

## Essential Student Learning Outcome Rubric – Communication

### ESLO 1 Communication:

Oregon Tech students will communicate effectively orally and in writing.

### Definition

Communication is the creation, development, and expression of ideas. The Communication ESLO differentiates between oral and written communication. The two forms of communication operate much the same but differ in the criterion Style and Delivery because of their differing forms of expression. Both forms of communication involve purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

Performance Criteria	High Proficiency (4) The work <i>meets listed requirements</i> for this criterion; little to no development needed.	Proficiency (3) The work <i>meets most requirements</i> ; minor development would improve the work.	Some Proficiency (2) The work needs moderate development in <i>multiple requirements</i> .	Limited Proficiency (1) The work does not meet this criterion: it needs substantial development in <i>most requirements</i> .
<b>Purpose and Audience</b>	<ul style="list-style-type: none"> <li>Content serves a specific, identifiable purpose (e.g., inform, persuade, analyze).</li> <li>Purpose and content are appropriate to the needs of a specific, identifiable, and appropriate audience.</li> <li>Content is tailored to the level of expertise, authority, and values of the audience.</li> <li>Communication medium (essay, memo, report, speech, etc.) matches purpose and audience.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Purpose may be inferred, but is not clearly stated</li> <li>Minor changes in approach or medium would make the work more meaningful or useful to the intended audience.</li> <li>Some content is too advanced/basic for the intended audience.</li> </ul>		<p>Examples:</p> <ul style="list-style-type: none"> <li>Purpose is unclear, or requires substantial inference from the audience.</li> <li>Intended audience is unclear or overly broad.</li> <li>The work would not be meaningful or useful to the intended audience.</li> <li>The work omits or dismisses key audience concerns.</li> </ul>
<b>Focus and Organization</b>	<ul style="list-style-type: none"> <li>Content is focused on a specific and appropriate organizing element: a thesis statement, purpose statement, or theme.</li> <li>Content is organized so that ideas relate clearly to each other and to the organizing element.</li> <li>Distinctions between major and minor claims are clear, providing consistent focus in content.</li> <li>Transition language (and other organizing elements, such as headings or lists) throughout organizes ideas and guides audience understanding.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Organizing element is present, but needs development (it is too broad, narrow, or trivial).</li> <li>Minor gaps in organization detract from the effectiveness of the work.</li> <li>Minor changes in organization would clarify the hierarchy of claims and information.</li> <li>Minor changes in transition language would improve the work (transitions between key ideas are choppy or abrupt).</li> </ul>		<p>Examples:</p> <ul style="list-style-type: none"> <li>Organizing element is underdeveloped, inconsistent, or missing.</li> <li>Order and structure are unclear.</li> <li>Digressions compromise or obscure the work's purpose.</li> <li>Transitional elements are underdeveloped, inconsistent, or missing.</li> </ul>

