

Communication

“Communicate effectively in multiple contexts and for varied purposes using a variety of tools/media”

English: R.1, W.4, SL.4
World Language: ACTFL 1.2, 1.3
Math: MP3, MP6, MP2, HSS.IC, MP7, HSS.ID
Social Studies: WHST.11-12.7, WHST.11-12.1d, CTSS.INQ 9-12.5
Science: SEP8

Criteria	Mastering 4	Proficient 3	Developing 2	Emerging 1
Position	Takes and develops a clear, thoughtful position (thesis). Keen awareness of audience and specific purpose. Draws insightful conclusions that are thoroughly defended with evidence and examples.	Takes and develops a position (thesis); some awareness of audience and/ or purpose.	Takes a position (thesis) but may not be clearly developed; little if any awareness of audience/ purpose.	Takes no clear position (thesis) or is difficult to understand; little or no awareness of audience and/or purpose.
Evidence	Supports position with the ethical use of comprehensive evidence (quotes, well-chosen details, and examples using appropriate citations). Information from scholarly sources is insightfully used to support, extend, and inform the position.	Supports position with the ethical use of accurate and relevant information (quotes, well-chosen details, and examples using appropriate citations). Credible sources are used to support and inform the position.	Offers limited support for the position with some inaccurate or irrelevant information. Sources used to support and inform the position are questionable or unreliable.	Poorly and inconsistently develops the position, and information may be inaccurate, irrelevant or used unethically. Sources are not used to support and inform the position.
Organization	Sustains a progression of ideas skillfully organized and purposefully connected to a main idea. Redundancy is absent or intentional for effect.	Sustains a progression of ideas logically organized and connected to a main idea. Unintentional redundancy is minimal.	Progression of ideas is interrupted with digressions or abrupt shifts. Some unnecessary duplication of ideas or information may be present.	Progression of ideas is unclear, underdeveloped or difficult to follow. Ideas are duplicated or branch off into topics that deviate from the main idea.
Fluency	Eloquent sentence structure with precise and purposeful word choice. Use of language, transitions, and academic/domain specific vocabulary enhances the product.	Varied sentence structure with mature word choice. Use of language, transitions, and academic/domain specific vocabulary is appropriate for the product.	Product exhibits inconsistent control and/or repetitive sentence structure with unrefined word choice. Use of language, transitions, and academic/domain	Product lacks control of sentence structure and has simplistic word choice. Use of language, transitions, and academic/domain specific vocabulary diminishes product quality.

			specific vocabulary interferes with product quality.	
Usage and Mechanics	Precise control of grammar and usage is evident. Spelling and/or articulation is free of errors.	Consistent control of grammar and usage is evident. Spelling and/or articulation has some errors but errors do not impact meaning.	Inconsistent control of grammar and usage is evident. Spelling and/or articulation has numerous errors that may impact meaning.	Lacks control of grammar, and usage. Spelling and/or articulation, with numerous errors that significantly impact meaning.