

## LEARNING EXPECTATION #5

The Rockville High School student will **communicate knowledge clearly and effectively for a variety of purposes and audiences.**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Quarter: \_\_\_\_\_

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_

Student's Overall Achievement Level:      **Exemplary**      **Proficient**      **Approaching Proficiency**      **Not Proficient**  
(circle one)

Criteria	<b>Exemplary (Exceeds the Standard)</b>	<b>Proficient (Meets the Standard)</b>	<b>Approaching Proficiency (Does Not Meet the Standard)</b>	<b>Not Proficient (Does Not Meet the Standard)</b>
<b>Idea/Content</b>	Point of view is very focused and specific. Ideas are clear, focused, and relevant to the topic. Elaboration of ideas demonstrates critical thinking (analysis, synthesis, evaluation, reflection). Evidence is accurate and supported by source materials, if provided or used.	Point of view is focused and specific. Most ideas are clear, focused, and relevant to topic. Elaboration of ideas demonstrates some critical thinking. Evidence is related to main idea. Evidence is accurate and supported by source materials, if provided or used.	Point of view has some focus, but could clarified or made more specific. Some ideas are clear, focused, and relevant to the topic. Elaboration of ideas demonstrates little critical thinking. Evidence may not be related to the main idea. Evidence may be inaccurate.	Point of view lacks focus and/or is unclear.
<b>Organization</b>	Progression of ideas is logical and effective. Transitions vary and connect ideas, sentences, and paragraphs. Ideas/content and organization of paragraphs is coherent.	Progression of ideas is logical and somewhat effective. Transitions vary and connect most idea, sentences, and paragraphs.	There is some discernible logic to the progression of ideas, but the progression may not be effective. Some variety of transitions may be apparent, but transitions are lacking between some ideas, sentences, or paragraphs.	No apparent logic exists regarding the progression of ideas and the progression is ineffective. Transitions are lacking or ineffective.
<b>Word Choice and Sentence Fluency</b>	Very vivid, precise, and sophisticated vocabulary is used. Sentences vary in complexity.	Vivid, precise and sophisticated vocabulary is used. There is some variety in both the length and complexity of sentences.	The author has made an attempt to use precise and sophisticated vocabulary, but word choice is not ideal. Very little variety exists regarding the length and complexity of sentences.	Word choice is not appropriate for the task. Sentences lack variety of length and complexity.
<b>Voice, Presentation, Conventions</b>	Tone is appropriate for the topic. All presentation criteria are met (handwriting or word processing legibility, spacing, headings, title, visuals, source citations, etc.). Any errors in spelling, punctuation, capitalization, grammar or usage do not interfere with meaning.	Tone is mostly appropriate for the topic. Most presentation criteria are met. Few convention errors interfere with meaning.	Tone may be inappropriate for the topic. Presentation criteria may be met. Convention errors may interfere with meaning.	Tone is inappropriate for the task; or an inappropriate tone coupled with convention errors interfere with meaning.