UCA CORE – Effective 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 the 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.

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Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				Assign a zero for performance that does not meet a score of one (1).
	4	3	2	1	0
Central Message	Central message is compelling, reinforced, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not reinforced.	Central message can be deduced, but is not explicitly stated.	
Organization	Organizational pattern is clear and consistent, polished, and makes the content cohesive.	Organizational pattern is clear and consistent.	Organizational pattern is partially developed.	Organizational pattern is poorly developed and unclear.	
Supporting Material /Evidence	Employs timely and relevant material to provide effective support in a way that reflects a thorough understanding of the topic/thesis.	Selects sufficient and relevant supporting materials, but lack in analysis, comparisons, or credible authorities.	Uses some supporting materials with limited or incomplete explanations, examples, and/or descriptions.	Uses insufficient or inappropriate supporting materials.	
Context and Audience	Demonstrates a thorough understanding of the context, uses compelling language appropriate to the audience.	Demonstrates adequate consideration of the context and uses thoughtful language given the audience.	Demonstrates some awareness of the context and uses mundane language given the audience.	Demonstrates minimal attention to the context and uses unclear language given the audience.	
Control of Syntax and Mechanics	Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to readers and is virtually error-free.	Uses syntax and mechanics that generally conveys meaning to readers with clarity. The language has few errors.	Exhibits substantive errors in syntax and mechanics which, at times, impedes the clarity of the work.	Shows a serious pattern of error in syntax and mechanics that interferes with meaning.	

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.