ENVISION 21
Deep Learning

COMMUNICATION RUBRIC

GRADES K-2

CATALINA FOOTHILLS SCHOOL DISTRICT

TUCSON, ARIZONA

General Description and Suggestions for Use

The Catalina Foothills School District (CFSD) strategic plan, *Envision21: Deep Learning*, forms the basis for a fresh focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These "deep learning proficiencies" (DLPs) are represented as 5c + s = dlp. They are the 5Cs: (1) Citizenship, (2) Critical Thinking and Problem Solving, (3) Creativity and Innovation, (4) Communication, (5) Collaboration + S: Systems Thinking. CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP.

The rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics have not been aligned to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

The CFSD rubric for **Communication** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

- **Engaging in Conversations and Discussions**
- **Using Digital Communication Tools**
- **Communicating in Diverse Environments**
- **Self-regulation and Reflection**

This tool is to be used primarily for formative instructional and assessment purposes; it is not intended to generate psychometrically valid, high stakes assessment data typically associated with state and national testing. CFSD provides a variety of tools and templates to support the integration of *Communication* into units, lessons, and assessments. When designing units, teachers are encouraged to create authentic assessment opportunities in which students can demonstrate mastery of content and the deep learning proficiencies at the same time.

The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or "I can" statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

The deep learning proficiencies (5Cs + S) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, traits of creativity and innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?
The rubrics are intended to support student progress in mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance. When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet demonstrate the basic skills within the performance area, but that he/she exhibits related readiness skills that are a stepping-stone to a higher level of proficiency. The descriptive rubrics were designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. The following descriptions explain the four levels on the rubric:

Score 1.0 (Novice): Describes student performance that demonstrates readiness skills for Score 2.0, but requires significant support.

Score 2.0 (Basic): Describes student performance that is approaching proficiency.

Score 3.0 (Proficient): Describes student performance that is proficient – the targeted expectations for each performance area of the DLP.

Score 4.0 (Advanced): Describes an exemplary performance that exceeds proficiency.

Sources
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COMMUNICATION

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0:	2.0 Basic When presented with a grade-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
ENGAGING IN CONVERSATIONS AND DISCUSSIONS	**Content:** Identifies question words *(for example: who, what, where, why, when, how).* **Delivery:** Explain key terms about speaking such as "voice volume," "rate of speech," "eye contact," and/or "posture." **Comprehension:** Identify the topic of a conversation or discussion in response to a question or prompt. **Listening:** Identifies characteristics of active listening, in a small group or with another speaker *(for example: looks at the speaker, eye contact, raises hand to speak).*	**Content:** Asks and responds to direct questions that are relevant to the speaker's general topic. **Delivery:** Identifies strategies used by speakers to communicate messages *(for example: verbal, such as voice volume, rate of speech, or non-verbal, such as eye contact or posture).* **Comprehension:** Restates accurate information communicated by a speaker in response to a question or prompt. **Listening:** Uses active non-verbal listening strategies with a partner *(for example: listens while another person is speaking; makes eye contact with the speaker).*	**Content:** Asks questions to check personal understanding and responds to direct questions during a discussion. **Delivery:** Responds positively to prompts to modify voice volume and physical proximity when interacting with others. **Comprehension:** Identifies a speaker's main ideas and new information. **Listening:** Uses active listening to interact with others in small groups and whole group discussions *(for example: verbal strategies [add on to another's comments to extend the discussion, asks clarifying questions] and nonverbal strategies [allows speaker to finish speaking before raising a hand for comment or questions, maintains posture that communicates interest and attention]).*	**Content:** Ask and respond to follow-up questions connected to the comments of others and/or to clarify thinking. **Delivery:** Calibrates vocal characteristics *(for example: volume, rate, articulation, and intonation)* and physical characteristics *(for example, facial expressions, eye contact, posture/stance)* to be appropriate for the group or audience. **Comprehension:** Compare a speaker's key points to personal ideas or prior understanding. **Listening:** Strategically use active listening to enhance communication in different settings or situations *(for example: paraphrasing a speaker's main idea before adding on or asking questions, waiting for a natural break in a small group discussion to respond to a speaker).*

