

Communication Skills – Written
ULO: Students will communicate proficiently

Objective Statement 1: Students will compose coherent documents appropriate to the intended audience.

Element	Below Expectation	Developing	Proficient	Exemplary
Content/Structure Development	<ul style="list-style-type: none"> Main point(s), Introduction, Transitions, Conclusion are unidentifiable or lack clarity or development No documentation or works cited, or includes the use of sources that are not scholarly (i.e., Wikipedia) when required Fails to make a rhetorical argument or produce an effective paper based on the evidence presented 	<ul style="list-style-type: none"> Main point(s), Introduction, Transitions, Conclusion, are identifiable but with minimal effectiveness Documentation and/or Works Cited are present with errors including scholarly and unscholarly sources Rhetorical argument is present but ineffective with few gaps in logic or sequence 	<ul style="list-style-type: none"> Main point(s), Introduction, Transitions, Conclusion, are identifiable with evidence of extended thinking present; may lack some clarity or development Documentation and/or Works Cited with scholarly sources are present with few errors Rhetorical argument is present without gaps in logic or sequence. 	<ul style="list-style-type: none"> Main point(s), Introduction, Transitions, Conclusion clearly demonstrate extended thinking; work is clear and concise in content presentation and development Documentation and/or Works Cited with scholarly sources present and without errors Rhetorical argument is present and offers clear evidence of extended thinking
Organization	<ul style="list-style-type: none"> Text does not “flow” and is disjointed, jumping from one point to the next Text lacks unity and/or coherence, and contains no clear thesis or dominant impression 	<ul style="list-style-type: none"> Text shows signs of development in flowing from one point to the next Text begins to show development of a thesis or dominant impression and begins to demonstrate unity and/or coherence 	<ul style="list-style-type: none"> Text flows well with few exceptions and transitions are smooth and relevant Text contains a clear thesis statement or dominant impression and is generally unified and coherent but with minor errors 	<ul style="list-style-type: none"> Text flows well with no exceptions. transitions are smooth and relevant Text contains a thesis statement/ dominant impression that demonstrates extended thinking and is unified and coherent with clear connections from one point to the next
(Continue below)				

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Element	Below Expectation	Developing	Proficient	Exemplary
Style	<ul style="list-style-type: none"> • Vocabulary is often simplistic and repetitive and may contain language inappropriate for audience (i.e. slang, colloquial language, clichés, politically incorrect, sexist or insensitive language) • Text is informal or inappropriate in nature and does not reflect an academic purpose in writing • Tone is inconsistent and inappropriate in regard to audience and assignment 	<ul style="list-style-type: none"> • Vocabulary is approaching an appropriate level for audience but may include few examples of slang, colloquial language, or clichés. Does not contain politically incorrect, sexist, or insensitive language • Text approaches academic standards toward the nature and purpose of assignment • Tone is mostly consistent and is approaching appropriate nature in regard to audience and assignment with several exceptions 	<ul style="list-style-type: none"> • Vocabulary is extended and contains variety and some of the jargon appropriate to the respective field. Does not contain politically incorrect, sexist, or insensitive language • Text meets academic standards toward the nature and purpose of assignment • Tone is usually consistent and appropriate in regard to audience and assignment with few exceptions 	<ul style="list-style-type: none"> • Vocabulary is extended and academic containing variety and jargon appropriate to the respective field. Does not contain politically incorrect, sexist, or insensitive language • Text clearly exceeds academic standards toward the nature and purpose of assignment • Tone is always consistent and appropriate in regard to audience and assignment
Grammar/Mechanics/ Form at	<ul style="list-style-type: none"> • Contains numerous errors in grammar, mechanics, usage, and format that detract from content • Fails to document sources as required within the text and/or the works cited 	<ul style="list-style-type: none"> • Contains several errors in grammar, mechanics, usage, and format. • Documents sources within the text and/or works cited with errors in format or punctuation 	<ul style="list-style-type: none"> • Contains minor errors in grammar, mechanics, usage, and format • Documents sources within the text and/or the works cited with few errors in format or punctuation 	<ul style="list-style-type: none"> • Contains no errors in grammar, mechanics, usage, and format. • Documents sources within the text and/or works cited with no errors in format or punctuation
Documentation	<ul style="list-style-type: none"> • No documentation or works cited, or includes the use of sources that are not scholarly (i.e., Wikipedia) when required 	<ul style="list-style-type: none"> • Documentation and/or Works Cited are present with errors including scholarly and unscholarly sources 	<ul style="list-style-type: none"> • Documentation and/or Works Cited with scholarly sources are present with few errors 	<ul style="list-style-type: none"> • Documentation and/or Works Cited with scholarly sources present and without errors

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Objective Statement 2: Students will effectively communicate orally in a public setting.

Element	Below Expectation	Developing	Proficient	Exemplary
Content Development	<ul style="list-style-type: none"> • Topic is inappropriate, not focused or not substantive 	<ul style="list-style-type: none"> • Topic shows signs of being appropriately limited and substantive 	<ul style="list-style-type: none"> • Topic is appropriately developed and substantive 	<ul style="list-style-type: none"> • Topic is significantly developed and substantive
Documentation	<ul style="list-style-type: none"> • No documentation or works cited, or includes the use of sources that are not scholarly (i.e. Wikipedia) when required 	<ul style="list-style-type: none"> • Documentation and/or Oral Citations are present with errors including scholarly and unscholarly sources 	<ul style="list-style-type: none"> • Documentation and/or Oral Citations are present with few errors 	<ul style="list-style-type: none"> • Documentation and/or Oral Citations with scholarly sources present without errors
Structure Development	<ul style="list-style-type: none"> • Introduction, Body, Conclusion and Transitions, are unidentifiable or lack clarity or development 	<ul style="list-style-type: none"> • Introduction, Body, Conclusion and Transitions, are identifiable but with minimal effectiveness 	<ul style="list-style-type: none"> • Introduction, Body, Conclusion and Transitions, are identifiable and effective 	<ul style="list-style-type: none"> • Introduction, Body, Conclusion and Transitions, are clear and concise
Delivery	<ul style="list-style-type: none"> • Vocal skills are missing or inappropriate • Non-verbal skills fail to connect with audience 	<ul style="list-style-type: none"> • Vocal skills are identifiable but with minimal effectiveness • Non-verbal skills sometimes fail to connect with audience 	<ul style="list-style-type: none"> • Vocal skills are identifiable and adequate • Non-verbal skills adequately connect with audience 	<ul style="list-style-type: none"> • Vocal skills are always identifiable and enhance the presentation • Non-verbal skills clearly connect with audience
Presentation Aid	<ul style="list-style-type: none"> • Not present or present but demonstrates lack of planning. 	<ul style="list-style-type: none"> • Present, but lacks relevance to presentation. 	<ul style="list-style-type: none"> • Appropriate and effective 	<ul style="list-style-type: none"> • Creative and highly effective –prepared in a professional manner