**EFFECTIVE COMMUNICATION**

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| **Learning Outcome: Effective Communication (Oral)** | |
| **Assignment: Assignment: DESCRIBE** | |
| **Developmental Level: [ ] Introduction [ ] Reinforcement [ ] Mastery** | |
| **Performance Level** | **Description** |
| **Exemplary** | 1) Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and makes the content of the presentation cohesive.  2) Language choices are appropriate for the context and the audience. They enhance the effectiveness of the presentation.  3) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) enhance the presentation. The speaker appears polished and confident.  4) A variety of supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) supports the presentation and establishes the presenter's credibility/authority on the topic. |
| **Proficient** | 1) Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.  2) Language choices are usually appropriate for the context and the audience. They support the effectiveness of the presentation.  3) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) support the presentation. The speaker appears comfortable.  4) Supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) often support the presentation and establishes the presenter's credibility/authority on the topic. |
| **Competent** | 1) Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.  2) Language choices are sometimes appropriate for the context and the audience. They sometimes support the effectiveness of the presentation.  3) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) minimally support the presentation. The speaker appears tentative.  4) Supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) partially support the presentation and establishes the presenter's credibility/authority on the topic. |
| **Needs Improvement** | 1) Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.  2) Language choices are rarely appropriate for the context and the audience. They minimally support the effectiveness of the presentation.  3) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) detract from the presentation. The speaker appears uncomfortable.  4) Insufficient supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) minimally supports the presentation and establishes the presenter's credibility/authority on the topic. |
| **Inadequate** | None of items is addressed by the student. |

This rubric is based on the Association of American Colleges and Universities (AAC&U) Oral Communication VALUE Rubric. Retrieved from [*https://www.aacu.org/value-rubrics*](https://www.aacu.org/value-rubrics).

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| **Learning Outcome: Effective Communication (Written)** | |
| **Assignment: Assignment: DESCRIBE** | |
| **Developmental Level: [ ] Introduction [ ] Reinforcement [ ] Mastery** | |
| **Performance Level** | **Description** |
| **Exemplary** | 1) Uses appropriate, relevant, and compelling content that illustrates mastery of the subject and shapes the whole work.  2) Demonstrates detailed attention to and successful execution of conventions particular to the discipline and/or writing task(s), including organization, content, formatting, and stylistic choices.  3) Consistently develops ideas using credible, relevant sources that are appropriate for the discipline and genre of the writing.  4) Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free. |
| **Proficient** | 1) Uses appropriate, relevant, and compelling content that illustrates an advanced understanding of the subject and shapes the whole work.  2) Demonstrates consistent use of conventions particular to the discipline and/or writing task(s), including organization, content, formatting, and stylistic choices.  3) Usually develops ideas using credible, relevant sources that are appropriate for the discipline and genre of the writing.  4) Uses language that generally conveys meaning to readers with clarity and fluency. The language has few errors. |
| **Competent** | 1) Uses appropriate and relevant content to develop ideas through most of the work.  2) Demonstrates use of basic conventions appropriate to the discipline and/or writing task(s), including organization and content choices.  3) Sometimes develops ideas using of credible and/or relevant sources that are appropriate for the discipline and genre of the writing.  4) Uses language that sometimes conveys meaning to readers with clarity and fluency. The language has several errors. |
| **Needs Improvement** | 1) Uses appropriate and relevant content to develop ideas in some parts of the work.  2) Attempts to use basic conventions appropriate to the discipline and/or writing task(s).  3) Attempt to use sources to support ideas in the writing.  4) Uses language that sometimes impedes meaning. The language has many errors. |
| **Inadequate** | None of items is addressed by the student. |

This rubric is based on the Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric. Retrieved from [*https://www.aacu.org/value-rubrics*](https://www.aacu.org/value-rubrics).

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| **Learning Outcome: Effective Communication (Oral and Written Combined)** | |
| **Assignment: Assignment: DESCRIBE** | |
| **Developmental Level: [ ] Introduction [ ] Reinforcement [ ] Mastery** | |
| **Performance Level** | **Description** |
| **Exemplary** | **Oral:**  1) Language choices are appropriate for the context and the audience. They enhance the effectiveness of the presentation.  2) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) enhance the presentation. The speaker appears polished and confident.  **Written:**  3) Uses appropriate, relevant, and compelling content that illustrates mastery of the subject and shapes the whole work.  4) Demonstrates detailed attention to and successful execution of conventions particular to the discipline and/or writing task(s), including organization, content, formatting, and stylistic choices. |
| **Proficient** | **Oral:**  1) Language choices are usually appropriate for the context and the audience. They support the effectiveness of the presentation..  2) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) support the presentation. The speaker appears comfortable.  **Written:**  3) Uses appropriate, relevant, and compelling content that illustrates an advanced understanding of the subject and shapes the whole work.  4) Demonstrates consistent use of conventions particular to the discipline and/or writing task(s), including organization, content, formatting, and stylistic choices. |
| **Competent** | **Oral:**  1) Language choices are sometimes appropriate for the context and the audience. They sometimes support the effectiveness of the presentation.  2) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) minimally support the presentation. The speaker appears tentative.  **Written:**  3) Uses appropriate and relevant content to develop ideas through most of the work.  4) Demonstrates use of basic conventions appropriate to the discipline and/or writing task(s), including organization and content choices. |
| **Needs Improvement** | **Oral:**  1) Language choices are rarely appropriate for the context and the audience. They minimally support the effectiveness of the presentation.  2) Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) detract from the presentation. The speaker appears uncomfortable.  **Written:**  3) Uses appropriate and relevant content to develop ideas in some parts of the work.  4) Attempts to use basic conventions appropriate to the discipline and/or writing task(s). |
| **Inadequate** | None of items is addressed by the student. |

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