

ENVISION ²¹

Deep Learning

COMMUNICATION RUBRIC GRADES K-2



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The district's strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD's "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.

These 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 were not written to align 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.

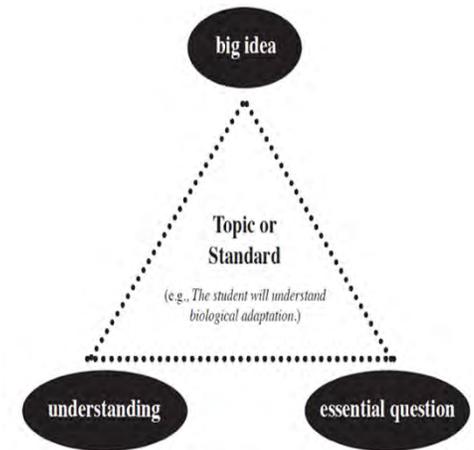
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Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Communication**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2018 version of the DLP, **Communication**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



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The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Communication Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Effectively communicate for different purposes and varied audiences, using appropriate media, formats, and tone. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
<p>1. Effective communicators deliberately strive to understand and be understood.</p>	<ul style="list-style-type: none"> What do effective communicators do? What makes a good listener? How do I communicate so that people understand me? How do I know that others have understood me? How do I know that I have understood others?
<p>2. Effective communicators adapt their content and style to match the context, purpose, and audience.</p>	<ul style="list-style-type: none"> What do effective communicators do? How do I communicate so that people understand me? What is my purpose for communicating and who is my audience? How do I communicate without words?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
<p>1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.</p>	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work?

	<ul style="list-style-type: none"> • How can I get useful feedback? • How do I prioritize my work? • How can I maintain focus on areas of influence rather than on factors I cannot influence?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> • How can I keep getting better at communication?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> • What do I do when I get stuck? • How does my mindset affect my performance?

The deep learning proficiencies (5c+ 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, which are 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?

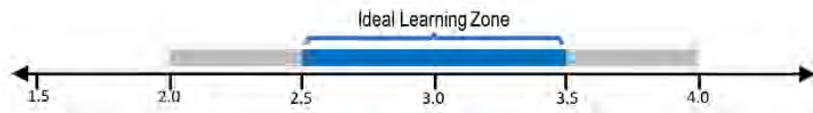
The rubrics are intended to support student progress toward mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support 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. Descriptions at the Novice level also include likely misconceptions that the student might exhibit. The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12).

The following descriptions explain the four levels on the rubric:

- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
- Score 2.0 (Basic): Describes student performance that is below proficient, but that demonstrates mastery of basic skills/knowledge, such as terms and details, definitions, basic inferences, and processes.
- 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.

The image below represents the ideal learning zone for students as 2.5 – 3.5.



Glossary

Intercultural Communication: An interaction or exchange between individuals or groups of different linguistic and cultural origins, with different worldviews, values, traditions, etc.

Intracultural Communication: An interaction or exchange between people from the same culture or who have culturally similar backgrounds.

With adult support/guidance: In this rubric, working with adult support or guidance refers to a teacher walking an individual student through the process step-by-step. “With adult support” does not include whole class scaffolding strategies such as graphic organizers, turn and talk, etc.

Sources

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

- Catalina Foothills School District. (2011, 2014, 2016, 2018). Rubrics for deep learning proficiencies. Tucson, Arizona.
- EdLeader21 (2013). 4Cs rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]
- McTighe, J., & Wiggins, G. P. (2013). Essential questions: Opening doors to student understanding. Alexandria, Virginia: ASCD.
- 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]
- Wiggins, G.P. & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, Virginia: ASCD.

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:
<p>ENGAGING IN CONVERSATIONS AND DISCUSSIONS</p>	<p>Content: Identifies question words (<i>for example: who, what, where, why, when, how</i>).</p> <p>Delivery: Identifies strategies used by speakers to communicate messages (<i>for example: verbal, such as voice volume, rate of speech, or non-verbal, such as eye contact or posture</i>).</p> <p>Comprehension: Identify the topic of a conversation or discussion in response to a question or prompt.</p> <p>Listening: Maintains eye contact and avoids distractions while the speaker is speaking.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Content: Asks and responds to direct questions when prompted.</p> <p>Delivery: Modifies voice volume, rate of speech, facial expressions, and/or physical proximity when prompted.</p> <p>Comprehension: Restates important information communicated by a speaker.</p> <p>Listening: Applies basic active listening strategies (<i>for example: nodding, saying “uh huh,” smiling, eye contact, avoiding distractions</i>).</p>	<p>Content: Asks questions and provides responses that are relevant to the topic or task.</p> <p>Delivery: Uses varied vocal characteristics and physical cues to communicate ideas to others.</p> <p>Comprehension: Identifies a speaker’s main points.</p> <p>Listening: Applies active listening strategies to interact with others in small group and whole group discussions (<i>for example: verbal strategies - adds on to another’s comments to extend the discussion, ask clarifying questions; and nonverbal strategies - allows speaker to finish speaking before raising a hand for comment or question, maintains posture that communicates interest and attention</i>).</p>	<p>Content: Contribute to a discussion by responding to questions and others’ ideas, and asking clarifying questions based on the comments of others (<i>for example: checks for understanding about information or opinions</i>).</p> <p>Delivery: Select appropriate vocal characteristics (<i>for example: volume, rate, articulation, and intonation</i>) and physical cues (<i>for example: facial expressions, eye contact, gestures, and posture/stance</i>) to be contextually appropriate and easily understood.</p> <p>Comprehension: Connect a speaker’s key points to personal ideas or prior understanding.</p> <p>Listening: Explain the importance of the speaker’s key points related to the topic.</p>

