Rubric Title: GSLO: Communication

Mapped standards: -

Rubric Structure

Elements	Exemplary Proficiency	Marginal Proficiency	Emerging Proficiency	Lacks Demonstrated Proficiency
	4 Points	3 Points	2 Points	1 Point
Control of Syntax and Mechanics	Uses graceful language skillfully, communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although the writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
	4 Points	3 Points	2 Points	1 Point
Comprehension	Recognizes possible implications of the source communication for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the speaker's or author's explicit message (e.g., might recognize broader issues at play or might pose challenges to the presenter's message and presentation.)	Uses the source, text, general background knowledge, and/or specific knowledge of the speaker's or author's context to draw more complex inferences about the presenter's message and attitude.	Evaluates how language features (e.g., sentence and paragraph structure or tone) contribute to the speaker's or author's message and draws basic inferences about context and purpose of oral or written language.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.

	4 Points	3 Points	2 Points	1 Point
Supporting Material	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre. Uses a variety of types of supporting material and presents appropriate references and analysis that establish the presenter's credibility on the topic. Always correctly credits the source of ideas not the student's own.	Demonstrates an attempt to use credible and/or relevant sources that partially support ideas appropriately.	Demonstrates an attempt to use credible and/or relevant sources that partially support ideas appropriately.	Demonstrates an attempt to use sources to sup-port ideas, but produces insufficient supporting materials such as explanations, examples, illustrations, statistics, analogies, and quotations. Makes reference to information or analysis that minimally support the presentation or establish the student's authority on the topic.
	4 Points	3 Points	2 Points	1 Point
Analysis: Interacting with texts in parts and as wholes	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they sup-port an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literacy features, in considering how these con-tribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.