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USING DIGITAL COMMUNICATION TOOLS	**Tools:** Identifies digital communication tools (*for example: laptop, iPad, iPod, Smartphone*). **Response: Response:** Given a communication, selects an appropriate response from a given list.	**Tools:** Communicates a message using provided digital tools (*for example: Microsoft Word, Google docs),* with guidance. **Response:** Responds to direct communications from others using a provided tool or format *(for example: teacher-created blog, using a clicker system to respond to a question).*	**Tools:** Communicates a message using familiar digital tools (*for example: e-mail, iMovie, PowerPoint*). **Response:** Responds to questions or statements from others relative to the topic, using a digital tool.	**Tools:** Independently uses a familiar or newly-taught digital tool to communicate a message to a given audience. **Response:** Respond to messages in a timely manner. Use a two-way digital exchange to communicate information clearly.
COMMUNICATION IN DIVERSE ENVIRONMENTS	**Structures, Formats, and Protocols:** Identifies the difference between informal and formal conversation (level of formality with an intended audience*).* Matches a purpose for a provided communication *(to persuade, to inform, to inquire, or to entertain).* ***Inter/Intracultural Application:** Identifies elements of culture *(for example: Universals of Culture, such as Arts, Play and Recreation or Material Needs).* Identifies examples of familiar and unfamiliar cultural groups.	**Structures, Formats, and Protocols:** Identifies the **context** *(for example: friendly discussion with peers, a presentation to parents, or a meeting with the principal);* **format** *(for example: letters, text messages, shared Google doc)*; mono/multilingual **audience** *(for example: parents, friends);* and **purpose** *(to persuade, inform, or entertain)* of a given communication. ***Inter/Intracultural Application:** Communicates with someone from a familiar or shared culture.	**Structures, Formats, and Protocols:** Explains the connection between the context and the format of a communication *(for example: explains that a written thank-you letter to a guest speaker would require a more formal greeting and structure than a text message to a friend or family member).* Uses familiar, non-verbal gestures of communication that are appropriate for the mono/multilingual audience, context and purpose *(for example: a handshake during a greeting or a "high five" to congratulate a peer).* ***Inter/Intracultural Application:** Communicates effectively with someone from a familiar or shared culture, using familiar verbal and non-verbal norms.	**Structures, Formats, and Protocols:** Communicate using an appropriate format and level of formality for a familiar context, purpose, and/or mono/multilingual audience (*for example: peer groups or family members*). ***Inter/Intracultural Application:** Communicate effectively with someone from a new or unfamiliar culture using shared or familiar verbal and nonverbal norms.

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SELF-REGULATION AND REFLECTION	**Reflect:** Identifies basic characteristics of successful communication. **Plan:** Lists characteristics and behaviors of effective communicators. **Mindset:** Defines or describes key concepts of mindset including "effort," "growth," and "success."	**Reflect:** Identifies the general level of success achieved in communications with others *(for example: "It was great!")*. **Plan:** Identifies the criteria for success for communicating with others. **Mindset:** Understands the relationship between effort and success *(for example: "The harder I work at this, the better I'll be at it"; "I will work harder in this class from now on.")*.	**Reflect:** Identifies areas of strength and weakness in response to direct feedback from others. **Plan:** Uses a set of established criteria to set goals for improving communication skills (with guidance). Uses provided resources and strategies to achieve goals for improving communication skills. **Mindset:** Demonstrates a desire to improve *(for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up)*.	**Reflect:** Describe own level of success of communications in response to a set of established criteria *(for example: uses evidence to explain in what ways communication with others)*. **Plan:** Independently set goals for improving communication skills. **Mindset:** Demonstrate a growth mindset (the belief that one can "get smarter" through effective effort) in response to setbacks and challenges *(for example: persists when working on a difficult task, takes risk in the learning process, accepts and uses feedback, is comfortable making mistakes.)*.

*Intercultural communication: an interaction or exchange between individuals or groups of different linguistic and cultural origins, having different worldviews, values, traditions, etc. Intracultural communication: an interaction or exchange between people from the same culture or who have culturally similar backgrounds.