<p>USING DIGITAL COMMUNICATION TOOLS</p>	<p>Tools: With adult support, uses provided digital communication tools (<i>for example: Microsoft Word, Google Docs</i>) to communicate information.</p> <p>Response: With adult support, responds to direct digital communications from others.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Tools: Uses provided digital communication tools (<i>for example: Microsoft Word, Google Docs</i>) to communicate information.</p> <p>Response: Responds to direct digital communications from others when prompted.</p>	<p>Tools: Selects familiar digital tools to communicate a message (<i>for example: e-mail, iMovie, PowerPoint</i>).</p> <p>Response: Responds to questions or statements.</p>	<p>Tools: Use a familiar or newly-taught digital tool to communicate a message to a given audience.</p> <p>Response: Update communication and respond to messages in a timely manner.</p> <p>Establish a procedure for possible follow-up conversation, if needed.</p>
<p>COMMUNICATING IN DIVERSE ENVIRONMENTS</p>	<p>Structures, Formats, and Protocols: Identifies the difference between informal and formal conversation (level of formality with an intended audience).</p> <p>Identifies the purpose for a provided communication (<i>to persuade, to inform, to inquire, or to entertain</i>).</p> <p>Inter/Intracultural Application: Identifies differences in communication styles across familiar cultural groups (<i>for example: school and home, grandparents and grandchildren</i>).</p> <p>See possible student misconceptions following the rubric.</p>	<p>Structures, Formats, and Protocols: Identifies the context (<i>for example: friendly discussion with peers, a presentation to parents, or a meeting with the principal</i>); format (<i>for example: letters, text messages, shared Google doc</i>); mono/multilingual audience (<i>for example: parents, friends</i>); and purpose (<i>to persuade, inform, or entertain</i>) of a given communication.</p> <p>Inter/Intracultural Application: Communicates respectfully with someone from a familiar or shared culture.</p>	<p>Structures, Formats, and Protocols: Explains the connection between the context and the format of a communication (<i>for example: explains that a written thank-you letter to a guest speaker would require a more formal greeting and structure than a letter to a friend or family member</i>).</p> <p>Uses familiar, non-verbal gestures of communication that are appropriate for the mono/multilingual audience, context and purpose (<i>for example: a handshake during a greeting or a “high five” to congratulate a peer</i>).</p> <p>Inter/Intracultural Application: Communicates with someone from another culture using</p>	<p>Structures, Formats, and Protocols: Communicate using an appropriate format and level of formality for a familiar context, purpose, and/or mono/multilingual audience (<i>for example: peer groups or family members</i>).</p> <p>Inter/Intracultural Application: Communicate with someone from another culture using verbal or nonverbal language that demonstrates the norms of that culture (<i>for example: using appropriate forms of address when speaking with another person</i>).</p>

			shared or familiar verbal and nonverbal norms.	
SELF-REGULATION AND REFLECTION	<p>Reflection: With adult support, identifies individual strengths and weaknesses in communication.</p> <p>Planning: With adult support, sets individual goals for communication.</p> <p>Mindset: Explains relationship between effort and success (<i>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.”</i>).</p> <p>See possible student misconceptions following the rubric.</p>	<p>Reflection: Identifies individual strengths and weaknesses in communication.</p> <p>Planning: Sets individual goals for communication.</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up</i>).</p>	<p>Reflection: Assesses the communication in response to feedback and/or the rubric.</p> <p>Describes the learning that resulted from the communication.</p> <p>Planning: Sets goals for communication based on feedback and/or the rubric.</p> <p>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 (<i>for example: persists on difficult tasks</i>).</p>	<p>Reflection: Accurately reflect on the communication; use reflection and/or feedback to revise ideas or products.</p> <p>Question and critique own communications.</p> <p>Planning: Seek out, select, and use resources and strategies to achieve goals for improving communication skills.</p> <p>Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning</i>).</p>

Possible Misconceptions: K-2 Communication

The following chart lists possible misconceptions about **Communication**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Engaging in Conversations and Discussions	Content	<ul style="list-style-type: none"> • When I ask a question, or make a comment loosely related to the topic, it shows my understanding of the content. • I don't have anything important or interesting to say. • What I have to say is more important than what anyone else has to say. • I'm contributing to the discussion when I express agreement without adding new ideas. • I should challenge every idea.
	Delivery	<ul style="list-style-type: none"> • Communication is only about my words; it doesn't matter what I do with my body. • Varying my gestures and facial expressions means I need to use a lot of them. • I should keep using the same gesture, facial expression, or inflection over and over again.
	Comprehension	<ul style="list-style-type: none"> • Every detail is equally important. • If I can repeat what someone said, it means I understand it. • My own prior knowledge or experiences won't help me understand the speaker's ideas. • If someone says something that goes against my beliefs, I can stop listening or disregard their ideas. • In order to compare my ideas with someone else's, I just need to restate both of our ideas.
	Listening	<ul style="list-style-type: none"> • When I sit quietly with my eyes on the speaker, it means I am listening. • My goal in listening to another person is to figure out what I want to say. • I should only listen to people whom I hold in high regard or whose ideas I value. • I'm a better listener if I use all of my active listening strategies in the same conversation. • It's OK to interrupt anytime if I'm using an active listening strategy.

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<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Using Digital Communication Tools	Tools	<ul style="list-style-type: none"> • If I use a digital tool, I'm communicating. • It doesn't matter which tool I use to communicate a message.
	Response	<ul style="list-style-type: none"> • The only way to respond to communication is verbally. • Communication is one-way; once the communication is sent, it is completed. • Every message requires a response. • "In a timely manner" means "immediately" or "whenever I get to it." • Every message requires a response within the same timeframe and in the same manner.
Communicating in Diverse Environments	Structures, Formats, and Protocols	<ul style="list-style-type: none"> • How I choose to communicate is driven by my own needs, interests, and purpose; it's all about me. • What is appropriate in one setting works in all settings. • If someone communicates with me in a certain manner (structure, format, tone), I should respond in the same way.
	Inter/Intracultural Application	<ul style="list-style-type: none"> • How I choose to communicate is driven by my own needs, interests, and purpose; it's all about me. • People from different places all communicate in the same way. • My way of communicating is the best way. • I don't need to change the way I communicate to accommodate other people; they should adjust to my way of communicating.

Possible Misconceptions: K-2 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Communication is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

COMMUNICATION RUBRIC

GRADES 3-5



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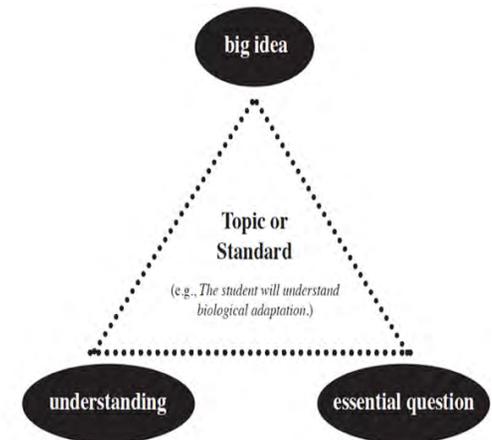
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What does Score 1.0 – Score 4.0 mean in the rubrics?

The rubrics are intended to support student progress toward 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.

