



# Part II: Craftsmanship of Communication Analytical Scoring Guide

Student Product: \_\_\_\_\_

	5 - Exemplar <i>4 in the Exemplar</i>	3 - Developed	2 <i>1 in the Exemplar</i>	1 - Limited	0	TOTAL POINTS – COMMENTS
<b>Text Communication</b>	<ul style="list-style-type: none"> <li>a. Amount of text effectively supports purpose of communication providing maximum user control</li> <li>b. Word choices is powerful – specific, accurate, vivid/descriptive</li> <li>c. Highly fluent, expressive, detailed and original</li> <li>d. Very few mechanical errors – reflects grade level competency/some risk taking (spelling, punctuation, grammar, sentence structure)</li> </ul>	<ul style="list-style-type: none"> <li>a. Amount of text matches purpose of communication but user has minimal control</li> <li>b. Word choices is acceptable – routine word choices/effective language</li> <li>c. Fluent with some details</li> <li>d. Few mechanical errors – while some distracting it does not interfere w/ message</li> </ul>	<ul style="list-style-type: none"> <li>a. Relevant to topic but adds little extended value to meaning</li> <li>b. Creates interest</li> <li>c. Quality of volume/duration/fluency/rate is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>a. Not relevant to topic - use appears mostly as "decorator"</li> <li>b. No emotional impact/interest created</li> <li>c. Quality of volume/duration/fluency/rate is not acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>a. Amount of text not appropriate to communication purpose and/or lacks user control</li> <li>b. Word choices is dull, uninspired or tiring too hard to impress with inappropriate words</li> <li>c. Lacking fluency, details or originality</li> <li>d. Many mechanical errors detracts and interferes with message</li> </ul>	<p>_____ X _____ pts = _____</p>
<b>Voice/Sound Communication</b>	<ul style="list-style-type: none"> <li>a. Significant, engaging contribution and relevancy extending the topic's meaning</li> <li>b. Creates insightful, emotional mood/tone/impact</li> <li>c. Quality of volume/duration/fluency/rate is high.</li> </ul>	<ul style="list-style-type: none"> <li>a. Relevant to topic but adds little extended value to meaning</li> <li>b. Creates interest</li> <li>c. Quality of volume/duration/fluency/rate is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>a. Not relevant to topic - use appears mostly as "decorator"</li> <li>b. Images detract or inappropriate for content/audience</li> <li>c. Tone/style/theme of images not developed w/ images</li> <li>d. Charts/graphics overused, confusing or extraneous to topic's message.</li> <li>e. Technical quality below acceptable standards.</li> </ul>	<ul style="list-style-type: none"> <li>a. Not relevant to topic - use appears mostly as "decorator"</li> <li>b. Images detract or inappropriate for content/audience</li> <li>c. Tone/style/theme of images not developed w/ images</li> <li>d. Charts/graphics overused, confusing or extraneous to topic's message.</li> <li>e. Technical quality below acceptable standards.</li> </ul>	<ul style="list-style-type: none"> <li>a. Amount of text not appropriate to communication purpose and/or lacks user control</li> <li>b. Word choices is dull, uninspired or tiring too hard to impress with inappropriate words</li> <li>c. Lacking fluency, details or originality</li> <li>d. Many mechanical errors detracts and interferes with message</li> </ul>	<p>_____ X _____ pts = _____</p>
<b>Image Communication</b>	<ul style="list-style-type: none"> <li>a. Significant, engaging contribution extending relevancy and meaning to the topic's message</li> <li>b. Images highly engaging for content/audience</li> <li>c. Styling original – insightful to message/theme of image use</li> <li>d. Charts/graphics are appropriate and accurate w/ clear labeling/source extending message.</li> <li>e. Technical quality high</li> </ul>	<ul style="list-style-type: none"> <li>a. Relevant and supportive of topic's message</li> <li>b. Images appropriate to content/audience</li> <li>c. Tone/style/theme of images attempted but not successfully developed</li> <li>d. Charts/graphics appropriate and accurate w/ clear labeling of information and subjectivity</li> <li>e. Technical quality adequate</li> </ul>	<ul style="list-style-type: none"> <li>a. Design theme appropriate for topic and audience – pre-made templates used.</li> <li>b. Layout balance attempted.</li> <li>c. Fonts readable and appropriate.</li> <li>d. White space, colors, backgrounds, and graphics used appropriately</li> <li>e. Transitions applied satisfactorily</li> <li>f. Special effects working but do not necessarily flow.