Communication – Learning Outcome Rubric (former Responsive Rubric)

Scoring Criteria	1	2	3	4
Main idea is appropriate, clear, and well-formulated	Lacks a main idea and fails to meet expectations of the assignment	Main idea is simplistic and/or does not fulfill all aspects of the assignment/activity	Main idea is focused but could be developed further	Main idea is clear, focused, and interesting
Organization is clear, logical, and suitable for the assignment	There is no discernible structure to the assignment or activity	Organizational attempt is present, but appears haphazard, not serving the main idea	Organization is clear, and generally enhances the assignment, but does not always flow smoothly	The structure flows logically from point to point
Recognize the situational aspects of communicating	No discernible attempt to design this assignment for a specific audience	There is an attempt to reach an intended audience, but the style is not appropriate	The assignment is clearly targeted to a specific audience, but the execution is not always suited to that audience	The assignment or activity is clearly targeted to an intended audience, and the execution is precise and focused
Understand and apply the conventions of discipline-specific language	Many errors in usage, enough to detract from the assignment and fail to meet basic standards of the discipline	Language is adequate, but sometimes vague or not appropriate for the discipline	Language use satisfies all aspects of the assignment, but does not show mastery of discipline-specific language	Language, graphics, or other means of communication are sophisticated, accurate, and clear

New COMM language and Rubric-Revised 12-2019

Communication:

Students will communicate appropriately for their respective audiences.

Learning Outcomes:

• Select and/or apply appropriate technology based on audience or situation.

• Make meaningful connections and relationships with their audience.

• Recognize communication is situational.

• Articulate or identify a clear and logical main idea.

	1	2	3	4	NA
Articulate or identify a clear and logical main idea	Lacks or fails to articulate or identify a main idea	Student made limited effort to articulate or identify a clear and logical main idea	Main idea is clear and logical but could be further articulated	Main idea is clear and logical and fully articulated	NA – not applicable
Recognize communication is situational	Student made no effort to communicate appropriately	Student made limited effort to communicate appropriately	Student communicated appropriately most of the time	Student communicated appropriately based on the situation	NA – not applicable

Make meaningful connections and relationships with their audience	Student made no effort to develop connections and relationships	Student made limited effort to develop connections and relationships	Student developed connections/relationships but didn't maintain	Student maintained meaningful connections and relationships	NA – not applicable
Select and/or apply appropriate technology based on audience or situation	Student unable to choose appropriate technology	Technology utilized but not appropriate for situation/audience	Student uses appropriate technology but distracts from message (or communication)	Student uses appropriate technology to enhance communication (or message)	NA – not applicable