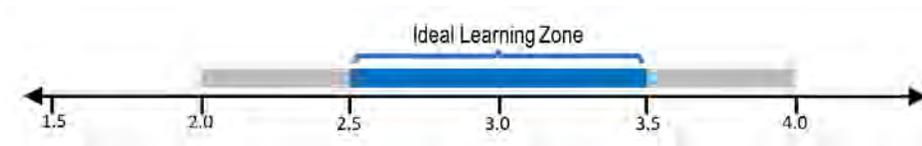
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The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12).

The following descriptions explain the four levels on the rubric:

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The image below represents the ideal learning zone for students as 2.5 – 3.5.



Glossary

Intercultural Communication: An interaction or exchange between individuals or groups of different linguistic and cultural origins, with different worldviews, values, traditions, etc.

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COMMUNICATION

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<p>ENGAGING IN CONVERSATIONS AND DISCUSSIONS</p>	<p>Content: Asks and responds to direct questions when prompted.</p> <p>Delivery: Modifies voice volume, rate of speech, facial expressions, and/or physical proximity when prompted.</p> <p>Comprehension: Restates important information communicated by the speaker.</p> <p>Listening: Identifies active listening strategies needed in a conversation or discussion (<i>for example: eye contact, waiting to speak until the other person has finished speaking</i>).</p> <p>Maintains eye contact and avoids distractions while the speaker is speaking.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Content: Asks questions and provides responses that are relevant to the topic or task.</p> <p>Delivery: Uses varied vocal characteristics and physical cues to communicate ideas to others.</p> <p>Comprehension: Identifies a speaker’s main points.</p> <p>Listening: Applies basic active listening strategies (<i>for example: nodding, saying “uh huh,” smiling, eye contact, open posture, avoiding distractions</i>).</p>	<p>Content: Contributes to a discussion by responding to questions and others’ ideas, and asking clarifying questions based on the comments of others (<i>for example: checks for understanding about information or opinions</i>).</p> <p>Delivery: Selects appropriate vocal characteristics (<i>for example: volume, rate, articulation, and intonation</i>) and physical cues (<i>for example: facial expressions, eye contact, gestures, and posture/stance</i>) to be contextually appropriate and easily understood.</p> <p>Comprehension: Explains the importance of the speaker’s key points in relation to the topic.</p> <p>Listening: Applies active listening strategies to interact with others in small group and whole group discussions (<i>for example: verbal strategies - adds on to another’s comments to extend the discussion, asks clarifying questions; and nonverbal strategies - allows</i></p>	<p>Content: Enhance conversation by building upon or challenging ideas presented.</p> <p>Delivery: Vary vocal characteristics and physical cues to express ideas and convey emotion effectively for the audience and context.</p> <p>Comprehension: Determine and assess the speaker’s purpose with regard to the topic (<i>for example: identifies the speaker’s overall stance on the topic, evaluates the validity of the speaker’s position, etc.</i>).</p> <p>Listening: Apply a variety of verbal and nonverbal active listening strategies to support communication (<i>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 [showing an emotional response that matches the speaker’s point and tone (laugh,</i></p>

			<i>speaker to finish speaking before raising hand for comments or questions, maintains posture that communicates interest and attention).</i>	<i>gasp, etc.) track speaker with eyes]).</i>
USING DIGITAL COMMUNICATION TOOLS	<p>Tools: Uses provided digital communication tools (<i>for example: Microsoft Word, Google Docs</i>) to communicate information.</p> <p>Response: Responds to direct digital communications from others when prompted.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Tools: Selects familiar digital tools to communicate a message (<i>for example: e-mail, iMovie, PowerPoint</i>).</p> <p>Response: Responds to questions or statements from others.</p>	<p>Tools: Uses a familiar or newly taught digital tool to communicate a message to a given audience.</p> <p>Response: Updates communication and responds to messages in a timely manner. Establishes a procedure for possible follow-up conversation, if needed.</p>	<p>Tools: Use appropriate digital tools(s) to clearly communicate a message in audio, visual, and/or print formats.</p> <p>Response: Proactively schedule and time communication to achieve desired results.</p>
COMMUNICATING IN DIVERSE ENVIRONMENTS	<p>Structures, Formats, and Protocols: Identifies the context (<i>for example: friendly discussion with peers, a presentation to parents, or a meeting with the principal</i>); format (<i>for example: letters, text messages, shared Google doc</i>); mono/multilingual audience (<i>for example: parents, friends</i>); and purpose (<i>to persuade, inform, or entertain</i>) of a given communication. Identifies examples of formal and informal communication.</p> <p>Inter/Intracultural Application: Identifies differences in communication styles across</p>	<p>Structures, Formats, and Protocols: Explains the connection between the context and the format of a communication (<i>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</i>). Describes characteristics of formal and informal communications.</p> <p>Inter/Intracultural Application: Communicates respectfully with someone from a familiar or shared culture.</p>	<p>Structures, Formats, and Protocols: Communicates using an appropriate format and level of formality for a familiar context, purpose, and/or mono/multilingual audience (<i>for example: peer groups or family members, teachers or other adults; formal greetings, farewells, handshakes</i>).</p> <p>Inter/Intracultural Application: Communicates with someone from another culture using shared or familiar verbal and nonverbal norms.</p>	<p>Structures, Formats, and Protocols: Select an appropriate format and level of formality for communicating in multiple contexts, purposes, and mono/multilingual audiences (<i>for example: presenting an idea for a fundraiser to a peer group, the FFO, and the School Board</i>).</p> <p>Inter/Intracultural Application: Communicate with someone from another culture using verbal or nonverbal language that demonstrates the norms of that culture (<i>for example: using appropriate forms of address when speaking with another person</i>).</p>

	<p>familiar cultural groups (<i>for example: school and home, grandparents and grandchildren</i>).</p> <p>See possible student misconceptions following the rubric.</p>			
<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflection: Identifies individual strengths and weaknesses in communication.</p> <p>Planning: Sets individual goals for communication.</p> <p>Mindset: Explains relationship between effort and success (<i>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.”</i>).</p> <p>See possible student misconceptions following the rubric.</p>	<p>Reflection: Assesses the communication in response to feedback and/or established criteria.</p> <p>Planning: Sets goals for communication based on feedback and/or established criteria.</p> <p>Mindset: Demonstrates a desire to improve (<i>for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up</i>).</p>	<p>Reflection: Accurately reflects on the communication; uses reflection and/or feedback to revise ideas or products.</p> <p>Questions and critiques own communications.</p> <p>Describes the learning that resulted from the communication.</p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving communication skills.</p> <p>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 (<i>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</i>).</p>	<p>Reflection: Analyze patterns and trends in own communication and in responses from others to evaluate communication style (<i>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.”</i>).</p> <p>Evaluate communications throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve communications.</p> <p>Planning: Analyze patterns and prior performances to set new goals for communication; revise goals in response to ongoing reflection.</p> <p>Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for</i></p>

