

Core Curriculum Scoring Rubric for Communication Skills

| Criteria | Not Observed 0 | Minimal 1 | Improving 2 | Proficient 3 |
|--|-------------------|--|--|--|
| Organization | | Organizational pattern has little organizational structure; contains random unconnected elements. | Organizational pattern is observable; lacks organization and sometimes disjointed and/or awkward. | Organizational pattern is clearly and consistently observable; contains elements of transition, logical development, and coherent flow of ideas |
| Technique | | Marginal demonstration of appropriateness and quality of technique for the chosen mode. | Attempts to demonstrate appropriateness and quality of technique for the chosen mode. | Demonstrates appropriateness and quality of technique for the chosen mode. For example, executes appropriate genre and disciplinary conventions on written works; or effective oral delivery; or notable craftsmanship of visual works. |
| Purpose and Audience | | Minimal attention to context, audience, purpose, and to the assigned task. | Awareness of context, audience, purpose, and the assigned task. The purpose of the message is vague or unclear, and style is moderately appropriate to audience. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be clearly discerned, and style is appropriate to audience. |
| Professional or Academic Language | | Many errors in grammar and format. Language choices are questionable and ineffective. | Includes some errors in grammar and format that occasionally interfere with communication. Language choices are mundane and partially effective. | Very few errors in grammar and format that do not interfere with communication. Language choices are mostly effective and contributes to the overall meaning. |
| Supporting Materials | | Attempts to use sources to support ideas but insufficiently makes references. Fails to attribute sources as appropriate. | Attempts to use credible or relevant sources to support ideas. References may be weak and sources inconsistently attributed. | Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Refers to supporting information or analysis, or establishes credibility or authority on the topic, and generally attributes sources as appropriate. |

This Core Curriculum Rubric was adapted from the SRSU Quality Enhancement Plan Cardinal Rubric that drew upon the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.