# Communication Rubric

Formulate and express ideas, evidence, and one' s story using appropriate oral, written, digital, and non- verbal communication skills (to instruct, inform, entertain, and persuade), as well as listening to gain understanding through a variety of mediums.

## Written Communication

## -Knowing/Understanding Social and Rhetorical Situations

## -Knowing/Understanding Domain Knowledge and Conceptual Strategies

## -Knowing/Understanding Use of Language and Conventions

## -Knowing/Understanding The Writing Process

|  | Dimensions; Other Rubrics | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
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|  | [Also see comprehensive "Communication" rubrics from other organizations and universities: •Laguardia Community College Written Oral and Digital Communication Abilities Rubric •Rollins College Communication Competency Rubric] |  |  |  |  |  |

| Written Communication (WC): Knowing/Understanding Social and Rhetorical Situations | Having Task, Context, and Purpose; Being Aware of Audience; Following Genre Conventions—Text Types and Forms; Composing in Multiple Modes and Forms | •Never adapts one's writing to the particular purposes (to inform, argue, persuade), contexts (academic, professional, social), and task instructions<br>•Never adapts one's writing to particular audiences (e.g., experts, non-experts, specialist, general)<br>•Never composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to the genre or type of writing (e.g., argument, exposition, essay, critique, summary)<br>•Never uses a variety of technologies (pen and paper, digital software, online environments) to create written products<br>•Never includes multimedia elements, particularly when communicating complex information and ideas | •Rarely adapts one's writing to the particular purposes (to inform, argue, persuade), contexts (academic, professional, social), and task instructions<br>•Rarely adapts one's writing to particular audiences<br>•Rarely composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to the genre or type of writing<br>•Rarely uses a variety of technologies (pen and paper, digital software, online environments) to create written products<br>•Rarely includes multimedia elements, particularly when communicating complex information and ideas | •Sometimes adapts one's writing to the particular purposes (to inform, argue, persuade), contexts (academic, professional, social), and task instructions<br>•Sometimes adapts one's writing to particular audiences<br>•Sometimes composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to the genre or type of writing<br>•Sometimes uses a variety of technologies (pen and paper, digital software, online environments) to create written products<br>•Sometimes includes multimedia elements, particularly when communicating complex information and ideas | •Almost always adapts one's writing to the particular purposes (to inform, argue, persuade), contexts (academic, professional, social), and task instructions<br>•Almost always adapts one's writing to particular audiences<br>•Almost always composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to the genre or type of writing<br>•Almost always uses a variety of technologies (pen and paper, digital software, online environments) to create written products<br>•Almost always includes multimedia elements, particularly when communicating complex information and ideas | | |

| WC: Knowing/Understanding Domain Knowledge and Conceptual Strategies | Knowing/ Understanding Disciplinary Conventions; Developing Content and Organizing; Using Sources and Textual Evidence | •Never composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to one's discipline or field of study<br>•Never develops and logically expresses ideas in writing<br>•Never fully develops one's ideas with supporting information and examples from one's prior knowledge, reading, and experiences<br>•Never presents information and ideas in a logical, organized, and coherent way<br>•Never comprehends and analyzes a source text (i.e., text document, data table, image, etc.)<br>•Never effectively incorporates information drawn from source texts to develop and support one's ideas,<br>•Never gives appropriate attribution to sources | •Rarely composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to one's discipline or field of study<br>•Rarely develops and logically expresses ideas in writing<br>•Rarely fully develops one's ideas with supporting information and examples from one's prior knowledge, reading, and experiences<br>•Rarely presents information and ideas in a logical, organized, and coherent way<br>•Rarely comprehends and analyzes a source text (i.e., text document, data table, image, etc.)<br>•Rarely effectively incorporates information drawn from source texts to develop and support one's ideas<br>•Rarely gives appropriate attribution to sources | •Sometimes composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to one's discipline or field of study<br>•Sometimes develops and logically expresses ideas in writing<br>•Sometimes fully develops one's ideas with supporting information and examples from one's prior knowledge, reading<br>•Sometimes presents information and ideas in a logical, organized, and coherent way<br>•Sometimes comprehends and analyzes a source text (i.e., text document, data table, image, etc.)<br>•Sometimes effectively incorporates information drawn from source texts to develop and support one's ideas<br>•Sometimes gives appropriate attribution to sources | •Almost always composes texts that adhere to conventions (formal and informal guidelines as to what is appropriate for a piece of writing) specific to one's discipline or field of study<br>•Almost always develops and logically expresses ideas in writing<br>•Almost always fully develops one's ideas with supporting information and examples from one's prior knowledge, reading, and experiences<br>•Almost always presents information and ideas in a logical, organized, and coherent way<br>•Almost always comprehends and analyzes a source text (i.e., text document, data table, image, etc.)<br>•Almost always effectively incorporates information drawn from source texts to develop and support one's ideas<br>•Almost always gives appropriate attribution to sources | |
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| WC: Knowing/ Understanding Use of Language and Conventions | Language Use: Word Choice, Tone, Voice, and Style of Language; Language Use: Grammar, Usage, Syntax, and Mechanics | •Never composes text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice, and style<br>•Never determines the context, purpose, and genre of writing<br>•Never composes text that is free of errors in grammar, usage, mechanics, syntax, and spelling<br>•Never commands the skills needed to produce fluent text | •Rarely composes text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice, and style<br>•Rarely determines the context, purpose, and genre of writing<br>•Rarely composes text that is free of errors in grammar, usage, mechanics, syntax, and spelling<br>•Rarely commands the skills needed to produce fluent text | •Sometimes composes text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice, and style<br>•Sometimes determines the context, purpose, and genre of writing<br>•Sometimes composes text that is free of errors in grammar, usage, mechanics, syntax, and spelling<br>•Sometimes commands the skills needed to produce fluent text | •Almost always composes text that conveys meaning clearly by using appropriate word choice, sentence variety, tone, voice, and style<br>•Almost always determines the context, purpose, and genre of writing<br>•Almost always composes text that is free of errors in grammar, usage, mechanics, syntax, and spelling<br>•Almost always commands the skills needed to produce fluent text | |
| WC: Knowing/ Understanding the Writing Process | Writing Processes (Planning, Drafting, and Revision) | •Never implements the writing process including prewriting strategies (idea generation, research), drafting, reviewing, revising, editing, and responding to others' feedback | •Rarely implements the writing process including prewriting strategies (idea generation, research), drafting, reviewing, revising, editing, and responding to others' feedback | •Sometimes implements the writing process including prewriting strategies (idea generation, research), drafting, reviewing, revising, editing, and responding to others' feedback | •Almost always implements the writing process including prewriting strategies (idea generation, research), drafting, reviewing, revising, editing, and responding to others' feedback | |