				<i>example: perseverance, taking risks, effective decision-making, actively seeking others' feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning).</i>
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Possible Misconceptions: 3-5 Communication

The following chart lists possible misconceptions about **Communication**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Engaging in Conversations and Discussions	Content	<ul style="list-style-type: none"> • When I ask a question, or make a comment loosely related to the topic, it shows my understanding of the content. • I don't have anything important or interesting to say. • What I have to say is more important than what anyone else has to say. • I'm contributing to the discussion when I express agreement without adding new ideas. • I should challenge every idea.
	Delivery	<ul style="list-style-type: none"> • Communication is only about my words; it doesn't matter what I do with my body. • Varying my gestures and facial expressions means I need to use a lot of them. • I should keep using the same gesture, facial expression, or inflection over and over again.
	Comprehension	<ul style="list-style-type: none"> • Every detail is equally important. • If I can repeat what someone said, it means I understand it. • My own prior knowledge or experiences won't help me understand the speaker's ideas. • If someone says something that goes against my beliefs, I can stop listening or disregard their ideas. • In order to compare my ideas with someone else's, I just need to restate both of our ideas.
	Listening	<ul style="list-style-type: none"> • When I sit quietly with my eyes on the speaker, it means I am listening. • My goal in listening to another person is to figure out what I want to say. • I should only listen to people whom I hold in high regard or whose ideas I value. • I'm a better listener if I use all of my active listening strategies in the same conversation. • It's OK to interrupt anytime if I'm using an active listening strategy.

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<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Using Digital Communication Tools	Tools	<ul style="list-style-type: none"> • If I use a digital tool, I'm communicating. • It doesn't matter which tool I use to communicate a message.
	Response	<ul style="list-style-type: none"> • The only way to respond to communication is verbally. • Communication is one-way; once the communication is sent, it is completed. • Every message requires a response. • "In a timely manner" means "immediately" or "whenever I get to it." • Every message requires a response within the same timeframe and in the same manner.
Communicating in Diverse Environments	Structures, Formats, and Protocols	<ul style="list-style-type: none"> • How I choose to communicate is driven by my own needs, interests, and purpose; it's all about me. • What is appropriate in one setting works in all settings. • If someone communicates with me in a certain manner (structure, format, tone), I should respond in the same way.
	Inter/Intracultural Application	<ul style="list-style-type: none"> • How I choose to communicate should be driven by my own needs, interests, and purpose; I don't need to consider my audience. • People from different places all communicate in the same way. • My way of communicating is the best way. • I don't need to change the way I communicate to accommodate other people; they should adjust to my way of communicating.

Possible Misconceptions: 3-5 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Communication is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

ENVISION ²¹

Deep Learning

COMMUNICATION RUBRIC

GRADES 6-8



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The district’s strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD’s “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.

These 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 were not written to align 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.

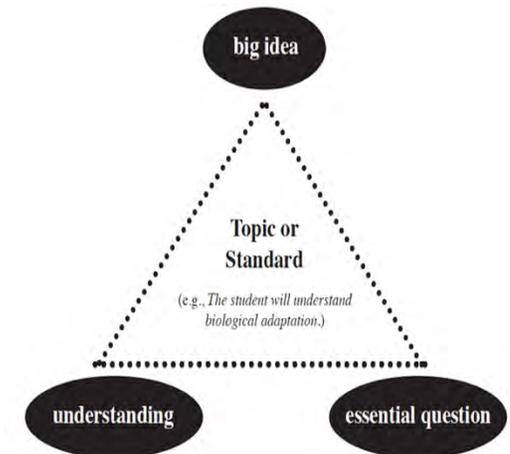
The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and 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.

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Communication**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Communication**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Communication Transfer Goals and UEQs

Transfer Goals	
Students will be able to independently use their learning to . . . <ul style="list-style-type: none"> Effectively communicate for different purposes and varied audiences, using appropriate media, formats, and tone. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
1. Effective communicators deliberately strive to understand and be understood.	<ul style="list-style-type: none"> What do effective communicators do? What makes a good listener? How do I communicate so that people understand me? How do I know that others have understood me? How do I know that I have understood others?
2. Effective communicators adapt their content and style to match the context, purpose, and audience.	<ul style="list-style-type: none"> What do effective communicators do? How do I communicate so that people understand me? What is my purpose for communicating and who is my audience? How do I communicate without words?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
Students will be able to independently use their learning to . . . <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that. . .	Students will keep considering. . .
1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work? How can I get useful feedback?

	<ul style="list-style-type: none"> • How do I prioritize my work? • How can I maintain focus on areas of influence rather than on factors I cannot influence?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> • How can I keep getting better at communication?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> • What do I do when I get stuck? • How does my mindset affect my performance?

The deep learning proficiencies (5c+ 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, which are 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?

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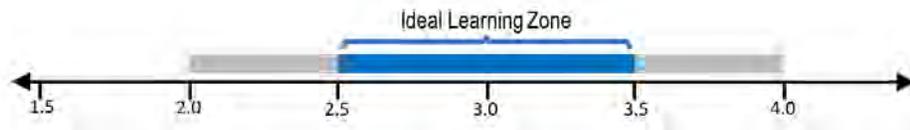
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<p>ENGAGING IN CONVERSATIONS AND DISCUSSIONS</p>	<p>Content: Asks and responds to questions when prompted.</p> <p>Delivery: Uses varied vocal characteristics and physical cues to communicate ideas to others.</p> <p>Comprehension: Restates important information communicated by the speaker.</p> <p>Listening: Maintains eye contact and avoids distractions while the speaker is speaking.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Content: Clarifies general or factual content by responding to/asking questions or contributing comments.</p> <p>Delivery: Selects appropriate vocal characteristics (<i>for example: volume, rate, articulation, and intonation</i>) and physical cues (<i>for example: facial expressions, eye contact, gestures, and posture/stance</i>) to be contextually appropriate and easily understood.</p> <p>Comprehension: Identifies the speaker's main points.</p> <p>Listening: Applies basic active listening strategies (<i>for example: nodding, saying "uh huh," smiling, eye contact, open posture, avoiding distractions</i>).</p>	<p>Content: Enhances conversation by contributing ideas, asking / responding to questions, and building upon or challenging others' comments.</p> <p>Delivery: Varies vocal characteristics and physical cues to express ideas and convey emotion effectively for the audience and context.</p> <p>Comprehension: Determines and assesses the speaker's purpose with regard to the topic (<i>for example: identifies the speaker's overall stance on the topic, evaluates the validity of the speaker's position, etc.</i>).</p> <p>Listening: Applies a variety of verbal and nonverbal active listening strategies to support communication (<i>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</i></p>	<p>Content: Synthesize multiple ideas from participants to develop a deeper understanding of the topic.</p> <p>Delivery: Strategically integrate elements of vocal and physical communication to enhance the message and produce a desired effect in the audience.</p> <p>Comprehension: Analyze the effects and implications of the speaker's purpose, point of view, reasoning, and tone (<i>for example: explains how points raised by the speaker shift the audience's perspective of the topic or inspire action</i>).</p> <p>Listening: Respond empathetically to a speaker's unstated beliefs, values, and emotions, by analyzing subtle communicative cues (<i>for example: body language that expresses tension or anxiety, vocal tremor that suggests an emotional response, word choice that indicate a particular opinion</i>).</p>