</li> <li>g. Overall design has adequate appeal but shows some inconsistencies with purpose/audience.</li> </ul>	<ul style="list-style-type: none"> <li>a. Design theme(s) used inconsistently or inappropriately for topic and audience.</li> <li>b. Layout balance not achieved with multiple design elements not working</li> <li>c. Many fonts used interfering with readability, not appropriate to topic, or uses details from meaning</li> <li>d. Not enough white space: use of colors, backgrounds, graphics meaning more distracting than helpful</li> <li>e. Transitions frequently inappropriate or distracting from message.</li> <li>f. Special effects frequently do not work distracting from the topic's message</li> <li>g. Overall design is unappealing and inappropriate for purpose/audience</li> </ul>	<ul style="list-style-type: none"> <li>a. Amount of text not appropriate to communication purpose and/or lacks user control</li> <li>b. Word choices is dull, uninspired or tiring too hard to impress with inappropriate words</li> <li>c. Lacking fluency, details or originality</li> <li>d. Many mechanical errors detracts and interferes with message</li> </ul>	<p>_____ X _____ pts = _____</p>
<b>Design of Communication</b>	<ul style="list-style-type: none"> <li>a. Creative, striking design theme maintained consistently – extending value and meaning to the message</li> <li>b. Layout has intentional balance/unity of elements</li> <li>c. Fonts readable – creative – extends meaning of message</li> <li>d. White space, colors backgrounds, graphics used creatively and effectively – highly engaging to message</li> <li>e. Transitions enhance/extend meaning of message</li> <li>f. Special effects fluid and working, extends meaning of message</li> <li>g. Overall design has aesthetic appeal/ease of use consistent with purpose/audience</li> </ul>	<ul style="list-style-type: none"> <li>a. Eye contact with only part of audience</li> <li>b. Voice, tone and rate of speed appropriate</li> <li>c. Use of visual/auditory aids reinforced main points satisfactorily</li> <li>d. Body language and hand gestures used</li> <li>e. Exhibited relaxed delivery</li> <li>f. Engaged the audience methodically in reflective thinking</li> </ul>	<ul style="list-style-type: none"> <li>a. Little eye contact with audience</li> <li>b. Voice, tone and rate of speed monotone or distracting.</li> <li>c. Use of visual/auditory aids inappropriate or distracting.</li> <li>d. Body language and hand gestures inappropriate or distracting.</li> <li>e. Exhibited nervous or detached delivery</li> <li>f. Message delivered without engaging the audience in reflective thinking</li> </ul>	<ul style="list-style-type: none"> <li>a. User control limited with superficial choices.</li> <li>b. User layout orientation unclear – user(s) easily lost</li> <li>c. Navigation confusing, not always working with users easily lost or overwired</li> <li>d. Resources weak, missing or superfluous adding little to the user's experience.</li> <li>e. Design and lack of usefulness likely to discourage repetitive participation and use.</li> <li>f. Ineffective technical elements contain many errors and malfunctions</li> </ul>	<ul style="list-style-type: none"> <li>a. Little eye contact with audience</li> <li>b. Voice, tone and rate of speed monotone or distracting.</li> <li>c. Use of visual/auditory aids inappropriate or distracting.</li> <li>d. Body language and hand gestures inappropriate or distracting.</li> <li>e. Exhibited nervous or detached delivery</li> <li>f. Message delivered without engaging the audience in reflective thinking</li> </ul>	<p>_____ X _____ pts = _____</p>
<b>Presentation of Communication</b>	<ul style="list-style-type: none"> <li>a. Eye contact included entire audience</li> <li>b. Voice varied using engaging tone and rate of speech to enhance message.</li> <li>c. Visual and auditory aids used creatively extending the meaning of the message</li> <li>d. Body language and hand gestures extended meaning of message</li> <li>e. Exhibited poise, confidence, and personal style during delivery</li> <li>f. Actively engaged the audience in reflective thinking</li> </ul>	<ul style="list-style-type: none"> <li>a. User control adequate with basic choices</li> <li>b. User layout orientation adequately established</li> <li>c. Navigation apparent</li> <li>d. Resources adequate adding value to user's experience.</li> <li>e. Repetitive participation unlikely as information covered or used as a one-time experience – no hooks or added value for revisits.