Additional Resources: "Your Speaking Voice," and "Gestures: Your Body Speaks" by Toastmasters International

COMMUNICATION RUBRIC

GRADES 3-5

General Description and Suggestions for Use
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The rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics have not been aligned to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

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The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or "I can" statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

The deep learning proficiencies (5Cs + S) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, traits of creativity and innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?
The rubrics are intended to support student progress in mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance. When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet demonstrate the basic skills within the performance area, but that he/she exhibits related readiness skills that are a stepping-stone to a higher level of proficiency. The descriptive rubrics were designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. The following descriptions explain the four levels on the rubric:

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COMMUNICATION

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0:	2.0 Basic When presented with a grade-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
ENGAGING IN CONVERSATIONS AND DISCUSSIONS	**Content:** Asks and responds to direct questions when prompted. **Delivery:** Identifies strategies used by speakers to communicate messages (*for example: verbal, such as voice volume, rate of speech, intonation, or non-verbal, such as eye contact or facial expressions*). **Comprehension:** Restates information communicated by the speaker in response to a question or prompt. **Listening:** Identifies active listening strategies needed in a conversation or discussion (*for example: eye contact, waiting to speak until the other person has finished speaking*).	**Content:** Asks and responds to direct questions that are relevant to the topic or task. **Delivery:** Responds positively to prompts to modify voice volume, rate of speech, facial expressions, and/or physical proximity when interacting with others. **Comprehension:** Identifies a speaker's main ideas and new information. **Listening:** Uses active non-verbal listening strategies with a partner (*for example: listens while another person is speaking; makes eye contact with the speaker*).	**Content:** Contributes to a discussion by responding to questions and others' ideas, and asking clarifying questions connected to the comments of others (*for example: checks for understanding about information or opinions*). **Delivery:** Calibrates vocal characteristics (*for example: volume, rate, articulation, and intonation*) and physical characteristics (*for example, facial expressions, eye contact, posture/stance*) to be appropriate for the group or audience. **Comprehension:** Compares a speaker's key points to personal ideas or prior understanding. **Listening:** Uses active listening to interact with others in small groups and whole group discussions (*for example: verbal strategies - add on to another's comments to extend the discussion, asks clarifying questions; and nonverbal strategies - allows speaker to finish speaking before raising hand for comment or questions, maintains posture that communicates interest and attention*).	**Content:** Enhance conversation by building upon or challenging ideas presented. **Delivery:** Vary vocal characteristics and physical cues to express ideas and convey emotion. **Comprehension:** Compare the key points from several speakers to draw conclusions. **Listening:** Strategically use active listening to enhance communication in different settings or situations (*for example: paraphrasing a speaker's main idea before adding on or asking questions, waiting for a natural break in a small group discussion to respond to a speaker*).