			<i>communicates interest and attention</i>)).	
USING DIGITAL COMMUNICATION TOOLS	<p>Tools: Uses provided digital communication tools (<i>for example: Microsoft Word, Google Docs</i>) to communicate information.</p> <p>Response: Responds to direct digital communications when prompted.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Tools: Selects familiar digital tools to communicate a message (<i>for example: e-mail, iMovie, PowerPoint</i>).</p> <p>Response: Responds to questions or statements from others.</p>	<p>Tools: Uses appropriate digital tools(s) to clearly communicate a message in audio, visual, and/or print formats.</p> <p>Response: Updates communication and responds to messages in a timely manner. Establishes a procedure for possible follow-up conversation, if needed.</p>	<p>Tools: Select contemporary digital tools that are strategically aligned with the message to enhance or clarify communications with others.</p> <p>Response: Proactively schedule and time communication to achieve desired results.</p>
COMMUNICATING IN DIVERSE ENVIRONMENTS	<p>Structures, Formats, and Protocols: Identifies the context (<i>for example: teacher conference, friendly conversation, consumer complaint</i>); format (<i>for example: letter, text message, discussion</i>); mono/multilingual audience (<i>for example: of own or other cultures, generations, etc.</i>); and purpose (<i>to persuade, to inform, to entertain</i>) of a given communication.</p> <p>Inter/Intracultural Application: Identifies differences in communication styles across familiar cultural groups (<i>for example: school and home, grandparents and grandchildren</i>).</p> <p>See possible student misconceptions following the rubric.</p>	<p>Structures, Formats, and Protocols: Communicates using an appropriate format and level of formality for a familiar context, purpose, or mono/multilingual audience (<i>for example: peer groups or family members</i>), employing structured patterns of communication that are contextually appropriate (<i>for example: formal greetings, farewells, handshakes</i>).</p> <p>Inter/Intracultural Application: Communicates respectfully with someone from a familiar or shared culture.</p>	<p>Structures, Formats, and Protocols: Communicates clearly using an appropriate format and level of formality for multiple contexts, purposes, and mono/multilingual audiences.</p> <p>Uses colloquialisms, jargon, or slang to enhance understanding when communicating with familiar groups that have specialized knowledge.</p> <p>Inter/Intracultural Application: Communicates with someone from another culture using shared or familiar verbal and nonverbal norms.</p>	<p>Structures, Formats, and Protocols: Use colloquialisms, jargon, or slang of another’s discipline, culture, region, or generation to deepen understanding and enhance communication.</p> <p>Inter/Intracultural Application: Communicate with someone from another culture using verbal and nonverbal language that respects the norms of that cultural group (<i>for example: using appropriate proximity or forms of address when speaking with another person</i>).</p>

<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflection: Identifies individual strengths and weaknesses in communication.</p> <p>Planning: Sets individual goals for communication.</p> <p>Mindset: Explains the relationship between effort and success <i>(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.”)</i>.</p>	<p>Reflection: Assesses the communication in response to feedback and/or established criteria.</p> <p>Planning: Sets goals for communication based on feedback and/or established criteria.</p> <p>Mindset: Demonstrates a desire to improve <i>(for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up)</i>.</p>	<p>Reflection: Accurately reflects on the communication; uses reflection and/or feedback to revise ideas or products.</p> <p>Questions and critiques own communications.</p> <p>Describes the learning that resulted from the communication.</p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving communication skills.</p> <p>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 <i>(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)</i>.</p>	<p>Reflection: Analyze patterns and trends in own communication and in responses from others to evaluate communication style <i>(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.”)</i>.</p> <p>Evaluate communications throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve communications.</p> <p>Planning: Analyze patterns and prior performances to set new goals for communication; revise goals in response to ongoing reflection.</p> <p>Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset <i>(for example: perseverance, taking risks, effective decision-making, actively seeking others’ feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning)</i>.</p>
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Possible Misconceptions: 6-8 Communication

The following chart lists possible misconceptions about **Communication**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Engaging in Conversations and Discussions	Content	<ul style="list-style-type: none"> • When I ask a question or make a comment loosely related to the topic, it shows my understanding of the content. • I don't have anything important or interesting to say. • What I have to say is more important than what anyone else has to say. • I'm contributing to the discussion when I express agreement and disagreement without adding new ideas. • I should challenge every idea.
	Delivery	<ul style="list-style-type: none"> • Communication is only about my words; it doesn't matter what I do with my body. • Varying my gestures and facial expressions means I need to use a lot of them. • I should keep using the same gesture, facial expression, or inflection over and over again.
	Comprehension	<ul style="list-style-type: none"> • Every detail is equally important. • If I can repeat what someone says, it means I understand it. • My own prior knowledge or experiences won't help me understand the speaker's ideas. • If someone says something that goes against my beliefs, I can stop listening or disregard their ideas. • In order to compare my ideas with someone else's, I just need to restate both of our ideas.
	Listening	<ul style="list-style-type: none"> • When I sit quietly with my eyes on the speaker, it means I am listening. • My goal in listening to another person is to figure out what I want to say. • I should only listen to people whom I hold in high regard or whose ideas I value. • I'm a better listener if I use all of my active listening strategies in the same conversation. • It's OK to interrupt anytime if I'm using an active listening strategy.