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<b>Support and Documentation</b>	<ul style="list-style-type: none"> <li>Claims are consistently supported with appropriate, relevant, and specific evidence, whether drawn from disciplinary knowledge, careful reasoning, or credible research.</li> <li>Evidence derived from sources supports and develops original content.</li> <li>Source material is credible; it is introduced and interpreted to provide context.</li> <li>Source material is documented accurately according to the appropriate conventions (academic citation style or disciplinary approach).</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>The work includes few instances of claims unsupported by appropriate evidence.</li> <li>Additional or more carefully chosen details would improve the work.</li> <li>The work includes (but does not rely on) evidence that lacks rigor, based on the audience's or discipline's standards.</li> <li>Additional context or discussion of credentials for sources of evidence would add value to the work.</li> <li>The work contains few, minor documentation errors (according to academic citation style or disciplinary approach).</li> </ul>		<p>Examples:</p> <ul style="list-style-type: none"> <li>The work includes frequent instances of unsupported claims or key missing details.</li> <li>The work relies on evidence that lacks rigor, based on the audience's or discipline's standards.</li> <li>The work relies on demonstrably biased evidence (without providing appropriate context or qualification of that evidence).</li> <li>The work treats sources with bias, or demonstrates incomplete understanding of source material.</li> <li>The work does not meet academic citation or disciplinary standards.</li> </ul>
<b>Style and Conventions</b>	<ul style="list-style-type: none"> <li>Students deliver content in spoken, written, or visual forms and media, as appropriate to context.</li> <li>Use of language (terminology and word choice, sentence structure, etc.) is clear and professional, demonstrating mastery of content and form.</li> <li>In written form, students demonstrate correct grammar, spelling, syntax, usage, and mechanics.</li> <li>In oral form, both verbal and nonverbal delivery demonstrate poise, preparation, mastery of material and audience awareness/engagement.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>(Where students have a choice in form or medium) a minor change in form or medium would make the work more accessible or engaging to the audience.</li> <li>Minor changes in terminology, word choice, sentence structure, or tone would improve the work.</li> <li>Written: the work contains minor, isolated errors in spelling, grammar, syntax, usage, and/or mechanics; an editing pass would improve the work.</li> <li>Oral: the work contains minor, isolated issues in verbal and/or non-verbal delivery; additional preparation or practice would improve the work.</li> </ul>		<p>Examples:</p> <ul style="list-style-type: none"> <li>(Where students have a choice in form or medium) the choice or form or medium is inappropriate to audience, purpose, or context.</li> <li>Terminology, word choice, sentence structure, or tone are not in keeping with professional or academic expectations for the work.</li> <li>Written: prevalent or distracting spelling, grammar, syntax, usage, and/or mechanics errors compromise the work's impact, credibility, or coherence.</li> <li>Oral: prevalent or distracting verbal and/or non-verbal delivery issues compromise the work's impact, credibility, or coherence.</li> </ul>

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<b>Visual Communication</b> (where appropriate)	<p>As appropriate to purpose and audience:</p> <ul style="list-style-type: none"> <li>High quality visuals are employed to illustrate, contribute to, or develop content, and not for purely aesthetic appeal.</li> <li>All visuals are appropriately introduced and interpreted.</li> <li>All visuals are documented according to the appropriate conventions (academic citation style or disciplinary approach).</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Minor changes in content, organization, or appearance would enhance the visuals in the work.</li> <li>Additional or more carefully-chosen visuals would improve the work.</li> <li>Some (but a minority of) visuals in the work serve a purely aesthetic purpose, and relate only tangentially to the work’s purpose and content.</li> <li>Additional context and interpretation of visuals would improve the work.</li> <li>The work contains few, minor documentation errors of visuals, or the information presented in visual format (according to academic citation style or disciplinary approach).</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>The work includes any visuals that are inappropriate to audience or context.</li> <li>Necessary visuals are missing from the work.</li> <li>Most (or all) visuals in the work serve a purely aesthetic purpose, and relate only tangentially to the work’s purpose and content.</li> <li>The work presents most (or all) visuals without context or interpretation.</li> <li>The work presents most (or all) visuals without documentation (according to academic citation style or disciplinary approach).</li> </ul>	
<b>Justification</b> (Self-Assessment)	<p>Students:</p> <ul style="list-style-type: none"> <li>Articulate a clear rationale for communication choices (purpose and audience, focus and organization, support and documentation, style and conventions, and visual communication).</li> <li>Self-assess the quality of their work (including process and product).</li> <li>Elicit and effectively use feedback to improve their work.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Student omits evaluation of one ESLO criterion.</li> <li>Student’s self-evaluation would be improved by a more rigorous analysis.</li> <li>Student’s self-evaluation addresses only process, or only product, but does not address both.</li> <li>A more rigorous approach to eliciting and using feedback would improve the work.</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Student omits discussion of multiple ESLO criteria.</li> <li>Student’s self-evaluation is cursory, facile, or is compromised by lack of insight (student overlooks obvious deficiencies in the work).</li> <li>Student demonstrates an inability or unwillingness to elicit or use feedback to improve the work.</li> </ul>	