

**3. The Shepherd Hill student demonstrates effective interactive communication skills (speaking and listening) – understanding and responding to a variety of topics and points of view**

	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Working Toward Expectation</b>	<b>Below Expectation</b>
<b>Purpose</b>	Establishes and maintains a thorough understanding of audience and assignment.	Establishes and demonstrates a good understanding of audience and assignment.	Demonstrates a basic understanding of audience and assignment.	Lacks purpose and understanding of audience and assignment.
<b>Content</b>	Contains quality details to support topic. Progression of ideas is logical and transitions are easy to follow. Makes effective use of relevant vocabulary.	Contains sufficient details with examples to support topic. Progression of ideas has minor inconsistencies in unity and/or coherence. Transitions are evident. Makes adequate use of relevant vocabulary.	Contains some details or examples to support topic. Somewhat organized. Progression of ideas has major inconsistencies in unity and/or coherence. Poor transitions. Attempts to use relevant vocabulary.	Contains inadequate details to support topic. Poorly organized. Progression of ideas is difficult or impossible to follow. Transitions are missing. Vocabulary is weak.
<b>Presentation</b>	Speaks clearly and distinctly at an appropriate rate, volume, and tone. Body language enhances presentation.	Generally speaks clearly and distinctly at an appropriate rate, volume, and tone. Body language supports presentation.	Occasionally speaks clearly and distinctly at an appropriate rate volume, and tone. Body language limits presentation.	Rarely speaks clearly and distinctly at an appropriate rate volume, and tone. Body language detracts from presentation.
<b>Grammar Usage</b>	Minimal, if any, errors that do not interfere with communication.	Few errors that do not interfere with the message being communicated.	Some errors that begin to interfere with communication.	Numerous errors that interfere with communication.
<b>Listening</b>	Effectively recognizes pertinent details, compiles thorough notes, and comprehends information presented orally.	Adequately recognizes pertinent details, compiles useful notes, and comprehends information presented orally.	Occasionally recognizes pertinent details, attempts to compile notes, and has difficulty comprehending information presented orally.	Has difficulty recognizing pertinent details, makes no attempt to compile notes and misunderstands information presented orally.
<b>Comments</b>				

Proficiency is attained at the “meets expectation” level.