University of North Texas **COMMUNICATION SKILLS** Rubric, Spring 2014.

	Advanced (4)	**Proficient (3)**	**Developing (2)**	**Beginning (1)**
Statement of Purpose	Presents a sophisticated central idea	Presents a central idea	Attempt to present a central idea	Minimal attempt to present central idea
Organization/Structure	Skillful implementation of an organizational pattern enhances the content's cohesion	Organizational pattern makes the content mostly cohesive	Organizational pattern, in spite of interruptions, contributes to cohesion	Organizational pattern is intermittently observable and results in minimal cohesion
Content Development	Thorough development of content	Adequate development of content	Partial development of content	Minimal development of content
Correctness	Mastery application of the rules of Standard English (or language being taught)	Above average application of the rules of standard English (or language being taught)	Acceptable application of the rules of standard English (or language being taught)	Minimal application of the rules of Standard English (or language being taught)

Communication Skills
Texas Higher Education Coordinating Board Language
Communication Skills: to include effective development, interpretation and expression of ideas through written, oral, and visual communication
VALUE language (remixed to include Written, Oral, and accommodate Visual Performance)
Communication is the prepared, purposeful development and expression of ideas designed to increase knowledge, to foster understanding, to engender an affective, shared response, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Communication involves learning to work in many genres and styles. It can involve working with many different technologies, mixing texts, data, and images. It can involve artful portrayal of a character within a performance. Communication abilities develop through iterative experiences across the curriculum.

Overview
This rubric is specifically designed to evaluate a student's written, oral, and visual communication. Communication is central to all human endeavors and takes many forms. This rubric best applies to communication artifacts of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials, and includes a purposeful organization. Written or oral answers to a single question—those not designed to be structured into a presentation, performance, or a meaningful argument—should not be scored with this rubric.

Acknowledgments
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Clarification of terms

Statement of Purpose
1. Minimal attempt to present controlling idea—you found little or no evidence of a controlling idea.
2. Attempt to present a controlling idea—you found a weak effort to present a controlling idea.
3. Presents a controlling idea—you found a controlling idea.
4. Presents a sophisticated controlling idea—you found a well-developed and thought provoking controlling idea

Organization/Structure   Dimension
1. Organizational pattern is intermittently observable and results in minimal cohesion—you found little or no evidence of intentional attempts to create cohesion by using topic sentences, a recognizable organization pattern, intentional transitions, or other structural conventions.
2. Organizational pattern, in spite of interruptions, contributes to cohesion— you found evidence of intentional attempts to create cohesion by using topic sentences, a recognizable organization pattern, intentional transitions, or other structural conventions.
3. Organizational pattern makes the content mostly cohesive— you found intentional attempts to create cohesion by using topic sentences, a recognizable organization pattern, intentional transitions, or other structural conventions.
4. Skillful implementation of an organizational pattern enhances the content's cohesion— you found topic sentences, a recognizable organization pattern, intentional transitions, or other structural conventions.

Content Development Dimension
1. Minimal development of content—you found little or no evidence of development of content.
2. Partial development of content—you found a partial attempt to develop the content.
3. Adequate development of content—the content is developed.
4. Thorough development of content—the completely is developed to an advanced level.

Correctness Dimension
1. Minimal application of the rules of Standard English (or language being taught)—number of errors impedes your ability to read the document.
2. Acceptable application of the rules of standard English (or language being taught) — number of errors is distracting.
3. Above average application of the rules of standard English (or language being taught) — few errors.
4. Mastery application of the rules of Standard English (or language being taught)—no errors.