

Effective Written and Oral Communication General Education Rubrics

DEFINITION: The effective use of oral, visual, and language arts, including the ability to read, write, speak, and listen.

RATIONALE: An educated individual must be able to understand and convey ideas in diverse contexts, using appropriate communication and information technology resources and skills.

USE: This rubric can be used in departments who wish to assess how their program supports Holyoke Community College's General Education Outcomes. It is not specific to any particular discipline; departments are encouraged to apply it in a way that best suits their own needs. NOTE: the General Education Assessment Committee has determined that a score of 3 represents the benchmark of competency that a student should achieve upon their graduation from HCC.

Effective Written Communication (3 is the benchmark) Adapted from AAC&U Leap/VALUE rubric	4 Accomplished	3 Competent (Benchmark)	2 Developing	1 Beginning	0 Missing	N/A assignment didn't ask for it.
Context of and Purpose for Writing (CT)¹ <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates some awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions even if it is inconsistent).	Demonstrates minimal attention to or awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).		
Content Development (CT)	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses content that is not fully appropriate or relevant, and/or does not develop ideas		
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for</i>	Demonstrates consistent attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content,	Demonstrates use of most important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a system for basic organization and presentation.		

¹ CT: Critical Thinking. Critical thinking outcomes at HCC are distributed across the other four general education outcomes; a student is considered competent in critical thinking if they are also considered competent in the other four outcomes.

<i>writing in particular forms and/or academic fields.</i>	presentation, formatting, and stylistic choices.					
Sources and Evidence (CT)	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.		
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.		

Effective Oral Communication (3 is the benchmark) Adapted from AAC&U Leap/VALUE rubric	4 Accomplished	3 Competent (Benchmark)	2 Developing	1 Beginning	0 missing	N/A Assignm ent didn't ask for it
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.		
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.		
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.		
Supporting Material (CT)	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.		
Central Message (CT)	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.		

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