Possible Misconceptions: 6-8 Communication

The following chart lists possible misconceptions about **Communication**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Using Digital Communication Tools	Tools	<ul style="list-style-type: none"> • If I use a digital tool, I'm communicating. • It doesn't matter which tool I use to communicate a message.
	Response	<ul style="list-style-type: none"> • The only way to respond to communication is verbally. • Communication is one-way; once the communication is sent, it is completed. • Every message requires a response. • "In a timely manner" means "immediately" or "whenever I get to it." • Every message requires a response within the same timeframe and in the same manner.
Communicating in Diverse Environments	Structures, Formats, and Protocols	<ul style="list-style-type: none"> • How I choose to communicate should be driven by my own needs, interests, and purpose; I don't need to consider my audience. • What is appropriate in one setting works in all settings. • If someone communicates with me in a certain manner (structure, format, tone), I should respond in the same way.
	Inter/Intracultural Application	<ul style="list-style-type: none"> • How I choose to communicate should be driven by my own needs, interests, and purpose; I don't need to consider my audience. • People from different places all communicate in the same way. • My way of communicating is the best way. • I don't need to change the way I communicate to accommodate other people; they should adjust to my way of communicating.

Possible Misconceptions: 6-8 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Communication is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.

ENVISION ²¹

Deep Learning

COMMUNICATION RUBRIC GRADES 9-12



CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

General Description and Suggestions for Use

The district's strategic plan, Envision21: Deep Learning, forms the basis for a focus on cross-disciplinary skills/proficiencies necessary for preparing our students well for a 21st century life that is increasingly complex and global. These skills, which are CFSD's "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.

These 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 were not written to align 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.

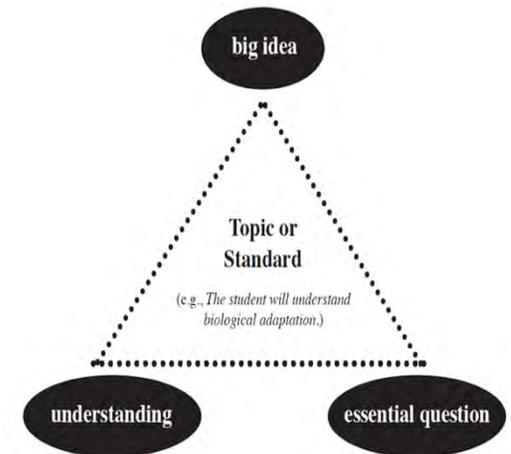
The approach to teaching the performance areas in each rubric may vary by subject area because the way in which they are applied may differ based on the field of study. Scientists, mathematicians, social scientists, engineers, artists, and musicians (for example), all collaborate, solve problems, and 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.

Transfer

CFSD educators prioritize understanding and transfer to ensure that learning extends beyond the school experience. This 2019 version of the DLP, **Communication**, includes long-term **transfer goals** that describe autonomous applications of student learning in college, career, and civic life. “Drill and direct instruction can develop discrete skills and facts into automaticity...but they cannot make us truly able. Understanding is about *transfer*, in other words. To be truly able requires the ability to transfer what we have learned to new and sometimes confusing settings. The ability to transfer our knowledge and skill effectively involves the capacity to take what we know and use it creatively, flexibly, fluently, in different settings or problems, on our own” (Wiggins and McTighe, 2011, p. 40).

Big Ideas

This 2019 version of the DLP, **Communication**, includes a set of Understandings and Essential Questions (UEQs) developed by an interdisciplinary team of K-12 teachers and administrators with guidance from Jay McTighe, author of *Understanding by Design*. These big ideas will guide teachers toward the thoughtful design of assessments, units, and lessons that will facilitate transfer of deep learning. “Because big ideas are the basis of unified and effective understanding, they provide a way to set curriculum and instructional priorities...they illuminate experience; they are the linchpin of transfer...” (Wiggins and McTighe, 2011, p.71). “Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with” (Wiggins and McTighe, 2011, p. 80). “Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (McTighe, 2017; McTighe & Wiggins, 2013, p. 17). The figure on the right represents the interrelationship among big ideas, understandings, and essential questions.



The **DLP Understandings** are written for K-12 because they express lasting, transferable goals for student learning. Understandings are meant to be revisited over time and across contexts. The continuity of working toward the same goals will help students deepen their understanding from Kindergarten to 12th grade. Understandings are primarily planning tools for teachers, although teachers may choose to share them with their students, if appropriate. Communicating an Understanding does not give away “the answer,” since simply stating an Understanding is not the same as truly grasping its meaning.

The **Essential Questions** are teaching and learning tools that help students unpack the Understandings. They support inquiry and engagement with deep learning and therefore may vary in complexity across grade levels.

Communication Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Effectively communicate for different purposes and varied audiences, using appropriate media, formats, and tone. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering. . .
<p>1. Effective communicators deliberately strive to understand and be understood.</p>	<ul style="list-style-type: none"> What do effective communicators do? What makes a good listener? How do I communicate so that people understand me? How do I know that others have understood me? How do I know that I have understood others?
<p>2. Effective communicators adapt their content and style to match the context, purpose, and audience.</p>	<ul style="list-style-type: none"> What do effective communicators do? How do I communicate so that people understand me? What is my purpose for communicating and who is my audience? How do I communicate without words?

Self-Regulation and Reflection Transfer Goals and UEQs

Transfer Goals	
<p>Students will be able to independently use their learning to . . .</p> <ul style="list-style-type: none"> Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking. 	
Understandings	Essential Questions
Students will understand that . . .	Students will keep considering. . .
<p>1. Effective learners set goals, regularly monitor their thinking, seek feedback, self-assess, and make needed adjustments.</p>	<ul style="list-style-type: none"> How am I doing? How do I know? What are my next steps? What is the most effective way to monitor my progress? How do I know which feedback will help me improve my work?

	<ul style="list-style-type: none"> • How can I get useful feedback? • How do I prioritize my work? • How can I maintain focus on areas of influence rather than on factors I cannot influence?
2. We can always improve our performance through deliberate effort and use of strategies.	<ul style="list-style-type: none"> • How can I keep getting better at communication?
3. Effective learners are flexible and persevere when they encounter challenges.	<ul style="list-style-type: none"> • What do I do when I get stuck? • How does my mindset affect my performance?

The deep learning proficiencies (5c+ 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, which are 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?

