Passion Project Communication Rubric

Communication involves using effective interpersonal skills during conversations and discussion to build positive relationships with others and promote collaborative learning. Communication is a two-way process that requires a speaker and a listener. It includes listening effectively to decipher meaning, including knowledge, values, attitudes and intentions. One important aspect of oral communication is showing cultural understanding and global awareness when engaging with learners of other cultures. In addition to having effective conversations, oral communication also includes skill in delivering effective oral presentations to communicate the results of inquiry.

Badge Requirements:

Create a final project at work, in an internship, or in any content area that uses the skills below:

1. *Exchange* ideas and opinions during sustained conversations.
2. *Communicate* a clear and effective oral message using a 21st century tool.
3. *Listen* carefully to others by conducting an interview, assessing an oral presentation, etc...)
4. *Engage* in critique with peers and experts.
5. *Deliver* an effective oral presentation to communicate the results of inquiry and field questions.
6. *Reflect* accurately about the level of success of your communications.

You can submit an application to earn an Oral Communication badge for any project that you have completed that meets these requirements. On the application you'll need to:

● Demonstrate and provide evidence for how you demonstrated proficiency during and at the end of the project using the Communication Rubric.
● Reflect about your areas of strength and growth with the targeted 21st century skills by critically analyzing your work with others.
● Describe what you learned about yourself and your interests in the process.
● Think about how you will use your skills in other areas and set goals.

	Novice	**Emerging**	**Proficient**	**Exemplary**
Exchange ideas and opinions during sustained conversations.	Recognizes the importance of building positive relationships with collaborators, but rarely uses interpersonal skills that are necessary for effective communication. Is hesitant to respond to questions during conversations. When attempting to clarify, verify, or challenge ideas, often comes across as argumentative or defensive; rarely participates relevantly in conversations; Shows understanding of the importance of being positive when communicating, but often shows negativity and is hesitant to let collaborators know that their opinions and ideas are valued.	Often uses effective interpersonal skills during conversations to build positive relationships with collaborators. Responds to questions; is beginning to propel conversations by posing further questions. Is growing in ability to clarify, verify, or challenge ideas and conclusions with diplomacy, rather than coming across as argumentative or defensive; sometimes participates relevantly in conversations. Communicates positively, and is growing in ability to express that collaborators' opinions and ideas are valued.	Consistently uses effective interpersonal skills during conversations to build positive relationships with collaborators. Propels conversations by posing and responding to questions; clarifies, verifies, or challenges ideas and conclusions with diplomacy; and consistently participates relevantly in conversations; Consistently communicates positively and indicates that collaborators' opinions and ideas are valued.	Shows a deep and genuine concern for the opinions and ideas of the people involved in the conversation. Shows an ability to have in-depth and meaningful conversations. Shows a deep understanding of the interpersonal dynamics of the conversation and adjusts to encourage the full, productive participation of all parties.

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Communicate a clear and effective oral message using a 21st century tool.	Develops unclear messages when communicating using 21st century tools. The sender and receiver rarely understand the same information as a result of the communication. Uses a format, level of formality, and style that is inappropriate based on the communication purpose and channel. Is often unclear and inaccurate in communication, but is growing in ability to become more concise and convey ideas more effectively.	Develops a somewhat clear message when communicating using 21st century tools. Usually crafts messages so that both the sender and receiver understand the same information as a result of the communication. Uses a format, level of formality, and style that is somewhat appropriate based on the communication purpose and channel. Is somewhat clear and accurate, but could become more concise to convey ideas more effectively.	Develops a clear message when communicating using 21st century tools (i.e., telecommunications and online resources for asynchronous and synchronous communication). Consistently, both the sender and the receiver understand the same information as a result of the communication. Uses a format, level of formality, and style that is appropriate based on the communication purpose and channel. Is clear, concise, and accurate and conveys ideas effectively.	Uses 21st century communication tools in a manner that is positive and productive. Uses a respectful, friendly tone when communicating using 21st century tools.
Listen carefully to others by conducting an interview, assessing an oral presentation, etc…)	Is building a foundation to listen effectively; is beginning to show the ability to accurately decipher knowledge communicated by the speaker, but often becomes confused about the message. Rarely asks questions to gain clarification on the intended message.	Listens somewhat effectively. When listening, deciphers knowledge communicated by the speaker, and is growing in the ability to decipher the speaker's values, attitudes, and intentions. Sometimes asks questions to gain clarification on the intended message.	Listens effectively. When listening, deciphers meaning, including knowledge communicated by the speaker and the speaker's values, attitudes, and intentions. Consistently asks questions to gain clarification on the intended message.	Is skilled at asking questions to show that active listening is in progress; encourages others to do much of the talking.

