

# ONU General Education Learning Outcome Rubric



## Effective communication:

Students demonstrate the written, oral and visual communication skills necessary to communicate professionally and effectively as responsible members of their organizations and their communities.

### Section 1 of 3: Written Communication

Dimensions	Does Not Meet Expectations	Developing	Meets Expectations	Proficient
<b>Overall Organization</b>	Thesis statement is unclear or absent Provides a structure and organization that is not cohesive or coherent	Provides a thesis statement that is somewhat developed Provides a structure and organization that is somewhat cohesive and coherent	Provides a thesis statement that is generally clear Provides a structure and organization that is generally cohesive and coherent	Provides a strong, clear thesis statement Provides a structure and organization that is strongly cohesive and coherent
<b>Paragraph Development</b>	Writes paragraphs that are underdeveloped, with topic sentences that are missing or unsupported	Writes paragraphs that are developed inconsistently, with topic sentences that are present, but not fully supported	Writes paragraphs that are generally well-developed, with topic sentences that are present and supported	Writes paragraphs that are well-developed, with strong, focused topic sentences that are fully supported
<b>Format and Style</b>	Demonstrates improper use of appropriate document formatting guidelines. Integrates quotations and exhibits inappropriately	Demonstrates inconsistent use of appropriate document formatting guidelines. Integrates quotations and exhibits inconsistently	Demonstrates appropriate use of appropriate document formatting guidelines. Integrates quotations and exhibits appropriately	Demonstrates excellent use of appropriate document formatting guidelines. Integrates quotations and exhibits effectively into the analysis
<b>Written Language Mechanics</b>	Writes sentences that are unclear or indirect	Writes sentences that are occasionally unclear, indirect or grammatically incorrect	Writes sentences that are generally clear, concise, and direct. Minor problems with grammar	Writes sentences that are consistently clear, concise, and direct and grammatically correct

**Section 2 of 3: Oral Communication**

<b>Dimensions</b>	<b>Does Not Meet Expectations</b>	<b>Developing</b>	<b>Meets Expectations</b>	<b>Proficient</b>
<b>Overall Organization of presentation</b>	<p>The central idea is not clearly stated and remains unclear or unidentified.</p> <p>The presentation moves from one point to the other in a disconnected manner, without regard to the objective.</p> <p>Key ideas are easily overlooked and important aspects of the thesis are not addressed.</p>	<p>The central idea is implied but not explicitly stated or communicated.</p> <p>The organizational pattern of the presentation does not adequately meet the audience’s needs or develop the thesis appropriately.</p> <p>There is lack of clarity regarding the purpose and only a few of the key ideas have been addressed.</p>	<p>The central idea of the presentation is completely and clearly presented.</p> <p>The organization of the presentation is generally logical and meets the audience’s needs.</p> <p>The presentation begins with a clear sense of purpose, but the presence of irrelevant content in some parts leads to digression from the central idea.</p>	<p>Proposes a clear central idea.</p> <p>The entire presentation is a cohesive piece in which the ideas developed support the thesis.</p> <p>The presentation leads naturally to a strong conclusion that summarizes the key points and leaves the audience with a clear message.</p>
<b>Argument and Rhetoric</b>	<p>Presentation lacks an identifiable central message.</p> <p>Presentation does not rely on credible evidence, or form a valid and true outcome.</p>	<p>Presentation contains an identifiable central message, but it argues from a false premise or attempts to prove the null hypothesis.</p> <p>Argument is not fully supported by credible evidence; the outcome is either invalid or valid but untrue.</p> <p>Unable to answer basic objections to their conclusions</p>	<p>Presentation contains a significant central message, with valid and true outcome adequately supported by evidence and logic.</p> <p>Able to answer basic objections to their conclusions.</p>	<p>Presentation contains a compelling central message, with a valid and true outcome fully supported by evidence and logic.</p> <p>Able to answer basic and (at least some) more advanced/sophisticated objections to their conclusions.</p>
<b>Connection with audience</b>	<p>Makes little or no attempt to connect with the audience.</p> <p>Does not attempt to go over or elucidate content.</p> <p>Unable to answer questions asked by the audience.</p> <p>Avoids looking at the audience.</p>	<p>Speech fails to demonstrate conviction when attempting to involve the audience.</p> <p>Rarely summarizes or clarifies content to meet audience’s needs.</p> <p>Makes a feeble attempt at answering questions.</p> <p>Attempts to draw the audience into the presentation through eye contact.</p>	<p>Uses some basic rhetorical strategies to gain audience engagement.</p> <p>Reasonably alert to audience’s needs and frequently re-states and clarifies appropriately.</p> <p>Answers questions reasonably well.</p> <p>Relates to the audience through eye contact.</p>	<p>Encourages audience involvement through a variety of communication strategies: questions, humor, anecdotes, facial expression, body language, response to audience’s concerns.</p> <p>Effectively summarizes and clarifies content and questions when necessary to meet audience’s needs.</p> <p>Answers questions thoughtfully and appropriately.</p> <p>Shows confidence and interest through effective eye contact with the audience.</p>
<b>Verbal and nonverbal delivery</b>	<p>Struggles with the language and does not demonstrate command over grammar.</p>	<p>Errors in grammar impede communication.</p> <p>Excessive use of the passive voice</p>	<p>Minor problems with grammar.</p> <p>Sentences are generally correct, but routine and functional.</p>	<p>Uses correct grammar and active verbs.</p> <p>Speaks confidently and clearly</p>

