



Communication

Scale:

Exemplary: 18-20 (A)
 Proficient: 13-17 (B)
 (F): 0-5

Developing: 8-12 (C)
 Beginning: 6-7 (D)

Name: _____ Date: _____

Task: _____

Teacher: _____ Subject: _____

New Milford High School

Students communicate ideas/information clearly and effectively in a meaningful way using a variety of methods.

STUDENT SCORE: _____ TEACHER SCORE: _____

ASSIGNMENT CRITERIA		EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Purpose / Focus		<ul style="list-style-type: none"> Task achieves intended purpose Focus is consistent & strong 	<ul style="list-style-type: none"> Task shows awareness of purpose clear focus 	<ul style="list-style-type: none"> Some awareness of purpose some focus 	<ul style="list-style-type: none"> Purpose not achieved Work lacks focus
Organization Unity, Coherence		<ul style="list-style-type: none"> Content has a clear and effective structure creating unity & completeness Form and structure enhance meaning 	<ul style="list-style-type: none"> Content has an identifiable structure and form that supports meaning Form and structure clearly relate to meaning 	<ul style="list-style-type: none"> Content shows some structure and form that relates to meaning but less identifiable Form somewhat supports meaning 	<ul style="list-style-type: none"> Content lacks structure and completion Form and structure do not align with purpose
Development		<ul style="list-style-type: none"> Content relevant, accurate and supported with evidence Analysis and conclusions are drawn from rich and varied sources Consistent Point of view Sources are relevant, varied and balanced 	<ul style="list-style-type: none"> Content supported by evidence Some analysis & conclusions drawn from sources Consistent point of view Sources are varied 	<ul style="list-style-type: none"> Content somewhat supported by evidence Less analysis; evidence somewhat related to task Emerging point of View Singularity of sources 	<ul style="list-style-type: none"> Content not supported by evidence No analysis or conclusions drawn. No clear point of view Inappropriate or too few sources
Language and/or media		<ul style="list-style-type: none"> Language used is effective, purposeful and fluid Varied vocabulary and figurative language used enhance and/or develop subjects Visuals, audio and other media enhance and/or develop subjects 	<ul style="list-style-type: none"> Language appropriate and purposeful Vocabulary and figurative language appropriate to task Visuals and other media clearly develop subjects 	<ul style="list-style-type: none"> Language somewhat appropriate Vocabulary and language somewhat related to task Visuals and other media somewhat related to task 	<ul style="list-style-type: none"> Language, vocabulary, visuals and other media not appropriate to task



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New Milford High School

Conventions	Correct Elements of style*/usage Correct Citations & documentation	Few errors in elements of style*/usage Correct Citations & documentation	Some errors in elements of style*/usage Some citation errors	Many errors in elements of style*/usage Many citation errors
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*Elements of style include: grammar, vocabulary, sentences, tone, pacing, spelling, paragraphing and punctuation