

**Communication Skills – Written**  
**ULO: Students will communicate proficiently**

Element	Below Expectation	Developing	Proficient	Exemplary
<b>Objective Statement 1: Students will compose coherent documents appropriate to the intended audience.</b>				
<b>Content/Structure Development</b>	<ul style="list-style-type: none"> <li>Main point(s), Introduction, Transitions, Conclusion are unidentifiable or lack clarity or development</li> <li>No documentation or works cited, or includes the use of sources that are not scholarly ( i.e., Wikipedia) when required</li> <li>Fails to make a rhetorical argument or produce an effective paper based on the evidence presented</li> </ul>	<ul style="list-style-type: none"> <li>Main point(s), Introduction, Transitions, Conclusion, are identifiable but with minimal effectiveness</li> <li>Documentation and/or Works Cited are present with errors including scholarly and unscholarly sources</li> <li>Rhetorical argument is present but ineffective with few gaps in logic or sequence</li> </ul>	<ul style="list-style-type: none"> <li>Main point(s), Introduction, Transitions, Conclusion, are identifiable with evidence of extended thinking present; may lack some clarity or development</li> <li>Documentation and/or Works Cited with scholarly sources are present with few errors</li> <li>Rhetorical argument is present without gaps in logic or sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Main point(s), Introduction, Transitions, Conclusion clearly demonstrate extended thinking; work is clear and concise in content presentation and development</li> <li>Documentation and/or Works Cited with scholarly sources present and without errors</li> <li>Rhetorical argument is present and offers clear evidence of extended thinking</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Text does not “flow” and is disjointed, jumping from one point to the next</li> <li>Text lacks unity and/or coherence, and contains no clear thesis or dominant impression</li> </ul>	<ul style="list-style-type: none"> <li>Text shows signs of development in flowing from one point to the next</li> <li>Text begins to show development of a thesis or dominant impression and begins to demonstrate unity and/or coherence</li> </ul>	<ul style="list-style-type: none"> <li>Text flows well with few exceptions and transitions are smooth and relevant</li> <li>Text contains a clear thesis statement or dominant impression and is generally unified and coherent but with minor errors</li> </ul>	<ul style="list-style-type: none"> <li>Text flows well with no exceptions. transitions are smooth and relevant</li> <li>Text contains a thesis statement/ dominant impression that demonstrates extended thinking and is unified and coherent with clear connections from one point to the next</li> </ul>
<b>(Continue below)</b>				

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Element	Below Expectation	Developing	Proficient	Exemplary
<b>Style</b>	<ul style="list-style-type: none"> <li>• Vocabulary is often simplistic and repetitive and may contain language inappropriate for audience (i.e. slang, colloquial language, clichés, politically incorrect, sexist or insensitive language)</li> <li>• Text is informal or inappropriate in nature and does not reflect an academic purpose in writing</li> <li>• Tone is inconsistent and inappropriate in regard to audience and assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is approaching an appropriate level for audience but may include few examples of slang, colloquial language, or clichés. Does not contain politically incorrect, sexist, or insensitive language</li> <li>• Text approaches academic standards toward the nature and purpose of assignment</li> <li>• Tone is mostly consistent and is approaching appropriate nature in regard to audience and assignment with several exceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is extended and contains variety and some of the jargon appropriate to the respective field. Does not contain politically incorrect, sexist, or insensitive language</li> <li>• Text meets academic standards toward the nature and purpose of assignment</li> <li>• Tone is usually consistent and appropriate in regard to audience and assignment with few exceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is extended and academic containing variety and jargon appropriate to the respective field. Does not contain politically incorrect, sexist, or insensitive language</li> <li>• Text clearly exceeds academic standards toward the nature and purpose of assignment</li> <li>• Tone is always consistent and appropriate in regard to audience and assignment</li> </ul>
<b>Grammar/Mechanics/ Form at</b>	<ul style="list-style-type: none"> <li>• Contains numerous errors in grammar, mechanics, usage, and format that detract from content</li> <li>• Fails to document sources as required within the text and/or the works cited</li> </ul>	<ul style="list-style-type: none"> <li>• Contains several errors in grammar, mechanics, usage, and format.</li> <li>• Documents sources within the text and/or works cited with errors in format or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Contains minor errors in grammar, mechanics, usage, and format</li> <li>• Documents sources within the text and/or the works cited with few errors in format or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Contains no errors in grammar, mechanics, usage, and format.</li> <li>• Documents sources within the text and/or works cited with no errors in format or punctuation</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• No documentation or works cited, or includes the use of sources that are not scholarly ( i.e., Wikipedia) when required</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and/or Works Cited are present with errors including scholarly and unscholarly sources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and/or Works Cited with scholarly sources are present with few errors</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and/or Works Cited with scholarly sources present and without errors</li> </ul>

**Communication Skills – Oral**

**ULO: Students will communicate proficiently.**

**Objective Statement 2: Students will effectively communicate orally in a public setting.**

<b>Element</b>	<b>Below Expectation</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Content Development</b>	<ul style="list-style-type: none"> <li>• Topic is inappropriate, not focused or not substantive</li> </ul>	<ul style="list-style-type: none"> <li>• Topic shows signs of being appropriately limited and substantive</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is appropriately developed and substantive</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is significantly developed and substantive</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• No documentation or works cited, or includes the use of sources that are not scholarly (i.e. Wikipedia) when required</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and/or Oral Citations are present with errors including scholarly and unscholarly sources</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and/or Oral Citations are present with few errors</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and/or Oral Citations with scholarly sources present without errors</li> </ul>
<b>Structure Development</b>	<ul style="list-style-type: none"> <li>• Introduction, Body, Conclusion and Transitions, are unidentifiable or lack clarity or development</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Body, Conclusion and Transitions, are identifiable but with minimal effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Body, Conclusion and Transitions, are identifiable and effective</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, Body, Conclusion and Transitions, are clear and concise</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Vocal skills are missing or inappropriate</li> <li>• Non-verbal skills fail to connect with audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal skills are identifiable but with minimal effectiveness</li> <li>• Non-verbal skills sometimes fail to connect with audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal skills are identifiable and adequate</li> <li>• Non-verbal skills adequately connect with audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal skills are always identifiable and enhance the presentation</li> <li>• Non-verbal skills clearly connect with audience</li> </ul>
<b>Presentation Aid</b>	<ul style="list-style-type: none"> <li>• Not present or present but demonstrates lack of planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Present, but lacks relevance to presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and highly effective –prepared in a professional manner</li> </ul>