

## COMMUNICATION (based on the AAC&U Value Rubrics)

**Definition:** Students communicate effectively in a variety of situations.

Students communicate effectively in a variety of situations. Over the course of the general education program, students will learn to communicate in a variety of ways. This includes both written and spoken communication, but also involves communicating using different technologies and learning to mix text, data, graphs, and images. To make their communication effective, students will learn how to select language appropriate to their audience, purpose, and context. Students will also learn how to actively listen so they can understand the diverse perspectives of others and participate in a civil discourse.

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

Criteria	Mastering	Accomplishing	Developing	Beginning
<p><b>Purpose, Context, and Situational Awareness</b></p> <p><i>*Situational awareness: knowing how the topic's context will affect the audience</i></p>	<input type="checkbox"/> Demonstrates a <b>thorough and skillful understanding</b> of purpose, context, and situational awareness as it relates to the assigned task(s).	<input type="checkbox"/> Demonstrates <b>appropriate consideration</b> of purpose, context, and situational awareness as it relates to the assigned task(s).	<input type="checkbox"/> Demonstrates <b>some awareness</b> of purpose, context, and/or situational awareness as it relates to the assigned task(s).	<input type="checkbox"/> Demonstrates <b>minimal attention</b> to purpose, context, and/or situational awareness as it relates to the assigned task(s).
<p><b>Audience and Listening</b></p> <p><i>*Listening: In texts, listening can be demonstrated through an awareness and appreciation of other ideas and perspectives</i></p>	<input type="checkbox"/> Demonstrates <b>strong consideration</b> of the task's audience <input type="checkbox"/> Demonstrates listening through <b>deep consideration and appreciation</b> of diverse views and incorporating that with <b>substantial logical reasoning</b> .	<input type="checkbox"/> Demonstrates <b>appropriate consideration</b> of the task's audience. <input type="checkbox"/> Demonstrates listening through <b>appropriate consideration and appreciation</b> of diverse views and incorporating that with <b>logically sound reasoning</b> .	<input type="checkbox"/> Demonstrates <b>some consideration</b> of the audience. <input type="checkbox"/> Demonstrates listening through <b>some consideration</b> of diverse views and incorporating that with <b>logically sound reasoning but with some inconsistencies</b> .	<input type="checkbox"/> Demonstrates <b>minimal consideration</b> of the audience. <input type="checkbox"/> Demonstrates listening through <b>minimal consideration</b> of diverse views and incorporating that with <b>inconsistent reasoning</b> .
<p><b>Style, Creativity, and Focus</b></p> <p><i>*Style: diction, grammar, use of mechanics, sentence structure, and style (e.g. MLA, APA, Chicago, AP)</i></p>	<input type="checkbox"/> An appropriate style of language is <b>skillfully and consistently</b> used. <input type="checkbox"/> <b>Thoughtfully</b> incorporates original and/or personal perspective that provides unique insight. <input type="checkbox"/> Clearly and consistently focuses on a single, strong main idea.	<input type="checkbox"/> An appropriate style of language is <b>consistently</b> used. <input type="checkbox"/> Incorporates original and/or personal perspective that provides <b>unique</b> insight. <input type="checkbox"/> Maintains focus on a single, main idea. May have minor inconsistencies.	<input type="checkbox"/> <b>Some</b> awareness of an appropriate style of language. Use may be <b>inconsistent</b> . <input type="checkbox"/> <b>Attempts</b> to incorporate original or personal perspective that provides <b>some</b> unique insight. <input type="checkbox"/> Focus is evident but not consistent or clear, may be too broad.	<input type="checkbox"/> Style is <b>inappropriate</b> for the task. <input type="checkbox"/> <b>Lacks</b> original and/or personal perspective. <b>Little</b> unique insight into the topic. <input type="checkbox"/> Focus is inconsistent and unclear.
<p><b>Modes</b></p> <p><i>*Modes: oral, written, visual, digital</i></p>	<input type="checkbox"/> <b>Sophisticated</b> use of appropriate mode(s) (which may include <i>visuals, written, video, oral presentation, etc., or a combination thereof</i> ) as they relate to the assigned task(s).	<input type="checkbox"/> <b>Appropriate</b> use of appropriate mode(s) (which may include <i>visuals, written, video, oral presentation, etc., or a combination thereof</i> ) as they relate to the assigned task(s).	<input type="checkbox"/> <b>Minimal</b> use of appropriate mode(s) (which may include <i>visuals, written, video, oral presentation, etc., or a combination thereof</i> ) which somewhat relates to the assigned task(s).	<input type="checkbox"/> <b>Ineffective</b> use of appropriate mode(s) (which may include <i>visuals, written, video, oral presentation, etc., or a combination thereof</i> ) which poorly relates to the assigned task(s).