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USING DIGITAL COMMUNICATION TOOLS	**Tools:** Communicates a message using provided digital tools *(for example: Microsoft Word, Google docs),* with guidance. **Response:** Responds to direct digital communications from others when prompted.	**Tools:** Communicates a message using familiar digital tools *(for example: e-mail, iMovie, PowerPoint).* **Response:** Responds to questions or statements from others relative to the topic.	**Tools:** Independently uses a familiar or newly taught digital tool to communicate a message to a given audience. **Response:** Responds to messages in a timely manner. Uses a two-way digital exchange to communicate information clearly.	**Tools:** Select and use a variety of digital tools to clearly communicate a message in audio, visual, and/or print formats. **Response:** Establish a procedure for possible follow-up conversation, if needed.
COMMUNICATION IN DIVERSE ENVIRONMENTS	**Structures, Formats, and Protocols:** Identifies the **context** *(for example: friendly discussion with peers, a presentation to parents, or a meeting with the principal);* **format** *(for example: letters, text messages, shared Google doc);* mono/multilingual **audience** *(for example: parents, friends);* and **purpose** *(to persuade, inform, or entertain)* of a given communication. Identifies examples of formal and informal communication. ***Inter/Intracultural Application:** Communicates with someone from a familiar or shared culture.	**Structures, Formats, and Protocols:** Explains the connection between the context and the format of a communication *(for example: explains that a written thank-you letter to a guest speaker would require a more formal greeting and structure than a text message to a friend or family member).* Describes characteristics of formal and informal communications. ***Inter/Intracultural Application:** Communicates with someone from a familiar or shared culture using familiar verbal and nonverbal norms.	**Structures, Formats, and Protocols:** Communicates using an appropriate format and level of formality for a familiar context, purpose, and/or mono/multilingual audience *(for example: peer groups or family members, teachers or other adults; formal greetings, farewells, handshakes).* ***Inter/Intracultural Application:** Communicates with someone from another culture using shared or familiar verbal and nonverbal norms.	**Structures, Formats, and Protocols:** Select an appropriate format and level of formality for communicating in multiple contexts, purposes, and mono/multilingual audiences *(for example: presenting an idea for a fundraiser to a peer group, the FFO, and the School Board).* ***Inter/Intracultural Application:** Communicate with someone from another culture using verbal or nonverbal language that demonstrates the norms of that culture *(for example: using appropriate forms of address when speaking with another person).*
SELF-REGULATION AND REFLECTION	**Reflect:** Identifies the general level of success achieved in communications with others *(for example: "It was great!").* **Plan:** Identifies the criteria for success for communicating with others. **Mindset:** Understands relationship between effort and success *(for example: "The*	**Reflect:** Identifies areas of strength and weakness in communications in response to direct feedback from others. **Plan:** Generates examples of effective and ineffective communication with others. **Mindset:** Demonstrates a desire to improve *(for example: employs more practice, sets*	**Reflect:** Describes own level of success of communications in response to a set of established criteria *(for example: uses evidence to explain in what ways communication with others was successful or not).* **Plan:** Sets goals for improving communication skills and seeks out and uses resources and strategies to achieve goals.	**Reflect:** Analyze effectiveness of communication based on personal observations and feedback from others *(for example: blends peer feedback with own insights to draw conclusions about own performance).* **Plan:** Monitor progress toward established goals for improving communication skills.

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	harder I work at this, the better I'll be at it"; "I will work harder in this class from now on.").	*goals for improvement, asks for help from others instead of giving up).*	**Mindset:** Demonstrates a growth mindset (the belief that he or she can get "smarter" at communication through effective effort) in response to setbacks and challenges *(for example: persists when working on difficult tasks, takes risks in the learning process, accepts and uses feedback/criticism, is comfortable making mistakes).*	**Mindset:** Promote a growth mindset in team members by encouraging risk taking. Proactively improve own areas of weakness by employing effective learning strategies to increase growth mindset *(for example: perseverance, taking risks, effective decision-making, using others' feedback).*

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ENVISION²¹
Deep Learning

COMMUNICATION RUBRIC

GRADES 6-8

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TUCSON, ARIZONA

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COMMUNICATION

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0:	2.0 Basic When presented with a grade-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
ENGAGING IN CONVERSATIONS AND DISCUSSIONS	**Content:** Asks and responds to questions when prompted. **Delivery:** Identifies strategies used by speakers to communicate messages *(for example: verbal [voice volume, rate of speech, intonation] and nonverbal [gestures, eye contact, facial expression]).* **Comprehension:** Identifies strategies that effective listeners use to process information. **Listening:** Identifies active listening strategies needed for effective communication in a conversation or discussion *(for example: nonverbal strategies such as nodding, smiling, eye contact, open posture, avoiding distractions).*	**Content:** Clarifies general or factual content by responding to / asking questions or contributing comments. **Delivery:** Calibrates vocal characteristics *(for example: volume, rate, articulation, and intonation)* and physical cues *(for example: facial expressions, eye contact, gestures, and posture/stance)* to be appropriate and easily understood. **Comprehension:** Restates important information communicated by the speaker. **Listening:** Maintains eye contact and avoids distractions while the speaker is speaking.	**Content:** Enhances conversation by contributing ideas, asking / responding to questions, and building upon or challenging others' comments. **Delivery:** Varies vocal characteristics and physical cues to express ideas and convey emotion. **Comprehension:** Identifies the speaker's main points. **Listening:** Applies a variety of active listening strategies to support communication *(for example: verbal strategies [summarizes key points, paraphrases, makes reflective comments such as "What I'm hearing is…," "It sounds like you're saying…"] and nonverbal strategies [allows speaker to finish making a point before asking questions, maintains posture that communicates interest and attention]).*	**Content:** Synthesize multiple ideas from participants to achieve a deeper understanding of the topic. **Delivery:** Strategically integrate elements of vocal and physical communication to enhance the message and produce a desired effect in an audience. **Comprehension:** Analyze the information communicated by the speaker in light of the speaker's values, beliefs, attitudes, or intentions *(for example: draw conclusions about speaker's beliefs or values based on evidence gained during the interaction).* **Listening:** Respond empathetically to a speaker's unstated beliefs, values, and emotions, by analyzing subtle communicative cues *(for example: body language that expresses tension or anxiety, vocal tremor that suggests an emotional response, word choice that indicate a particular opinion).*

