School-Wide Rubric
LHS Communication (Academic Expectation #2)

Criteria	4 – Exceeds Expectation	3 – Meets Expectation	2 – Approaches Expectation	1 – Below Expectation	Self-Assessment	Teacher Assessment
Purpose/Central Idea **CCSS.W.3a**	Demonstrates advanced ability to articulate a specific purpose, develop a rich thesis or claim, or introduce a sophisticated topic or problem	Demonstrates ability to establish clear purpose, develop a focused thesis or claim, or introduce a clearly articulated topic or problem	Attempts to establish a purpose, develop a thesis or claim, or introduce a topic or problem, though attempts may be limited and/or flawed, incomplete and/or inaccurate	Demonstrates little or no ability or effort to establish a purpose, develop a thesis or claim, or introduce a topic or problem; significant flaws may be evident		
Organization & Support **CCSS.SL.4**	Presents well-organized oral contributions with clarity; deftly draws upon varied facts, statistics, anecdotes, and/or other text-based evidence in support of statements	Presents organized oral contributions that are typically easy to follow; uses text- or material-based evidence in support of statements, though evidence may be summarized, not cited	Presents oral contributions which may be unclear or under-developed; attempts to support contributions with evidence that may be insufficiently specific, relevant, or accurate	Does not contribute orally at all, or contributes ideas that are irrelevant or only tangentially connected to the topic; does not support statements with relevant evidence		
Language **CCSS.L.1** **CCSS.SL.6**	Maintains a tone that is entirely appropriate for the task and setting; demonstrates keen facility with the language and vocabulary of content area	Nearly always maintains a tone that is appropriate for the task and setting; accurately integrates content-specific vocabulary	Attempts to maintain an appropriate tone but is not always successful; makes infrequent and/or inaccurate use of content specific vocabulary	Contributes very little, if at all, or does so using a tone that is inappropriate for the task and setting; makes frequent content specific vocabulary errors		
Visual Aids **CCSS. SL.5**	Creates and adeptly integrates visual aids and/or digital media that engage the audience, enhance audience understanding, and enrich the presentation	Creates and integrates visual aids and/or digital media that engage most of the audience, contribute to audience understanding, and complement the presentation	Creates visual aids and/or digital media that are simple in both appearance and content and may serve to summarize the points of the presentation rather than enhance them	Fails entirely to integrate visual aids and/or digital media, or creates visual aids that are difficult to see/read and neither engage the audience nor enhance the presentation		
Discussion **CCSS.SL.1.A** **CCSS.SL.1.C** **CCSS.SL.1.D**	Volunteers detailed responses to questions and also poses questions to his/her peers; makes a concerted effort to include a broad variety of peers in the discussion; articulately explains and/or defends his/her ideas	Responds to questions and at times poses questions to his/her peers; makes an effort, even if inconsistent, to include peers in the discussion; consistently willing and able to explain and/or defend his/her ideas	Occasionally responds to questions; makes very little effort to include peers in the discussion; inconsistently attempts or is inconsistently able to explain and/or defend his/her ideas	Participates rarely or not at all in in-class discussions; limits answers to his/her own perceptions, without attempting to bring other students into the conversation; unable or unwilling to support his/her responses		