**DLO Rubric: Communication (COM)**

* Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Criteria* | **1-Beginning** | **2-Developing** | **3-Competent** | **4-Accomplished** | **N/A** |
| **Organization** | Communication lacks focus and is not logical or cohesive | Communication is somewhat focused, logical, and cohesive | Communication is often focused, logical, and cohesive | Communication is consistently focused, logical, and cohesive |  |
| **Audience/Context** | Shows little to no awareness of audience and context | Shows some awareness of audience and context | Often demonstrates awareness of audience and context | Consistently demonstrates awareness of audience and context |  |
| **Thesis/Evidence** | Thesis/argument lacks supporting evidence and many inaccuracies are present | Thesis/argument is supported with some evidence, with some inaccuracies | Thesis/argument is well supported with evidence through to conclusion, with few inaccuracies | Thesis/argument is well supported with evidence through to conclusion |  |
| **Language/Conventions** | Language and conventions lack clarity, are inaccurate, and/or inappropriate | Language is somewhat clear; some errors in conventions | Language is clear; few errors in conventions | Language is clear w/ fewer to no errors in conventions |  |

Overall Rubric Score: Total points earned ÷ Total score possible =

1- Beginning= 0-.25 2- Developing= .26-.50 3- Competent= .51-.75 4- Accomplished= .76-1.0

# Criteria Explanation:

**Organization**: Relates to how the student manages the various elements of the activity to make it a coherent whole. Examples of methods of organization: description, definition, narration, comparison/contrast, cause/effect, etc. Organization may relate to the progression of ideas and/or clear connection of ideas/topics within the activity.

**Audience/Context**: Demonstrates an understanding of audience needs and values while reflecting an understanding of activity context and purpose.

**Thesis/Evidence**: Thesis expresses the main idea(s) of the activity. Idea(s) are developed with appropriate evidence and detail to support the purpose of the activity. The information is accurate and on target with the purpose of the activity. Inaccuracies include selection, interpretation, and citation/attribution of information.

**Language/Conventions**: Spoken and/or written language relates to sentence variety and succinctness of word choice while conventions relate to the genre requirements (i.e. correct MLA citation, following lab report protocol, using the correct brush stroke, using discipline specific terms appropriately, etc.)

# Rating Scale Explanation:

1. **Beginning**: lacks evidence of meeting the criterion.
2. **Developing**: somewhat demonstrates evidence of meeting the criterion. 3- **Competent**: meets the criterion.

4- **Accomplished**: meets and/or exceeds the criterion in a meaningful way.

# Glossary of Terms:

**Communication**: a speech, essay, presentation, discussion post, etc.

**Focus:** coherent, tied together, unified, consistent

**Awareness of Audience:** communication targets the intended audience

**Supporting Evidence:** relevant, accurate evidence