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.