

# SLO Rubric #1 (Communication)

- Read and listen actively to learn and communicate.
- Speak and write effectively for academic and career purposes.

<i>Criteria</i>	<b>1-Beginning</b>	<b>2-Developing</b>	<b>3-Competent</b>	<b>4-Accomplished</b>	<b>N/A</b>
<b>Organization</b>	Communication lacks focus; ideas (or elements) not connected	Communication is somewhat focused; ideas (or elements) sometimes connected	Communication is often focused; ideas (or elements) mostly connected	Communication is consistently focused; sequence of ideas (or elements) is effective	
<b>Listening/Connection to audience</b>	Shows little to no awareness of audience; no attention to speaker/activity, no meaningful feedback	Shows some awareness of audience; some attention to speaker/activity, feedback somewhat relevant	Often demonstrates audience awareness; pays attention to speaker/activity most of the time, most feedback is relevant	Consistently demonstrates audience awareness; pays careful attention to speaker/activity and feedback is useful and relevant	
<b>Context/Purpose</b>	Lacks supporting information and contains many inaccuracies; no synthesis of information	Contains some supporting info & contains some inaccuracies; some synthesis of info present	Contains supporting info. Few inaccuracies Information is synthesized	Well supported and synthesized info w/ fewer to no inaccuracies	
<b>Language/Conventions</b>	Language and conventions lack clarity, are inaccurate, and/or inappropriate	Language is somewhat clear; some errors in conventions	Language is clear; few errors in conventions	Language is effective w/ fewer to no errors in conventions	
<b>Task execution/implementation</b>	Lacks evidence of following assignment directions	Follows some assignment directions	Mostly follows assignment directions	Follows all elements of assignment directions	

Overall Rubric Score: Total points earned \_\_\_\_\_ ÷ Total score possible \_\_\_\_\_ = \_\_\_\_\_  
 1- Beginning= 0-.25    2- Developing= .26-.50    3- Competent= .51-.75    4- Accomplished= .76-1.0

## Criteria Explanation:

**Organization-** relates to how the student manages the various elements of her activity to make it a coherent whole. Examples of methods of organization: description, definition, narration, comparison/contrast, cause/effect, etc.

**Listening/Connection to audience-** responsiveness to the audience by demonstrating an understanding of audience needs and audience values. When evaluating a student as a receiver of information, this criterion addresses the level of attention the student pays to the activity and/or the relevance of the feedback provided on the activity.

**Context/Purpose-** detail to support the purpose of the activity is relevant and supported. The information is accurate and on target with the purpose of the activity.

**Language/Conventions-** spoken and/or written language relates to sentence variety and succinctness of word choice while conventions relate to the genre requirements (i.e. correct MLA citation, following lab report protocol, using the correct brush stroke, using discipline specific terms appropriately, etc.)

**Task Implementation-** student clearly read, understood, and followed the directions throughout the entirety of the activity.

## Rating Scale Explanation:

- 1- **Beginning:** lacks evidence of meeting the criterion.
- 2- **Developing:** somewhat demonstrates evidence of meeting the criterion.
- 3- **Competent:** meets the criterion.
- 4- **Accomplished:** meets and/or exceeds the criterion in a meaningful way.

## Glossary of Terms:

**Communication:** a speech, essay, presentation, discussion post, etc.

**Focus:** coherent, tied together, unified, consistent

**Audience Awareness:** communication targets the intended audience

**Feedback:** constructive, useful comments

**Supporting Information:** relevant, accurate evidence

**Synthesis:** the combination of ideas pulled together meaningfully