Communication

Learning Objectives

- Identifies and presents a central message (thesis) or topic effectively and consistently
- Organizes the material in an effective and appropriate manner
- Identifies and effectively utilizes appropriate supporting material/evidence
- Identifies and discusses counterarguments/limitations
- Uses oral and/or written language that is correct and appropriate for the purpose

Glossary

Language choices - Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of an oral or written work is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a work is also vivid, imaginative, and expressive.

Organizational pattern - The grouping and sequencing of ideas and supporting material. An organizational pattern that supports the effectiveness of an oral or written work typically includes an introduction, one or more identifiable sections in the body of the work, and a conclusion. An organizational pattern that enhances the effectiveness of the work reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, that makes the content easier to follow and more likely to accomplish its purpose.

Supporting materials – Explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the oral or written work. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the author's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet Beginning (cell one) level performance

	Beginning/Unsatisfactory	Developing/Satisfactory	Proficient	Exemplary/Advanced
Central Message	Central message can be deduced but is not explicitly stated in the presentation.	Central message is understandable but is not often repeated and is not memorable.	Central message is clear and consistent with the supporting material.	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)
Organization	Organizational pattern is not observable in the work.	Organizational pattern is intermittently observable within the work.	Organizational pattern is clearly and consistently observable within the work.	Organizational pattern is clearly and consistently observable, is skillful and presents the content cohesively.
Supporting Material / Evidence	Insufficient supporting materials are utilized or they provide information or analysis that minimally supports the work or the author's credibility / authority on the topic.	Supporting materials make appropriate reference to information or analysis that partially supports the work or establishes the author's credibility / authority on the topic.	Supporting materials make appropriate reference to information or analysis that generally supports the work or establishes the author's credibility / authority on the topic.	A variety of types of supporting materials make appropriate reference to information or analysis that significantly supports the work or establishes the author's credibility / authority on the topic.
Counterarguments	Counterarguments to the central message are absent or ineffective.	Presents at least one counterargument to the central message but provides little rationale for rejecting it.	Presents several counterarguments to the central message and attempts to refute them.	Effectively presents counterarguments to the central message and provides logical and compelling refutations of them
Correct and appropriate language (oral and/or written)	Language choices are unclear and minimally support the effectiveness of the work. Language is not appropriate to the reader or audience.	Language choices are mundane and commonplace and partially support the effectiveness of the work. Language is appropriate to the reader or audience.	Language choices are thoughtful and generally support the effectiveness of the work. Language is appropriate to the reader or audience.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the work. Language is appropriate to the reader or audience.

Rubric evaluation criteria were adapted from VALUE rubrics published by the Association of American Colleges and Universities