



General Education Outcome 1: Communicate effectively according to purpose using written, oral, and/or audio-visual methods.

Framing language: For the purpose of this rubric, principles of effective communication can be understood by describing how effective communicators work. Effective communicators understand their goal or purpose and consider the immediate and/or broader context when creating a message. Effective communicators are clear in their messaging by thoughtfully choosing an appropriate medium, organizing the message to meet the audience's needs, and using audience-appropriate language and formatting. Effective communicators provide compelling content that the audience needs or wants to process, and they anticipate audience response and invite it where appropriate. Finally, effective communicators use credible sources appropriate for their purpose and audience and recognize the context in which they were created. Examples of credible sources include but are not limited to academic sources, reliable media reports, primary source documentation, and powerful personal testimony. While we acknowledge that effective communication can be used toward unethical ends, our focus is on assessing and promoting ethical attempts at communication.

	Proficient (4)	Developing (3)	Developing (2)	Novice (1)
Context and Purpose	Student demonstrates a thorough understanding of principles of communication by fully engaging context, audience, and purpose of message.	Student demonstrates an adequate understanding of principles of communication by mostly engaging context, audience, and purpose of message.	Student demonstrates a partial awareness of principles of communication by acknowledging context, audience, and/or purpose of message.	Student demonstrates a minimal understanding or awareness of context, audience, and purpose of message.
Clarity of message	Student's use of conventions, organization, and/or creativity delivers message in a concise and/or coherent way.	Student's use of conventions, organization, and/or creativity delivers message in a mostly concise and/or coherent way.	Student's use of conventions, organization, and/or creativity delivers message in an inconsistent way.	Student's use of conventions, organization, and/or creativity delivers message in an incoherent way.
Content of message	Student uses appropriate and relevant content to create a compelling message.	Student uses mostly appropriate and relevant content to create a somewhat compelling message.	Student uses somewhat appropriate and relevant content to create an acceptable message.	Student uses inappropriate and irrelevant content to create an unacceptable message.
Evidence/Sources	Student demonstrates skillful use of high-quality, credible, and relevant sources.	Student demonstrates mostly skillful use of high-quality, credible, and relevant sources.	Student demonstrates occasional skillful use of high-quality, credible, and relevant sources.	Student rarely demonstrates skillful use of high-quality, credible, and relevant sources.

Inspiration drawn from:

- AAC&U Oral Communication Rubric: <https://www.aacu.org/sites/default/files/files/VALUE/OralCommunication.pdf>
- AAC&U Written Communication Rubric: <https://www.aacu.org/sites/default/files/files/VALUE/WrittenCommunication.pdf>
- University of South Florida Communication Rubric: <https://www.usf.edu/undergrad/documents/academic-programs/communication-simple-and-detailed-rubric.pdf>