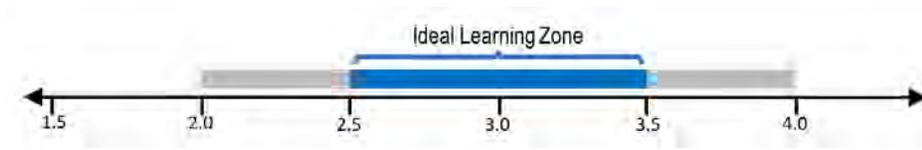
The rubrics are intended to support student progress toward mastering the deep learning proficiencies (DLPs). Four levels of performance are articulated in each rubric: Score 1.0 (Novice), Score 2.0 (Basic), Score 3.0 (Proficient), and Score 4.0 (Advanced). The descriptions follow a growth model to support 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. Descriptions at the Novice level also include likely misconceptions that the student might exhibit.

The descriptive rubrics are designed to illustrate students' depth of knowledge/skill at various levels in order to facilitate the instructional and assessment process for all learners. At some performance levels, the indicators may remain the same, but the material under study is more or less complex depending on the grade level band (for example: the complexity of the material at grades 6-8 differs from that of grades 3-5 or 9-12). The following descriptions explain the four levels on the rubric:

- Score 1.0 (Novice): Describes student performance that demonstrates readiness skills and/or misconceptions and requires significant support.
- Score 2.0 (Basic): Describes student performance that is below proficient, but that demonstrates mastery of basic skills/knowledge, such as terms and details, definitions, basic inferences, and processes.
- 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.

The image below represents the ideal learning zone for students as 2.5 – 3.5.



Glossary

Intercultural Communication: An interaction or exchange between individuals or groups of different linguistic and cultural origins, with different worldviews, values, traditions, etc.

Intracultural Communication: An interaction or exchange between people from the same culture or who have culturally similar backgrounds.

Sources

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

- Catalina Foothills School District. (2011, 2014, 2016, 2018). Rubrics for 21st century skills and rubrics for deep learning proficiencies. Tucson, Arizona.
- EdLeader21 (2013). 4Cs rubrics. Tucson, Arizona. [Adaptations from 4Cs Rubrics]
- McTighe, J., & Wiggins, G. P. (2013). Essential questions: Opening doors to student understanding. Alexandria, Virginia: ASCD.
- 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]
- Wiggins, G.P. & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, Virginia: ASCD.

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:
<p>ENGAGING IN CONVERSATIONS AND DISCUSSIONS</p>	<p>Content: Asks and responds to questions when prompted.</p> <p>Delivery: Uses varied vocal characteristics and physical cues to communicate ideas to others.</p> <p>Comprehension: Paraphrases or summarizes general information communicated by the speaker.</p> <p>Listening: Maintains eye contact and avoids distractions while the speaker is speaking.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Content: Clarifies general or factual content by responding to/asking questions or contributing comments.</p> <p>Delivery: Selects appropriate vocal characteristics (<i>for example: volume, rate, articulation, and intonation</i>) and physical cues (<i>for example: facial expressions, eye contact, gestures, and posture/stance</i>) to be easily understood.</p> <p>Comprehension: Identifies the speaker's purpose, main points, and tone.</p> <p>Listening: Applies basic active listening strategies (<i>for example: nodding, saying "uh huh," smiling, eye contact, open posture, avoiding distractions</i>).</p>	<p>Content: Enhances conversation by contributing ideas, asking / responding to questions, and building upon or challenging others' comments.</p> <p>Delivery: Varies vocal characteristics and physical cues to express ideas and convey emotion effectively for the audience and context.</p> <p>Comprehension: Analyzes the effects and implications of the speaker's purpose, point of view, reasoning, and tone (<i>for example: explains how points raised by the speaker shift the audience's perspective of the topic or inspire action</i>).</p> <p>Listening: Applies a variety of verbal and nonverbal active listening strategies to support communication (<i>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</i></p>	<p>Content: Synthesize multiple ideas from participants to develop a deeper understanding of the topic.</p> <p>Delivery: Strategically integrate elements of vocal and physical communication to enhance the message and produce a desired effect in the audience.</p> <p>Comprehension: Analyze information communicated by the speaker in light of the speaker's values, beliefs, attitudes, tone, and intentions (<i>for example: draws conclusions about speaker's beliefs or values based on evidence gained during the interaction</i>).</p> <p>Listening: Respond empathetically to a speaker's unstated beliefs, values, and emotions, by analyzing subtle communicative cues (<i>for example: body language that expresses tension or anxiety, vocal tremor that suggests an emotional</i></p>

			<i>making a point before asking questions, maintains posture that communicates interest and attention]).</i>	<i>response, word choice that indicates a particular opinion).</i>
USING DIGITAL COMMUNICATION TOOLS	<p>Tools: Uses provided digital communication tools (<i>for example: Microsoft Word, Google Docs</i>) to communicate information.</p> <p>Response: Responds to direct digital communications when prompted.</p> <p>See possible student misconceptions following the rubric.</p>	<p>Tools: Selects familiar digital tools to communicate a message (<i>for example: e-mail, iMovie, PowerPoint</i>).</p> <p>Response: Updates communications and responds to questions or statements from others.</p>	<p>Tools: Uses appropriate digital tool(s) to clearly communicate a message in audio, visual, and/or print formats.</p> <p>Response: Responds to communications in a timely manner.</p> <p>Establishes a procedure for follow-up conversation, if needed.</p>	<p>Tools: Maximize impact of communication with others by using contemporary tools that are strategically aligned with desired results (<i>for example: uses “Suggested Edits” and “Revision History” features of Google doc when collaborating with peers on a group project to evaluate individual/group progress and to determine next steps</i>).</p> <p>Response: Proactively schedule and time communication to achieve desired results.</p>
COMMUNICATING IN DIVERSE ENVIRONMENTS	<p>Structures, Formats, and Protocols: Identifies the context (<i>for example: job interview, friendly conversation, consumer complaint</i>); format (<i>for example: letter, text message, discussion</i>); mono/multilingual audience (<i>for example: own or other cultures, generations, etc.</i>); and purpose (<i>for example: to persuade, to inform, to entertain</i>) of a given communication.</p> <p>Inter/Intracultural Application: Identifies differences in communication patterns (<i>for</i></p>	<p>Structures, Formats, and Protocols: Communicates using a format that is aligned with a given context, purpose, and mono/multilingual audience.</p> <p>Inter/Intracultural Application: Communicates with someone from another cultural group using verbal and nonverbal norms from own culture.</p>	<p>Structures, Formats, and Protocols: Communicates clearly using an appropriate format and level of formality for multiple contexts, purposes, and mono/multilingual audiences.</p> <p>Uses colloquialisms, jargon, or slang to enhance understanding when communicating with familiar groups that have specialized knowledge.</p> <p>Inter/Intracultural Application: Communicates with someone from another culture using</p>	<p>Structures, Formats, and Protocols: Use colloquialisms, jargon, or slang of another’s discipline, culture, region, or generation to deepen understanding and enhance communication.</p> <p>Inter/Intracultural Application: Apply knowledge of cultural norms, frames of reference, beliefs, history, and worldviews to enhance communication (<i>for example: in a discussion about national security, makes reference to America’s changed worldview</i></p>