USING DIGITAL COMMUNICATION TOOLS	**Tools:** Uses provided digital communication tools (*for example: Microsoft Word, Google Docs* to communicate information. **Response:** Responds to direct digital communications when prompted.	**Tools**: Selects familiar digital tools to communicate a message (*for example: e-mail, iMovie, PowerPoint*). **Response:** Responds to questions or statements from others.	**Tools:** Uses a variety of digital tools to clearly communicate a message in audio, visual, and/or print formats. **Response:** Responds to messages in a timely manner.	**Tools:** Select contemporary digital tools that are strategically aligned with the message to enhance or clarify communications with others. **Response:** Establish a procedure for possible follow-up conversation, if needed.
COMMUNICATION IN DIVERSE ENVIRONMENTS	**Structures, Formats, and Protocols:** Identifies the **context** (*for example: job interview, friendly conversation, consumer complaint*); **format** (*for example: letter, text message, discussion*); mono/multilingual **audience** (*for example: of own or other cultures, generations, etc.*); and **purpose** (*to persuade, to inform, to entertain*) of a given communication. Defines *colloquialism*, *jargon*, and *slang*. ***Inter/Intracultural Application:** Communicates respectfully with someone from a familiar or shared culture.	**Structures, Formats, and Protocols:** Communicates using an appropriate format and level of formality for a familiar context, purpose, or mono/ multilingual audience (*for example: peer groups or family members*), employing structured patterns of communication that are contextually appropriate (*for example: formal greetings, farewells, handshakes*). Identifies terms that are examples of colloquialisms, jargon, or slang. ***Inter/Intracultural Application:** Identifies differences in communication styles across familiar cultural groups (*for example: school and home, grandparents and grandchildren*).	**Structures, Formats, and Protocols:** Communicates clearly using an appropriate format and level of formality for multiple contexts, purposes, and mono/multilingual audiences. Uses terms that are colloquialisms, jargon, or slang to enhance understanding when communicating with familiar groups that have specialized knowledge. ***Inter/Intracultural Application:** Communicates with someone from another culture using shared or familiar verbal and nonverbal norms.	**Structures, Formats, and Protocols:** Use colloquialisms, jargon, or slang of another's discipline, culture, region, or generation to deepen understanding and enhance communication. ***Inter/Intracultural Application** Communicate with someone from another culture using verbal and nonverbal language that respects the norms of that cultural group (*for example: using appropriate proximity or forms of address when speaking with another person*).
SELF-REGULATION AND REFLECTION	**Reflect:** Identifies the general level of success achieved in communications with others (*for example: "It went well."*). **Plan**: Identifies criteria for success for communication with others. **Mindset:** Explains the	**Reflect:** Identifies areas of strength and weakness in communications with others. **Plan:** Compares effective and ineffective patterns of communications. **Mindset:** Demonstrates a desire to improve (*for example: employs	**Reflect:** Cites evidence of meeting a set of established criteria when describing the level of success of communications (*For example: "I noticed that audience members were leaning forward, nodding, taking notes, and asking questions so I know that I engaged the audience."*)	**Reflect:** Critique effectiveness of communication based on feedback and response from others. **Plan:** Assess strengths and challenges, and prioritize areas for improvement. Seek out and use resources and

