

Morehouse College's Communicate Effectively Rubric

	<u>Advanced (4)</u>	<u>Proficient (3)</u>	<u>Intermediate (2)</u>	<u>Novice (1)</u>
Context of and Purpose for Communication <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 awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the individual's understanding, and shaping the whole work.	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.
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 communication cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the communication.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the communication.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the communication.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for communicating in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or communication task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or communication task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or communication task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Delivery (Oral)	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 compelling, and speaker appears uncomfortable.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the communication.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the communication.	Demonstrates an attempt to use sources to support ideas in the communication.
	Uses graceful language that skillfully	Uses straightforward language that	Uses language that	Uses language that sometimes

Control of Syntax and Mechanics	communicates meaning to audience with clarity and fluency, and is virtually error free.	generally conveys meaning to audience. The language in the output/product has few errors.	generally conveys meaning to audience with clarity, although communication may include some errors.	impedes meaning because of errors in usage.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the communication. Language is appropriate to the audience.	Language choices are thoughtful and generally support the effectiveness of the communication. Language is appropriate to the audience.	Languages choices are mundane and commonplace and partially support the effectiveness of the communication. Language is partially appropriate to the audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in communication is not appropriate to the audience.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form)	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.