	<p><i>example: the ways in which individuals initiate a conversation, express disagreement, pause between initiation and response, use standard language vs. colloquial language) of familiar cultural groups (for example: school and home, grandparents and grandchildren).</i></p> <p>See possible student misconceptions following the rubric.</p>		<p>shared or familiar verbal and nonverbal norms.</p>	<p><i>by comparing pre- and post-911 structures and beliefs; adapts a compliment to respect the cultural norms of China).</i></p>
<p>SELF-REGULATION AND REFLECTION</p>	<p>Reflection: Identifies individual strengths and weaknesses in communication.</p> <p>Planning: Sets individual goals for communication.</p> <p>Mindset: Explains the relationship between effort and success <i>(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.”)</i>.</p>	<p>Reflection: Assesses the communication in response to feedback and/or established criteria.</p> <p>Planning: Sets goals for communication based on feedback and/or established criteria.</p> <p>Mindset: Demonstrates a desire to improve <i>(for example: employs more practice, sets goals for improvement, asks for help from others instead of giving up)</i>.</p>	<p>Reflection: Accurately reflects on the communication; uses reflection and/or feedback to revise ideas or products.</p> <p>Questions and critiques own communications.</p> <p>Describes the learning that resulted from the communication.</p> <p>Planning: Seeks out, selects, and uses resources and strategies to achieve goals for improving communication skills.</p> <p>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 <i>(for example: persists on difficult tasks,</i></p>	<p>Reflection: Analyze patterns and trends in own communication and in responses from others to evaluate communication style <i>(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.”)</i>.</p> <p>Evaluate communications throughout the process.</p> <p>Seek out and act on feedback from peers, teacher, and experts to improve communications.</p> <p>Planning: Analyze patterns and prior performances to set new goals for communication; revise</p>

			<i>takes risks in the learning process, accepts and uses feedback/ criticism, is comfortable making mistakes, explains failure from a growth mindset perspective).</i>	goals in response to ongoing reflection. Mindset: Proactively improve own areas of weakness by employing effective strategies to increase growth mindset (<i>for example: perseverance, taking risks, effective decision-making, actively seeking others' feedback, deliberate practice, finding and using external resources [skilled peers, other adult experts] to enrich and extend learning).</i>
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Possible Misconceptions: 9-12 Communication

The following chart lists possible misconceptions about **Communication**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Engaging in Conversations and Discussions	Content	<ul style="list-style-type: none"> • When I ask a question or make a comment loosely related to the topic, it shows my understanding of the content. • I don't have anything important or interesting to say. • What I have to say is more important than what anyone else has to say. • I'm contributing to the discussion when I express agreement and disagreement without adding new ideas. • I should challenge every idea.
	Delivery	<ul style="list-style-type: none"> • Communication is only about my words; it doesn't matter what I do with my body. • Varying my gestures and facial expressions means I need to use a lot of them. • I should keep using the same gesture, facial expression, or inflection over and over again.
	Comprehension	<ul style="list-style-type: none"> • Every detail is equally important. • If I can repeat what someone said, it means I understand it. • My own prior knowledge or experiences won't help me understand the speaker's ideas. • If someone says something that goes against my beliefs, I can stop listening or disregard their ideas. • In order to compare my ideas with someone else's, I just need to restate both of our ideas.
	Listening	<ul style="list-style-type: none"> • When I sit quietly with my eyes on the speaker, it means I am listening. • My goal in listening to another person is to figure out what I want to say. • I should only listen to people whom I hold in high regard or whose ideas I value. • I'm a better listener if I use all of my active listening strategies in the same conversation. • It's OK to interrupt anytime if I'm using an active listening strategy.

Possible Misconceptions: 9-12 Communication

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<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Using Digital Communication Tools	Tools	<ul style="list-style-type: none"> • If I use a digital tool, I'm communicating. • It doesn't matter which tool I use to communicate a message.
	Response	<ul style="list-style-type: none"> • The only way to respond to communication is verbally. • Communication is one-way; once the communication is sent, it is completed. • Every message requires a response. • "In a timely manner" means "immediately" or "whenever I get to it." • Every message requires a response within the same timeframe and in the same manner.
Communicating in Diverse Environments	Structures, Formats, and Protocols	<ul style="list-style-type: none"> • How I choose to communicate should be driven by my own needs, interests, and purpose; I don't need to consider my audience. • What is appropriate in one setting works in all settings. • If someone communicates with me in a certain manner (structure, format, tone), I should respond in the same way.
	Inter/Intracultural Application	<ul style="list-style-type: none"> • How I choose to communicate should be driven by my own needs, interests, and purpose; I don't need to consider my audience. • People from different places all communicate in the same way. • My way of communicating is the best way. • I don't need to change the way I communicate to accommodate other people; they should adjust to my way of communicating.

Possible Misconceptions: 9-12 Self-Regulation and Reflection

The following chart lists possible misconceptions about **Self-Regulation and Reflection**. Understanding student misconceptions can help teachers develop lessons that proactively address these barriers to deep learning and transfer.

<i>Students might exhibit the following misconception, belief, or perception that...</i>		
Self-Regulation and Reflection	Reflection	<ul style="list-style-type: none"> • Reflection is all about what I think; other people’s perspectives don’t matter. • Only the teacher’s perspective matters when it comes to identifying strengths and weaknesses. • I don’t have any weaknesses. • I don’t have any strengths. • All weaknesses affect my performance in the same way. • Reflection is a waste of time; I don’t need to reflect to improve.
	Planning	<ul style="list-style-type: none"> • A goal is the same thing as a plan. • Any goal is a worthy goal. • Short-term goals aren’t important. • I don’t need a plan; if I set a goal, I will achieve it. • I should set goals in areas where I am already successful. • I should set the same goal over and over. • Someone else will give me resources and ideas about how to improve.
	Mindset	<ul style="list-style-type: none"> • Communication is a talent and not a skill; I am as good at it as I’ll ever be. • If I’m really good at something, I won’t encounter any challenges. • If I experience a setback, I’ve failed. • Others’ feedback can’t help me. • Mistakes are bad; smart people don’t make mistakes. • The safe route leads to guaranteed success.