relationship between effort and success *(for example: "The harder I work at this, the better I'll be at it"; "I will work harder in this class from now on.")*.	*more practice, sets goals for improvement, asks for help from others instead of giving up).*	**Plan:** Identifies areas of strength and weakness in response to feedback. Sets goals for improving communication skills. **Mindset:** Demonstrates a growth mindset (the belief that he or she can get "smarter" at citizenship through effective effort) in response to setbacks and challenges by showing perseverance and a willingness to take risks*.).*	strategies to achieve goals for improving communication skills. **Mindset:** Promote a growth mindset in team members by encouraging risk taking in the learning process. Proactively improve own areas of weakness by employing growth mindset strategies to improve performance *(for example: deliberate practice, actively seek others' feedback, find and use external sources [skilled peers, other adult experts] to enrich and extend learning)*.

*Intercultural communication: an interaction or exchange between individuals or groups of different linguistic and cultural origins, having different worldviews, values, traditions, etc. Intracultural communication: an interaction or exchange between people from the same culture or who have culturally similar backgrounds.

Additional Resources: "Your Speaking Voice," and "Gestures: Your Body Speaks" by Toastmasters International

COMMUNICATION RUBRIC

GRADES 9-12

CATALINA FOOTHILLS SCHOOL DISTRICT

TUCSON, ARIZONA

General Description and Suggestions for Use

The Catalina Foothills School District (CFSD) strategic plan, *Envision21: Deep Learning*, forms the basis for a fresh focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These "deep learning proficiencies" (DLPs) are represented as 5c + s = dlp. They are the 5Cs: (1) Citizenship, (2) Critical Thinking and Problem Solving, (3) Creativity and Innovation, (4) Communication, (5) Collaboration + S: Systems Thinking. CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP.

The rubrics were developed using a backward design process to define and prioritize the desired outcomes for each DLP. They provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics have not been aligned to any specific subject area; they are intended to be contextualized within the academic content areas based on the performance area(s) being taught and assessed. In practice, this will mean that not every performance area in each of the rubrics will be necessary in every lesson, unit, or assessment.

The CFSD rubric for ***Communication*** was designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with this proficiency:

- **Engaging in Conversations and Discussions**
- **Using Digital Communication Tools**
- **Communicating in Diverse Environments**
- **Self-regulation and Reflection**

This tool is to be used primarily for formative instructional and assessment purposes; it is not intended to generate psychometrically valid, high stakes assessment data typically associated with state and national testing. CFSD provides a variety of tools and templates to support the integration of *Communication* into units, lessons, and assessments. When designing units, teachers are encouraged to create authentic assessment opportunities in which students can demonstrate mastery of content and the deep learning proficiencies at the same time.

The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and share their findings or work within their professional communities. However, the way in which they approach their work, the tools used for collaboration, and the format for communicating their findings may vary based on the profession. These discipline-specific expressions of the 5Cs + S may require some level of customization based on the subject area. Each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student-friendly language or "I can" statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

The deep learning proficiencies (5Cs + S) are highly interconnected. For example, productive collaboration is contingent upon effective communication. Efficient and effective problem solving often requires collaboration skills. Divergent and convergent thinking, traits of creativity and innovation, are directly related to critical thinking. Our students will need to use a combination of proficiencies to solve problems in new contexts beyond the classroom. Therefore, it is important to be clear about which proficiency and/or performance area(s) are the focus for student learning, and then to assist students in understanding the connections between them and how they are mutually supportive.

What does Score 1.0 – Score 4.0 mean in the rubrics?

The rubrics are intended to support student progress in mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support students in developing their skills in each performance area. Scores 1.0 (Novice) and 2.0 (Basic) describe positive steps that students might take toward achieving Score 3.0 (Proficient) or Score 4.0 (Advanced) performance. When using the rubrics to plan for instruction and assessment, teachers need to consider the knowledge and skills described in the Score 2.0 column (Basic) to be embedded in the Score 3.0 (Proficient) and 4.0 (Advanced) performance. The Novice level (Score 1.0) indicates that the student does not yet demonstrate the basic skills within the performance area, but that he/she exhibits related readiness skills that are a stepping-stone to a higher level of proficiency. The descriptive rubrics were designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. The following descriptions explain the four levels on the rubric:

Score 1.0 (Novice): Describes student performance that demonstrates readiness skills for Score 2.0, but requires significant support.

