Communication Rubric

Students will effectively use written, oral, and/or visual modes of communication.
("Reader" and "Writer" in this rubric should be replaced with "Speaker" and "Listener" for oral communication assignments and "Creator" and "Viewer" for visual communication assignments.)

	Strong (3)	Acceptable (2)	Weak (1)	Absent (0)
Clarity	The meaning, purpose of the work, and position of the writer are clear to reader. The content is clear overall. The order of information makes sense is effective.	The reader can discern the meaning, purpose of the work, and position of the writer with little effort. The content generally makes sense. The order of information makes sense and is generally effective, even if imperfect.	With effort, the reader can discern an attempt at meaning, the general purpose of the work, and the general position of the writer. With effort, the reader can understand the content. With effort, the reader can see the logic to the order in which information is presented, even if imperfect or ineffective.	The reader cannot discern the meaning, the purpose of the work, or the position of the writer. The content does not make sense to the reader. The reader can see no logical order to information presented.
Support	The writer supports all claims or positions in a way that is appropriate to the audience/situation. The support reinforces the purpose of the work effectively. The support is effective or convincing enough that the audience will consider the writer's purpose and position valid.	The writer attempts to support all claims or positions in a way that is appropriate to the audience/situation, even if imperfectly executed. Most of the support reinforces the purpose of the work, even if it is not entirely effective; no support provided contradicts the purpose of the work. The support clearly relates to the writer's purpose and position, even if it is not effective or convincing.	With effort, the reader can discern an attempt to support claims or positions in a way that is appropriate to the audience. The support exists but does not clearly reinforce the purpose of the work and may contradict the purpose in some places. The support is not effective or convincing enough to validate the writer's purpose and position. The choice and/or presentation of support is questionable.	The writer does not support all claims or positions in a way that is appropriate to the audience/situation. The support does not reinforce the purpose of the work. The support either does not exist or does not convince the audience to seriously consider the writer's purpose and position
Professionalism	The language is appropriate to the audience and purpose of the work. Terminology is accurate and appropriate. No errors that would make the reader doubt the authority or professionalism of the writer.	With few exceptions, the language is appropriate to the audience and purpose of the work. With few exceptions, terminology is accurate and appropriate. Few errors that would make the reader doubt the authority or professionalism of the writer.	In some areas, the language is inappropriate to the audience and purpose of the work. In some areas, terminology is inaccurate or inappropriate Significant errors that would make the reader doubt the authority or professionalism of the writer.	The language is largely inappropriate to the audience and purpose of the work. Language use may impede the reader's ability to understand the work. Terminology is frequently or significantly inaccurate and inappropriate. Significant and frequent errors that would make the reader doubt the authority or professionalism of the writer