UCA CORE – Communication Rubric B (Written)

This rubric is used to assess students' progress towards Goal B of the Effective Communication area of the UCA Core.

Effective Communication: the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Goal B: Students will use appropriate conventions and strategies in written communication for various audiences and purposes.

This rubric assesses the following five specific skill or knowledge areas related to Goal B:

- Central Message: The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.
- Organization: The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.
- Supporting Material/Evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.
- Context and Audience: The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.
- Control of Syntax and Mechanics: The use of language to communicate meaning, including word choice, sentence and paragraph structure, grammar, punctuation, and spelling.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment. NOTE: The student’s work should be scored in each area according to genre and disciplinary conventions (i.e., the formal and informal rules inherent in the expectations for communicating in particular forms and/or academic fields).
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students’ progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.
- Enter scores into the Excel spreadsheet found on the UCA General Education website (http://uca.edu/gened/core-assessment-process/) and email to the UCA Core Director, Jacob Held (jmheld@uca.edu), before grades are due.

<table>
<thead>
<tr>
<th>Specific Skill or Knowledge Area Related to the Goal</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Message</strong></td>
<td><strong>4</strong> Central message is compelling, reinforced, and strongly supported.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>4</strong> Organizational pattern is clear and consistent, polished, and makes the content cohesive.</td>
</tr>
<tr>
<td><strong>Supporting Material /Evidence</strong></td>
<td><strong>4</strong> Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.</td>
</tr>
<tr>
<td><strong>Context and Audience</strong></td>
<td><strong>4</strong> Demonstrates a thorough understanding of the context, uses compelling language appropriate to the audience</td>
</tr>
<tr>
<td><strong>Control of Syntax and Mechanics</strong></td>
<td><strong>4</strong> Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to readers and is virtually error-free.</td>
</tr>
</tbody>
</table>

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? __Yes__ __No__

__This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)__

*Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.*