style="list-style-type: none"> •Shows original thinking in presentation •Uses suitable pacing •Generally stands up straight and establishes eye contact during the presentation •Uses gestures appropriate to the presentation. •Generally uses appropriate volume with clear and distinct speech. At times uses pitch and tone to convey meaning 	<ul style="list-style-type: none"> •Shows some original thinking in presentation •Uses suitable pacing some of the time •Sometimes stands up straight and establishes eye contact during some parts of the presentation •Uses some gestures appropriate to the presentation •Sometimes uses appropriate volume with clear and distinct speech. Rarely uses pitch and tone to convey meaning 	<ul style="list-style-type: none"> •Shows limited or no original thinking in presentation •Uses ineffective pacing •Does not stand up straight or establish eye contact at any time during the presentation •Uses gestures that detract from the presentation •Rarely uses appropriate volume with clear and distinct speech. Does not use pitch and tone to convey meaning
<p>ADDITIONAL REQUIREMENTS</p>					