

# Composition & Communication Rubric

Criteria	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence
	4	3	2	1	0
Student will demonstrate the ability to construct intelligible messages	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.	Assignment is incomplete.
Student will demonstrate the ability to construct messages with sound evidence	Demonstrates skillful use of high- quality, credible, relevant source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis appropriate for the discipline and genre of the assignment.	Demonstrates consistent use of credible, relevant source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis situated within the discipline and genre of the assignment.	Demonstrates an attempt to use credible and/or relevant source(s) but not enough to develop a coherent analysis or synthesis appropriate for the discipline and genre of the assignment.	Demonstrates an attempt to use source(s) without any interpretation/ evaluation to support ideas in the assignment.	Assignment is incomplete.
Student will demonstrate the ability to construct messages with sound reasoning	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	Assignment is incomplete.
Student will demonstrate the ability to construct messages that are appropriate for a specified audience	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Assignment is incomplete.
Student will demonstrate the ability to construct messages that are appropriate for a specified purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work by using appropriate, relevant, and compelling content.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context) by using appropriate, relevant, and compelling content.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions) by using appropriate and relevant content.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience) by using appropriate and relevant content.	Assignment is incomplete.
Student will demonstrate the ability to construct a message effectively for the selected form (Written, oral, and/or visual)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally, conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Assignment is incomplete.

<b>Student will demonstrate the ability to construct a message effectively for the selected form (written assignment only)</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct a message effectively for the selected form (Oral assignment only)</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct a message effectively for the selected form (visual assignment only)</b>	Digital project(s) informs/persuades/entertains/describes in a range of digital modes (text, video, audio, image) for specific rhetorical purposes and audiences via original composition and/or modified template.	Digital project(s) informs/persuades/entertains/describes in at least three digital modes for specific rhetorical purposes and audiences via original composition and/or modified template.	Digital project(s) informs/persuades/entertains/describes in at least two digital modes for specific rhetorical purposes and audiences via template driven composition.	Digital project(s) does not inform /persuade /entertain/describe in at least two digital modes; has unclear or no specific rhetorical purposes or audiences; relies exclusively on template-based design that is minimally modified or unmodified.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct messages with sound evidence (visual assignment only)</b>	Effectively demonstrates understanding of cultural, ideological, economic or other issue(s) related to digital media and can effectively argue or analyze such points in a print or digital composition.	Demonstrates acceptable understanding of cultural, ideological, economic or other issue(s) related to digital media and can argue or analyze such points in a print or digital composition.	Demonstrates minimal understanding of cultural, ideological, economic or other issue(s) related to digital media, supported by weak or ill-formed arguments and analysis in a print or digital composition.	Does not demonstrate understanding of cultural, ideological, economic or other issue(s) related to digital media; is not able to argue or analyze such points in a print or digital composition.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct messages with sound reasoning (visual assignment only)</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct messages that are appropriate for a specified audience (visual assignment only)</b>	Visual assignment (i.e., infographic) is very clear, organized, and visually appealing, with sophisticated design and visual representation of information. Minimal text is included, and is elegantly balanced with graphics. Use of space is elegantly balanced, color is used well, size of graphics and text are adjusted to represent importance of information, and contrast makes a compelling infographic that is easy to read and visually appealing. No photographs included.	Visual assignment (i.e., infographic) is clear, organized, and visually appealing, with coherent design and visual representation of information. Minimal text is included, and is balanced with graphics. Use of space is balanced, color is used well, size of graphics and text are adjusted to represent importance of information, and contrast makes the infographic easy to read and visually appealing. No photographs included.	Visual assignment (i.e., infographic) is somewhat clear, generally organized, and somewhat visually appealing, but the design is not entirely coherent, and there could be more/better visual representation of information. Too much text is included, and/or is not well balanced with visual elements. Elements of visual design overall could be stronger. Minimal photographs included.	Visual assignment (i.e., infographic) is unclear, unorganized, and/or lacks visual appeal. Too much text included, minimal visual representation of information, poor balance of visuals and text, and/or photographs included. Elements of visual design not integrated well/multiple elements of visual design not used thoughtfully.	Assignment is incomplete.

<b>Student will demonstrate the ability to construct messages that are appropriate for a specified purpose (visual assignment only)</b>	All information is presented in a coherent and cohesive way; connections among the information is very clear. Elements of the chosen communication theory are represented clearly and accurately. Visual assignment (i.e., infographic) contains a great variety of information from source(s) and is designed for a general audience.	All information is presented in a cohesive way; connections among the information are clear. Elements of the chosen communication theory are mostly represented clearly and accurately. Visual assignment (i.e., infographic) contains an appropriate variety of information from source(s) and is designed for a general audience	Most information is presented in a coherent way, but connections among the information could be clearer. Minimal elements of the chosen communication theory are represented, and/or these elements could be clearer or more accurate. Visual assignment (i.e., infographic) contains information from source(s) and is designed for a general audience.	Infographic is not designed for a general audience, and/or information is not cohesive; connections among the information are unclear. Elements of the chosen communication theory are not represented, or are unclear or inaccurate. Visual assignment (i.e., infographic) contains minimal information.	Assignment is incomplete.
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