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	Listens inattentively, demonstrates a lack of interest in the speaker's message, and appears to be disengaged. Rarely honors established norms related to listening (e.g., "shares the air").	Listens somewhat actively and attentively; demonstrates minor interest in the speaker's message; and is beginning to provide verbal or nonverbal feedback to indicate that the message was received to show understanding, but can sometimes appear to be disengaged. Sometimes honors established norms related to listening (e.g., "shares the air").	Listens actively and attentively, demonstrates interest in the speaker's message, and provides verbal or nonverbal feedback to indicate that the message was received; shows understanding. Consistently honors established norms related to listening (e.g., "shares the air").	
Engage in critique with peers and experts.	Refrains from offering feedback. Responds to constructive feedback with a negative and/or disengaged attitude. Delivery of or response to constructive criticism limits the group's ability to produce high-quality work (e.g., becomes defensive or provides vague, confusing commentary).	Is beginning to show confidence in offering feedback to team members; feedback is sometimes well-received. Sometimes accepts constructive feedback; shows minimal appreciation for constructive feedback.	Consistently provides constructive feedback; delivers feedback effectively in a manner that is well-received by the recipients. Proactively solicits feedback; consistently accepts and shows appreciation for constructive feedback.	Shows a high comfort level in providing and receiving feedback; displays curiosity about the quality of work and seeks helpful, descriptive feedback from peers, the teacher, and experts involved; and provides and receives feedback in ways that advance the group's ability to produce high-quality work.

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| Deliver an effective oral presentation to communicate the results of inquiry and field questions. | When delivering oral presentations, is able to accurately answer few questions to demonstrate conceptual understanding and knowledge; shows a lack of confidence when fielding questions during presentations.

Information, findings, and supporting evidence presented are unclear to the viewer/listener. Presentation lacks a clear perspective and fails to address alternative or opposing perspectives.

Organization, substance, and style are rarely appropriate to the context, purpose, and audience. Shows a lack of awareness of the audience's needs, interests, expertise, ages, and cultural backgrounds.

Use of digital media detracts from the presentation and diminishes audience understanding and interest; format is inappropriate for the data represented. | When delivering oral presentations, is able to accurately answer some questions to demonstrate conceptual understanding and knowledge; is beginning to show confidence when fielding questions during presentations.

Presents information, findings, and supporting evidence somewhat clearly; conveys a somewhat distinct perspective; somewhat clearly addresses alternative or opposing perspectives.

Organization, substance, and style are sometimes appropriate to the context, purpose, and audience. Shows limited awareness of the audience's needs, interests, expertise, ages, and cultural backgrounds.

Use of digital media somewhat enhances audience understanding and adds interest; format is somewhat appropriate for the data represented. | When delivering oral presentations, accurately and confidently fields questions to demonstrate conceptual understanding and knowledge.

Presents information, findings, and supporting evidence clearly; conveys a distinct perspective; and clearly addresses alternative or opposing perspectives.

Organization, substance, and style are consistently appropriate to the context, purpose, and audience. Shows awareness of the audience's needs, interests, expertise, ages, and cultural backgrounds.

Use of digital media enhances audience understanding and adds interest; format is appropriate for the data represented.

Adheres to the time allocation for the presentation. | Discusses presentation topic with passion and excitement; generates a high level of interest from the audience.

When delivering oral presentations, accurately and confidently fields questions to demonstrate conceptual understanding and knowledge

Presents information, findings, and supporting evidence clearly; conveys a distinct perspective; and clearly addresses alternative or opposing perspectives

Use of digital media enhances audience understanding and adds interest; format is appropriate for the data represented

Organization, substance, and style are consistently appropriate to the context, purpose, and audience; shows awareness of the audience's needs, interests, |

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				expertise, ages, and cultural backgrounds
	Substantially strays from the time allocation for the presentation. Use of body language to enhance communication is ineffective and distracting. Dresses inappropriately for the occasion.	Nearly adheres to the time allocation for the presentation. Use of body language to enhance communication is somewhat effective, but may be distracting at times. Dresses somewhat appropriately for the occasion.	Effectively uses body language to enhance communication. Dresses very appropriately for the occasion.	Effectively uses body language to enhance communication
Reflect accurately about the level of success of your communications.	Rarely reflects on the level of success of communications and reflections are generally inaccurate. (Where was his/her communication strong? Where was it weak? How much support did he/she need? How did the quality of communication impact his/her ability to accomplish tasks and meet goals? What improvements could be made in communication next time?)	Sometimes reflects on the level of success of communications, but reflections are not always accurate. (Where was his/her communication strong? Where was it weak? How much support did he/she need? How did the quality of communication impact his/her ability to accomplish tasks and meet goals? What improvements could be made in communication next time?)	Consistently reflects accurately on the level of success of communications. (Where was his/her communication strong? Where was it weak? How much support did he/she need? How did the quality of communication impact his/her ability to accomplish tasks and meet goals? What improvements could be made in communication next time?)	Accurately identifies underlying causes that influence communication challenges or breakdowns; identifies reasonable action items to improve communication.