

COMMUNICATION SKILLS: Students will be able to write and speak effectively.

PERFORMANCE CRITERIA	3 (Highest level of competency)	2 (Intermediate level of competency)	1 (Lowest level of competency)
<p>FORMAT Students demonstrate awareness of their audience and purpose in written and oral communication.</p>	<p><i>The format conveys awareness of the purpose and audience.</i></p>	<p><i>The format sometimes conveys awareness of the purpose and audience.</i></p>	<p><i>The format may not convey awareness of the purpose and audience.</i></p>
<p>ORGANIZATION Students organize their presentation of information with order and structure.</p>	<p><i>The organizational structure enhances and showcases the central idea or theme to the audience.</i></p> <ul style="list-style-type: none"> A. An effective introduction draws the reader in B. Organization showcases the main point or story line C. Organization includes appropriate transitions D. Sequencing is logical and effective E. Pacing is well controlled F. An effective conclusion delivers a sense of closure and resolution 	<p><i>The organizational structure is strong enough to convey the central idea or theme to the audience.</i></p> <ul style="list-style-type: none"> A. The presentation of ideas includes a recognizable introduction B. Organization supports the main point or story line C. Organization includes appropriate transitions D. Sequencing demonstrates logical principles E. Pacing is controlled F. The presentation of ideas includes a recognizable conclusion 	<p><i>The presentation of ideas sometimes conveys the central idea or theme to the audience.</i></p> <ul style="list-style-type: none"> A. The presentation of ideas includes no introduction B. Organization fails to support or sometimes interferes with the main point or story line C. Organization includes occasional or awkward transitions D. Sequencing is not clear E. Pacing is not controlled F. An absent or ineffective conclusion leaves the presentation of ideas unfinished

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<p style="text-align: center;">ARGUMENT</p> <p>Students use appropriate modes of both written and oral communication (e.g., descriptive, informative, or persuasive).</p>	<p><i>The written or oral communication presents, develops, and successfully supports an argument</i></p> <ul style="list-style-type: none"> A. The topic is clearly defined B. The writer or speaker stays on topic C. The writer or speaker employs one dominant mode of communication to good effect D. Argument progresses with understanding and insight E. Ideas are usually supported F. Evidence is selected and presented with understanding and insight G. Level of details shows insight and understanding of the argument H. Argument reaches a logical conclusion 	<p><i>The writer or speaker presents and develops an argument</i></p> <ul style="list-style-type: none"> A. The topic is defined B. The writer or speaker stays on topic C. The writer or speaker employs one dominant mode of communication D. Argument progresses adequately (e.g., from general observations to specific examples) E. Ideas are sometimes supported F. Evidence is selected and presented with some understanding and insight G. Level of detail is appropriate to the argument H. Argument reaches a logical conclusion 	<p><i>The written or oral communication presents an argument.</i></p> <ul style="list-style-type: none"> A. The topic is merely stated B. The writer or speaker sometimes strays from the topic C. The writer or speaker demonstrates a lack of commitment to one dominant mode of communication D. Argument is limited or unclear in its progression E. Ideas are sometimes unsupported F. Evidence is selected and presented with little understanding or insight G. Level of detail may be inappropriate to the argument H. Conclusion may not close the argument, or may not close it logically

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<p style="text-align: center;">MECHANICS</p> <p style="text-align: center;">Students employ conventional mechanics in their presentation of information.</p>	<p><i>The writer or speaker demonstrates a strong grasp of standard mechanical conventions.</i></p> <ul style="list-style-type: none"> A. Spelling is generally correct B. Punctuation is accurate C. Capitalization skills are present D. Paragraphing is sound E. Sentence structure is usually correct F. Minimal editing would be required to polish the text G. The writer or speaker may successfully manipulate mechanical conventions for stylistic effect. 	<p><i>The writer or speaker shows reasonable control over a range of standard mechanical conventions</i></p> <ul style="list-style-type: none"> A. Spelling is usually correct on common words B. Punctuation is usually correct C. Most words are capitalized correctly D. Paragraphing is present E. Sentence structure is usually correct F. Moderate editing would be required to polish the text G. The writer or speaker may manipulate mechanical conventions for stylistic effect. 	<p><i>The writer or speaker attempts mechanical control.</i></p> <ul style="list-style-type: none"> A. Spelling errors are frequent B. Punctuation errors are frequent C. Capitalization usually correct D. Paragraphing is attempted E. Errors in grammar or usage may detract from meaning F. The reader or listener may be distracted by errors in mechanics G. The writer or speaker may attempt to manipulate mechanical conventions for stylistic effect.