

## Communication Rubric

**Definition:** The ability to engage effectively in verbal, non-verbal, written, and/or symbolic communication.

<b>Criteria</b>	<b>Mastering</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Assessed at the Instructor's Discretion</b>
<b>Purpose</b>	Clearly identifies the purpose, focuses the communication on the purpose, and demonstrates how the communication achieved its purpose.	Clearly identifies the purpose of the communication and focuses the work on the purpose.	Identifies the purpose. Most of the communication is appropriate to the purpose.	Identifies the purpose, but does not focus communication on the purpose. OR Purpose is unclear or not overtly stated when appropriate.	
<b>Audience</b>	Demonstrates awareness of the audience's identity, knowledge, and context (including possible assumptions and perceptions). Audience feedback indicates that they understood the communication and were engaged with it (learned something new, adjusted their perspective, felt connected to the material).	Demonstrates awareness of the audience's identity, knowledge, and context. Audience feedback indicates that they understood the communication.	Demonstrates some attention to the audience's identity, knowledge, and context. Audience feedback indicates that they understood most of the communication.	Demonstrates minimal attention to the audience's identity, knowledge, and context. Audience feedback indicates they struggled to understand the communication.	
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate the subject. AND/OR Demonstrates understanding of issues or topics by analyzing and synthesizing relevant information. AND/OR Communication is clearly linked to important course topics.	Uses appropriate and relevant content to develop and explore ideas. AND/OR Shows understanding of issue or topic. AND/OR Communication is related to course content.	Uses appropriate and relevant content to develop ideas through some of the work. AND/OR Shows some understanding of issue or topic. AND/OR Tries to tie in course content but it's relevance to the topic is not always apparent.	Ideas repeated instead of developed, little evidence of understanding of the topic. AND/OR Not connected to relevant class information, unclear how the presentation relates to course material.	

<p><b>Clarity/Organization Within Genre and Disciplinary Conventions</b></p>	<p>Clearly developed thesis. Organized topics which offer support for main topic, and effective introductions and conclusions. AND/OR Demonstrates detailed attention to and successful execution of conventions particular to a specific discipline including organization, content, presentation, formatting, and stylistic choices. AND/OR Focuses on issues essential to communicating the central idea, using concrete examples and evidence organized in a logical format.</p>	<p>Main idea clear. Examples follow logical order. AND/OR Follows expectations appropriate to a specific discipline and/or task for basic organization, content, and presentation.</p>	<p>Main idea clear, needs to improve logical order of examples, and/or relevance/quality of evidence. AND/OR Meets most expectations appropriate to a specific discipline and/or task for basic organization, content, and presentation.</p>	<p>Main idea unclear and insufficiently supported by detail. AND/OR Weak attempts to use a consistent system for basic organization.</p>	
<p><b>Technology/Visual Elements</b></p>	<p>Demonstrates professional use of technology and visual elements. All illustrations, photos, drawings, charts, graphs, etc. add to the purpose and interest of the communication. AND/OR Demonstrates appropriate use of technology/visual elements to enhance message and improve understanding of audience.</p>	<p>Uses technology to help audience understand the communication. AND/OR Technology and visual elements enhance communication at a near professional level.</p>	<p>Uses some technology or visual elements to help audience understand the communication. AND/OR Shows some technology or visual skills to enhance communication but not at a professional level.</p>	<p>Struggled to use technology or visual elements in a way that was helpful to the communication.</p>	

<b>Grammar and Language</b>	Communication is grammatically correct, interesting, demonstrates industry knowledge, connects with audience, and flows well. Error free.	Communication is grammatically correct, interesting, demonstrates industry knowledge, connects with audience, and flows well. Limited errors.	Grammar occasionally interferes with communication. Includes some errors. AND/OR Language moderately appropriate to audience/industry.	Errors in grammar and format (spelling, punctuation, capitalization, headings). AND/OR Uses language that sometimes impedes meaning because of errors in usage.	
<b>Sources and Evidence</b>	Work is appropriately cited. Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication.	Cited correctly, but too few or too many examples. Demonstrates use of sources that are appropriate for the discipline and genre of the communication.	Citations mostly correct. Demonstrates an attempt to use credible and or relevant sources to support ideas that are appropriate for the discipline.	Struggles to cite sources. Few references. Demonstrates weak attempts to use credible sources to support ideas in the communication.	