

Communication Skills Assessment Rubrics (August 2004)

1. *Performance Indicator: Read, observe, and listen with comprehension and critical perception.*

Exceeds Expectations	<ul style="list-style-type: none"> • Understands fully the concepts presented • Expands on or evaluates themes and arguments, and connects them to existing knowledge • Consistently analyzes and evaluates the credibility of sources
Meets Expectations	<ul style="list-style-type: none"> • Understands basic meaning of the concepts presented • Follows themes and arguments, and connects them to existing knowledge • Generally analyzes and evaluates the credibility of sources
Fails to Meet Expectations	<ul style="list-style-type: none"> • Misunderstands basic meaning of the concepts presented • Fails to follow basic themes or arguments and is not able to connect them to existing knowledge • Fails to recognize the credibility of sources

2. *Performance Indicator: Communicate clearly, precisely, and in a well-organized manner.*

Exceeds Expectations	<ul style="list-style-type: none"> • Shows evidence of a clear, assertive, insightful thesis, controlling idea, main point, or argument • Demonstrates creative and/or effective command of discipline-appropriate structure • Each section develops a main idea carefully, makes thorough use of appropriate examples and evidence, and has a logical relationship to other paragraphs and sub-points • Shows special attention to audience needs in providing background information, such as using advanced command of discipline's conventions • Consistently employs effective transitions between ideas • Consistently follows standards for academic communications; shows creativity in application of these standards
Meets Expectations	<ul style="list-style-type: none"> • Shows evidence of a basic thesis, controlling idea, main point, or argument • Uses structure appropriate to the discipline • Each section develops a main idea, offers examples and evidence, and suggests some relationship to other paragraphs and sub-points • Includes necessary background information for intended audience

	<ul style="list-style-type: none"> • Generally employs some form of transition between ideas • Generally follows standards for academic communications
Fails to Meet Expectations	<ul style="list-style-type: none"> • Has no clear thesis, controlling idea, main point, or argument • Fails to use structure appropriate to the discipline • Each section is unrelated to other paragraphs or sub-points and offer inadequate or inappropriate examples and evidence • Does not consider intended audience for the communication • Fails to employ transition between ideas • Fails to use or violates standards for academic communications

3. *Performance Indicator: Demonstrate a large and varied vocabulary.*

Exceeds Expectations	<ul style="list-style-type: none"> • Consistently addresses audience appropriately given purpose of writing or speaking • Consistently identifies the correct meaning of words within the context • Consistently uses a rich and varied vocabulary to convey ideas • Consistently uses correct/appropriate word choice and discipline-specific terminology
Meets Expectations	<ul style="list-style-type: none"> • Addresses audience given purpose of writing or speaking • Generally identifies the correct meaning of words within the context • Uses a varied vocabulary to convey ideas, using little ineffective repetition or limited diction • Generally uses correct/appropriate word choice and discipline-specific terminology
Fails to Meet Expectations	<ul style="list-style-type: none"> • Does not consider audience or purpose of writing or speaking • Incorrectly identifies the correct meaning of many words within the context • Relies on repetition or limited diction to convey ideas • Misuses discipline-specific terminology or basic vocabulary

4. *Performance Indicator: Recognize and use a variety of communication forms and styles.*

Exceeds Expectations	<ul style="list-style-type: none"> Recognizes and uses rhetorical forms consistently, appropriately, and effectively Recognizes and uses non-literal expression appropriately and effectively
Meets Expectations	<ul style="list-style-type: none"> Shows familiarity with a variety of rhetorical forms both as a creator and as intended audience Recognizes non-literal expression, but use may not always be appropriate
Fails to Meet Expectations	<ul style="list-style-type: none"> Does not understand or choose effective rhetorical forms Does not understand the concept of non-literal expression

5. *Use computer technologies for communication.*

Exceeds Expectations	<ul style="list-style-type: none"> Integrates the results from multiple software programs into a single presentation of complex information Communicates information using advanced features of web pages and/or presentation software Successfully uses some of the non-basic features of email programs (such as sending and receiving attachments, setting up group email lists, or organizing mailboxes)
Meets Expectations	<ul style="list-style-type: none"> Correctly matches types of software to communication tasks and applies individual software programs to appropriately communicate information Communicates information using basic features of web pages and/or presentation software Successfully uses email for communication and follows basic rules of email etiquette ("netiquette") in communications
Fails to Meet Expectations	<ul style="list-style-type: none"> Selects inappropriate types of software for communicating information or is unable to use a computer to communicate or compile information Unable to communicate information using web pages and/or presentation software Does not use basic email for communication or fails to follow basic email etiquette ("netiquette") in communications