

# 21<sup>st</sup> Century Communication Rubric

<b>Oral Communication</b>			
<b>Expert 4</b>	<b>Competent 3</b>	<b>Adv. Beginner 2</b>	<b>Beginner 1</b>
<p>A. Complex <b>sentences</b> are produced with creative and accurate word choice that support the content.</p> <p>B. The <b>sequence</b> of the presentation inspires higher level thinking from the audience.</p> <p>C. <b>Eye contact</b> is appropriate for all audience members.</p> <p>D. <b>Vocabulary</b> is appropriate for the age and experience of the audience, but extended for knowledge building.</p> <p>E. Presenter thoroughly understands the <b>content</b> and can answer questions about it.</p> <p>F. Presenter's <b>volume and enunciation</b> are sufficient so that all of the audience can hear and understand.</p> <p>G. <b>Inflection</b> is used consistently to aide in conveying important points and meaning.</p>	<p>A. Complex <b>sentences</b> are produced that support the content.</p> <p>B. The <b>sequence</b> of the presentation helps the audience to follow the content.</p> <p>C. <b>Eye contact</b> is appropriate for most audience members.</p> <p>D. <b>Vocabulary</b> is appropriate for the age and experience of the audience.</p> <p>E. Presenter understands the <b>content</b> and can answer most questions.</p> <p>F. Presenter's <b>volume and enunciation</b> are sufficient so that most of the audience can hear and understand.</p> <p>G. <b>Inflection</b> is frequently used to aide in conveying important points or meaning.</p>	<p>A. <b>Sentences or phrases</b> are produced that support the content most of the time.</p> <p>B. The <b>sequence</b> of events is logical with sufficient details for audience understanding.</p> <p>C. <b>Eye contact</b> is appropriate for some audience members.</p> <p>D. <b>Vocabulary</b> is somewhat appropriate for the age and experience of the audience, but not consistent.</p> <p>E. Presenter understands the <b>content</b> and can answer some questions.</p> <p>F. Presenter's <b>volume and enunciation</b> are inconsistent which makes it difficult for some of the audience to hear and understand.</p> <p>G. Some <b>inflection</b> is used, but not always appropriate for conveying meaning.</p>	<p>A. <b>Phrases or simple sentences</b> are produced to communicate intent.</p> <p>B The <b>sequence</b> of events lacks sufficient detail for the audience to understand content.</p> <p>C. <b>Eye contact</b> with the audience is minimal.</p> <p>D. <b>Vocabulary</b> is simplistic (<b>stuff, things, you know</b>).</p> <p>E. Presenter has a basic understanding of the <b>content</b>, but cannot answer questions.</p> <p>F. Presenter's <b>volume and enunciation</b> make it difficult for the audience to hear and understand.</p> <p>G. No <b>inflection</b> is used. (monotone)</p>

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Written Communication			
Expert 4	Competent 3	Adv. Beginner 2	Beginner 1
<p><b>A.</b> The <b>content</b> promotes higher level thinking and is clear and accurate.</p> <p><b>B.</b> The <b>vocabulary and word choice</b> are creative and appropriate for the audience.</p> <p><b>C. Conventions</b> are appropriate in emphasizing the content and increasing understanding (underline, bold, bullets, animation, sound, etc.)</p>	<p><b>A.</b> The <b>content</b> is clear and accurate.</p> <p><b>B.</b> The <b>vocabulary and word choice</b> are appropriate for the audience.</p> <p><b>C. Conventions</b> (spelling, capitalization, etc.) aide in the understanding of the content.</p>	<p><b>A.</b> The <b>content</b> is clear and mostly accurate.</p> <p><b>B.</b> The <b>vocabulary and word choice</b> are somewhat appropriate for the audience.</p> <p><b>C. Conventions</b> require some editing but do not impede understanding of the content.</p>	<p><b>A.</b> The <b>content</b> is missing or vague.</p> <p><b>B.</b> The <b>vocabulary and word choice</b> are simplistic (<b>stuff, things, you know</b>).</p> <p><b>C. Conventions</b> are inaccurate (the amount of editing needed impedes understanding of the content).</p>

Presentation Tools			
Expert 4	Competent 3	Adv. Beginner 2	Beginner 1
<p><b>A.</b> Selects and utilizes the appropriate <b>digital tools*</b> to communicate with the intended audience for specified purposes.</p> <p><b>B. Creates products</b> using digital tools and processes appropriate to assigned purpose and intended audience using original ideas or research</p>	<p><b>A.</b> Explains and demonstrates safety and etiquette in using <b>digital tools*</b> to communicate with intended audiences.</p> <p><b>B. Creates products</b> by composing, illustrating and communicating original ideas or research using digital tools.</p>	<p><b>A.</b> Identifies, compares, and demonstrates safe and appropriate behavior when using <b>digital tools*</b>.</p> <p><b>B. Creates products</b> by composing, illustrating and communicating original ideas and/or stories using digital tools.</p>	<p><b>A.</b> Identifies and compares different <b>digital tools*</b> for appropriate audiences.</p> <p><b>B. Creates products</b> by Illustrating and communicating ideas and stories using digital tools with teacher guidance.</p>

Developed by the Rio Vista 21<sup>st</sup> Century Communication Rubric Committee  
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\* digital tools (e.g. Publisher, Power Point, Podcast, iMovie, Photo Story, etc.)