</li> <li>f. Ineffective technical elements function in most cases – enhancements could be improved</li> </ul>	<ul style="list-style-type: none"> <li>a. User control limited with superficial choices.</li> <li>b. User layout orientation unclear – user(s) easily lost</li> <li>c. Navigation confusing, not always working with users easily lost or overwired</li> <li>d. Resources weak, missing or superfluous adding little to the user's experience.</li> <li>e. Design and lack of usefulness likely to discourage repetitive participation and use.</li> <li>f. Ineffective technical elements contain many errors and malfunctions</li> </ul>	<ul style="list-style-type: none"> <li>a. User control limited with superficial choices.</li> <li>b. User layout orientation unclear – user(s) easily lost</li> <li>c. Navigation confusing, not always working with users easily lost or overwired</li> <li>d. Resources weak, missing or superfluous adding little to the user's experience.</li> <li>e. Design and lack of usefulness likely to discourage repetitive participation and use.</li> <li>f. Ineffective technical elements contain many errors and malfunctions</li> </ul>	<ul style="list-style-type: none"> <li>a. User control limited with superficial choices.</li> <li>b. User layout orientation unclear – user(s) easily lost</li> <li>c. Navigation confusing, not always working with users easily lost or overwired</li> <li>d. Resources weak, missing or superfluous adding little to the user's experience.</li> <li>e. Design and lack of usefulness likely to discourage repetitive participation and use.</li> <li>f. Ineffective technical elements contain many errors and malfunctions</li> </ul>	<p>_____ X _____ pts = _____</p>
<b>Interactivity of Communication</b>	<ul style="list-style-type: none"> <li>a. User control highly individual, meeting or beyond current concerns as desired – user has maximum control of amount, type, pace and special features of information</li> <li>b. User layout, interactive, creative, logical, interacting with a highly engaging style</li> <li>c. With multiple options, intelligible, consistent, providing user with multiple helpful options</li> <li>d. Resources abundant – an impressive variety and content of resources and/or resources add significant value to user's experience</li> <li>e. Repetitive participation encouraged by design and useful resources</li> <li>f. Ineffective technical elements function properly and efficiently</li> </ul>	<ul style="list-style-type: none"> <li>a. User control adequate with basic choices</li> <li>b. User layout orientation adequately established</li> <li>c. Navigation apparent</li> <li>d. Resources adequate adding value to user's experience.</li> <li>e. Repetitive participation unlikely as information covered or used as a one-time experience – no hooks or added value for revisits.</li> <li>f. Ineffective technical elements function in most cases – enhancements could be improved</li> </ul>	<ul style="list-style-type: none"> <li>a. User control limited with superficial choices.</li> <li>b. User layout orientation unclear – user(s) easily lost</li> <li>c. Navigation confusing, not always working with users easily lost or overwired</li> <li>d. Resources weak, missing or superfluous adding little to the user's experience.</li> <li>e. Design and lack of usefulness likely to discourage repetitive participation and use.</li> <li>f. Ineffective technical elements contain many errors and malfunctions</li> </ul>	<ul style="list-style-type: none"> <li>a. User control limited with superficial choices.</li> <li>b. User layout orientation unclear – user(s) easily lost</li> <li>c. Navigation confusing, not always working with users easily lost or overwired</li> <li>d. Resources weak, missing or superfluous adding little to the user's experience.</li> <li>e. Design and lack of usefulness likely to discourage repetitive participation and use.</li> <li>f. Ineffective technical elements contain many errors and malfunctions</li> </ul>	<ul style="list-style-type: none"> <li>a. User control limited with superficial choices.</li> <li>b. User layout orientation unclear – user(s) easily lost</li> <li>c. Navigation confusing, not always working with users easily lost or overwired</li> <li>d. Resources weak, missing or superfluous adding little to the user's experience.</li> <li>e. Design and lack of usefulness likely to discourage repetitive participation and use.</li> <li>f. Ineffective technical elements contain many errors and malfunctions</li> </ul>	<p>_____ X _____ pts = _____</p>

## PART II: CRAFTSMANSHIP OF EXPRESSION