

**Communication Rubric
10/12/04**

Category	Area of Learning	Level 1	Level 2	Level 3	Level 4
READING FOR INFORMATION	Understands discipline related written material	Demonstrates a literal understanding of text.	Demonstrates a general understanding of text including main ideas and concepts presented.	Demonstrates a broad understanding of text through the generation of logical conclusions based upon reading a variety of discipline related sources.	Demonstrates a depth of understanding of text that allows for critical judgment of the value of the text and the logic of the author's argument.
	Applies discipline related written material	Demonstrates the ability to follow basic written instructions to perform simple tasks.	Demonstrates the ability to paraphrase and summarize discipline specific text. Demonstrates the ability to follow written instructions to perform more complex tasks.	Demonstrates the ability to interpret text formats including text, tables, lists, figures, graphs, and diagrams. Demonstrates the ability to interpret text, communicate discipline specific information, and perform multi-step tasks based upon an understanding of text.	Demonstrates the ability to interpret analyze, and identify underlying principles based upon the written text. (Synthesizes a variety of materials) Demonstrates a depth of understanding of non discipline specific text that supports the application of concepts to discipline specific situations
SPEAKING	Effectiveness	Main purpose is not clear. Ideas are not focused or developed. Speaker initiated distractions, ie. Mannerisms, filler words, voice-tone, behaviors, etc.	The main idea is evident but the organizational structure may need to be strengthened: ideas may not always flow smoothly. Limited distractions.	Ideas are organized, developed, and supported to achieve a purpose. No distractions.	Ideas are clearly organized, developed, and supported to achieve a clear purpose. Demonstrates persuasive oral argument.
	Appropriateness	Language is too elementary or sophisticated for the audience.	Language demonstrates some awareness of audience requirements.	Language is appropriate for and respectful of the audience. An effort is made to make the material relevant.	Language and material are relevant and engage the audience.

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LISTENING	Responsiveness	<p>Not attentive to speaker (example: multiple interruptions)</p> <p>Can ignore a single distraction most of the time, but has trouble ignoring multiple distractions</p>	<p>Somewhat attentive with minimal interruptions.</p> <p>Ignores single distractions and most multiple distractions.</p>	<p>Attentive without interruptions.</p> <p>Non-verbal cues are used for effect</p> <p>Ignores multiple distractions</p>	<p>Non-verbal cues or body language are used to respond to, and sometimes shape communication with others.</p> <p>Ignores all distractions</p>
	Content Assimilation	<p>Able to describe the general content of the speaker but with no detail.</p> <p>Follows one-step oral directions some of the time</p>	<p>Student can provide general content of speaker with some details</p> <p>Student can follow-one step oral directions and multi-step directions some of the time..</p>	<p>Student can relay the general content of the speaker with most details.</p> <p>Student can follow multi-step oral directions most of the time.</p>	<p>Student can clearly paraphrase what has been said and is able to relate all primary and supporting details.</p> <p>Student is able to follow complex multi-step directions all of the time.</p>
WRITING	Main Idea	Ambiguous meanings and undeveloped ideas lead to reader uncertainty of content and message	Generally clear message with a few relevant ideas gives the reader a limited understanding of subject and message.	Establishes and maintains a clear message that is fully developed	A clear message that considers and develops relevant ideas brings clarity and understanding to the subject and message
	Organization	Lack of focus and organization with few or no ideas around common theme leave reader unmoved or unable to understand	Commonality to ideas and organization provides purpose and contributes to understanding.	Clearly focused and organized with a logical progression of ideas around a common theme	Writing is sharply focused and organized. The logical progression of ideas around a common theme is persuasive.
	Support	Little or no evidence to support statements or assertions. Main idea is weakly or not linked to evidence. Authority of writer is questionable.	Most statements are supported by evidence. The main idea is generally linked to supporting evidence.	Statements are supported by substantial varied and appropriate details linked to evidence and main idea.	Substantial varied and appropriate details strongly support statements. There is clear linkage between the evidence and writer's assertions.

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	Grammar	Mistakes in word usage, grammar, and mechanics detract from the reader's understanding and contribute to difficulty in reading.	Mistakes in word usage, grammar, and mechanics do not detract from understanding and readability	Proper word usage, grammar, and mechanics contribute to and support understanding and readability. Minimal errors.	No usage, grammatical or mechanical errors.