Score 2.0 (Basic): Describes student performance that is approaching proficiency.

Score 3.0 (Proficient): Describes student performance that is proficient – the targeted expectations for each performance area of the DLP.

Score 4.0 (Advanced): Describes an exemplary performance that exceeds proficiency.

Sources

The following sources directly influenced the revision of CFSD's rubrics:

Catalina Foothills School District. (2011, 2014). Rubrics for 21st century skills/deep learning proficiencies. Tucson, Arizona.

EdLeader21 (2013). 4Cs Rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]

Partnership for 21st Century Skills. (2009). P21 framework definitions. Washington, DC.

Rhodes, T. L. (Ed.) (2010). Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics. Association of American Colleges and Universities: Washington D.C. [Adaptations from VALUE rubrics, VALUE Project]

COMMUNICATION

DLP PERFORMANCE AREA	1.0 Novice The student may exhibit the following readiness skills for Score 2.0:	2.0 Basic When presented with a grade-level-appropriate task, the student:	3.0 Proficient In addition to Score 2.0, the student:	4.0 Advanced In addition to Score 3.0, the student may:
ENGAGING IN CONVERSATIONS AND DISCUSSIONS	**Content:** Asks and responds to questions when prompted. **Delivery:** Identifies strategies used by speakers to communicate messages *(for example: verbal [voice volume, rate of speech, intonation] and nonverbal [gestures, eye contact, facial expression]).* **Comprehension:** Restates speaker's main points. **Listening:** Identifies active listening strategies that support communication *(for example: nonverbal strategies such as nodding, smiling, eye contact, open posture, avoiding distractions).*	**Content:** Clarifies general or factual content by responding to/ asking questions, or contributing comments. **Delivery:** Calibrates vocal characteristics *(for example: volume, rate, articulation, and intonation)* and physical cues *(for example: facial expressions, eye contact, gestures, and posture/stance)* to be appropriate and easily understood. **Comprehension:** Paraphrases or summarizes information communicated by the speaker. **Listening:** Maintains eye contact and avoids distractions while the speaker is speaking.	**Content:** Enhances conversation by contributing ideas, asking / responding to questions, and building upon or challenging others' comments. **Delivery:** Varies vocal characteristics and physical cues to express ideas and convey emotion. **Comprehension:** Compares information communicated by the speaker to others' or own ideas. **Listening:** Applies a variety of active listening strategies to support communication *(for example: verbal strategies [summarizes key points, paraphrases, makes reflective comments such as "What I'm hearing is…," "It sounds like you're saying…"] and nonverbal strategies [allows speaker to finish making a point before asking questions, maintains posture that communicates interest and attention]).*	**Content:** Synthesize multiple ideas from participants to achieve a deeper understanding of the topic. **Delivery:** Strategically integrate elements of vocal and physical communication to enhance the message and produce a desired effect in an audience. **Comprehension:** Analyze information communicated by the speaker in light of the speaker's values, beliefs, attitudes, tone, and intentions *(for example: draws conclusions about speaker's beliefs or values based on evidence gained during the interaction).* **Listening:** Respond empathetically to a speaker's unstated beliefs, values, and emotions, by analyzing subtle communicative cues *(for example: body language that expresses tension or anxiety, vocal tremor that suggests an emotional response, word choice that indicates a particular opinion).*