<p>Mispronounces common words and speaks in a disjointed manner. Speaker is largely unaware of the use or importance of nonverbal cues in a message.</p>	<p>and incorrect use of modifiers impedes clarity of communication. Poor choice of words and expressions (trendy jargon, slang, and clichés) impedes clarity of communication. Nonverbal cues are used to support the message, but sometimes are incongruent with language use and context, or are distracting to the overall message.</p>	<p>Speaks quite confidently but needs to improve enunciation. Nonverbal cues are strategically used to emphasize spoken message.</p>	<p>and pronounces words correctly. Successfully implements effective nonverbal delivery skills.</p>
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**Section 3 of 3: Visual Communication**

Dimensions	Does Not Meet Expectations	Developing	Meets Expectations	Proficient
<b>Organization of Content</b>	<p>The purpose or the central idea is not present or does not come out effectively.</p> <p>All parts of the visual do not contribute toward the communication of the central idea, resulting in a seeming lack of focus.</p>	<p>There is general lack of clarity regarding the purpose and only a few of the key ideas are presented effectively.</p> <p>The visual creates some impact that ties in a few key aspects effectively.</p>	<p>The presentation appears to have a clear central idea, but the presence of some irrelevant content in some parts leads to digression from the central purpose.</p> <p>The visual creates an impact that ties in most aspects effectively, in a focused manner.</p>	<p>Presents a clear and compelling central idea or the purpose of the presentation/visual.</p> <p>Presents the content in a clearly identifiable format.</p> <p>The visual leads naturally to a strong impact that ties in all aspects effectively, in a focused manner.</p>
<b>Facilitates Communication of Content and Purpose</b>	<p>Audience finds difficulty in following most parts of the visual.</p> <p>Does not attempt to assist the audience in following the logic of the ideas expressed.</p> <p>Errors in grammar impede communication.</p>	<p>Audience finds difficulty in following some parts of the visual. Attempts to assist the audience in following the logic of the ideas expressed.</p> <p>Grammatical errors impede communication to an extent.</p>	<p>Presents information in a reasonably coherent sequence.</p> <p>Assists the audience in following the logic of the ideas expressed.</p> <p>Contains minor grammatical errors.</p>	<p>Presents information in a coherent, interesting sequence.</p> <p>Assists the audience in following the logic of the ideas expressed.</p> <p>Is essentially free of grammatical errors.</p>
<b>Connection with the audience</b>	<p>Visual presentation does not seem planned with the audience in mind.</p> <p>Does not facilitate communication of the message or hold audience interest.</p> <p>Does not quite anticipate audience expectations/ questions in advance.</p>	<p>Attempts to plan visual presentation with the audience in mind, but not very effectively.</p> <p>Partially facilitates communication of the message and attempts to hold audience interest to some extent.</p> <p>Anticipates audience expectations/ questions in advance to some extent and designs the visual accordingly.</p>	<p>Visual presentation seems planned with the audience in mind.</p> <p>Facilitates communication of the message and attempts to hold audience interest to reasonable extent.</p> <p>Anticipates audience expectations/ questions in advance to some extent and designs the visual accordingly.</p>	<p>Plans the visual presentation with the audience in mind.</p> <p>Facilitates communication of the message and holds audience interest.</p> <p>Correctly anticipates audience expectations/ questions in advance and designs the visual accordingly.</p>
<b>Aesthetic aspects that facilitate effective communication</b>	<p>Presentation is not easily comprehensible and some parts appear ambiguous. Does not use appropriate and well-designed images, charts, tables, illustrations, pictures.</p>	<p>Presentation is adequate but does not stand out. Is comprehensible though some parts appear ambiguous.</p> <p>Inconsistent or rare use of well-designed images, charts, tables, illustrations, pictures.</p>	<p>Presentation is eye-catching, vivid and stands out reasonably effectively.</p> <p>Is easily comprehensible.</p> <p>Uses adequately appropriate and well-designed images, charts, tables, illustrations, pictures.</p>	<p>Presentation is eye-catching, vivid and stands out distinctively.</p> <p>Is easily comprehensible.</p> <p>Uses appropriate and well-designed images, charts, tables, illustrations, pictures.</p>