USING DIGITAL COMMUNICATION TOOLS	**Tools:** Uses provided digital communication tools (*for example: Microsoft Word, Google Docs* to communicate information. **Response:** Responds to direct digital communications when prompted.	**Tools:** Selects familiar digital tools to communicate a message (*for example: e-mail, iMovie, PowerPoint*). **Response:** Updates communications and responds to questions or statements from others.	**Tools:** Uses a variety of digital tools to clearly communicate a message in audio, visual, and/or print formats. **Response:** Responds to communications in a timely manner. Establishes a procedure for follow-up conversation, if needed.	**Tools:** Maximize impact of communication with others by using contemporary tools that are strategically aligned with desired results (*for example: uses "Suggested Edits" and "Revision History" feature of Google doc when collaborating with peers on a group project to evaluate individual/group progress and to determine next steps*). **Response:** Proactively schedule and time communication to achieve results.
COMMUNICATING IN DIVERSE ENVIRONMENTS	**Structures, Formats, and Protocols:** Identifies the **context** (*for example: job interview, friendly conversation, consumer complaint*); **format** (*for example: letter, text message, discussion*); mono/multilingual **audience** (*for example: own or other cultures, generations, etc.*); and **purpose** (*for example: to persuade, to inform, to entertain*) of a given communication. Defines *colloquialism, jargon, slang,* and *technical language.* ***Inter/Intracultural Application:** Identifies differences in communication patterns (*for example: the ways in which individuals initiate a conversation, express disagreement, pause between initiation and response, use*	**Structures, Formats, and Protocols:** Communicates using a format that is aligned with a given context, purpose, and mono/multilingual audience. Identifies examples of colloquialisms, jargon, slang, and technical language. ***Inter/Intracultural Application:** Communicates with someone from another cultural group using verbal and nonverbal norms from his/her own culture.	**Structures, Formats, and Protocols:** Communicates using multiple formats and levels of formality that are aligned with various contexts, purposes, and mono/multilingual audiences *(for example: writes a text message using "text speak" to ask a friend for clarification about the homework assignment, but composes a formal email, using standard English, to a teacher requesting a letter of recommendation).* ***Inter/Intracultural Application:** Communicates with someone using verbal and nonverbal language that conforms to the norms of another cultural group *(for example: uses appropriate proximity or forms of address when speaking with others).*	**Structures, Formats, and Protocols:** Use colloquialisms, jargon, slang, or technical language to facilitate communication with groups that have specialized knowledge. ***Inter/Intracultural Application:** Apply knowledge of cultural norms, frames of reference, beliefs, history, and worldviews to enhance communication *(for example: in a discussion about national security, makes reference to America's changed worldview by comparing pre- and post-911 structures and beliefs; adapts a compliment to respect the cultural norms of China).*

	standard language vs. colloquial language) of familiar cultural groups *(for example: school and home, grandparents and grandchildren).*			
SELF-REGULATION AND REFLECTION	**Reflect:** Generally states whether or not communications with others were successful *(for example: "It went well" or "I didn't understand him").* Explains criteria for success for communication with others. **Plan:** Identifies goal for communication. **Mindset:** Explains the relationship between effort and success *(for example: "The harder I work at this, the better I'll be at it"; "I will work harder in this class from now on.").*	**Reflect:** Identifies basic or obvious strengths and weaknesses in communication *(for example: "I misspelled many words in that email" or "I asked clarifying questions to understand the speaker.").* **Plan:** Sets specific goals for future communication based on identified strengths and weaknesses. **Mindset:** Demonstrates a desire to improve *(for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up).*	**Reflect:** Analyzes others' responses to own communications to identify specific strengths and weaknesses *(for example: "The teacher responded defensively to my email because I did not clarify that I was asking a question versus critiquing her grading policy.").* **Plan:** Seeks out, identifies, and uses resources and strategies to achieve goals for improving communication skills. **Mindset:** Demonstrates a growth mindset (the belief that he or she can get "smarter" at communication through effective effort) in response to setbacks and challenges *(for example: persists on difficult tasks, takes risks in the learning process, accepts and uses feedback/ criticism, is comfortable making mistakes, explains failure from a growth mindset perspective).*	**Reflect:** Analyze patterns and trends in own communication and in responses from others to evaluate communication style *(for example: "I noticed that I tend to contribute to class discussions more than my peers, which I thought was a good thing, but based on their facial expressions and responses, it appears that I am dominating these conversations.").* **Plan**: Set goals for improving communication skills and establish protocols for evaluating the success of any refinements *(for example: "I am going to monitor my air time in class discussions by setting a timer on my watch and waiting for three people to speak before I chime in again. Then, I will look at my peer evaluations after the discussions to gauge my efficacy").* **Mindset:** Promote a growth mindset in team members by encouraging risk taking in the learning process. Proactively improve own areas of weakness by employing growth mindset strategies to improve performance *(for example: deliberate practice,*

				actively seek others' feedback, find and use external sources [skilled peers, other adult experts] to enrich and extend learning).

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