**CLO Rubric Development Project Report Form I**

**Core Learning Outcome: Communicate Effectively**

**Discipline and Faculty: Speech and Communication Studies –Barbara Breaden and Mara Levin**

| **Dimension Assessed\*** | **Accomplished**  **4** | **Proficient**  **3** | **Developing**  **2** | **Beginning**  **1** |
| --- | --- | --- | --- | --- |
| **Select** an effective and appropriate medium (such as face-to-face, written, broadcast, or digital) for conveying the message | Medium enhances message by achieving fullness of meaning and nuance.  Skilled and creative use of medium. | Medium able to convey superficial and deeper meaning without obscuring or losing parts of message.  Demonstrates experience in use of medium. | Medium conveys some, not all, aspects of message; calls attention to itself, artistically or inartistically, detracting from message.  Needs practice in use of medium. | Medium not optimal for task; may contradict or be unable to convey message intent.  Needs instruction in use of medium. |
| **Create and express** messages with clear language and nonverbal forms appropriate to the audience and cultural context | Language and nonverbal messages clearly and vividly express meaning; demonstrates awareness of and sensitivity to receiver’s knowledge, culture, and background.  Message reaches beyond limited viewpoint to relate to alternate perspectives. | Language and nonverbal messages clearly convey meaning and demonstrate awareness of receiver’s knowledge, culture, and background  Message clarifies a personal viewpoint and demonstrates openness to alternate perspectives. | Language and nonverbal messages confuse or obscure meaning.  Message may not be appropriate to the receiver’s knowledge, culture, and background.  Message does not adapt to variations in perspective. | Requires significant clarification of meaning.  Needs training in language usage and impacts of nonverbal behavior, such as sensitivity to audience and cultural context.  Demonstrates limited perspective. |
| **Organize** the message to adapt to cultural norms, audience, purpose, and medium | Organization illuminates the purpose, enhances comprehension.  Includes clear transitions; suits diverse receivers; meets instructional requirements.  Medium complements structure. | Organization supports purpose and comprehension.  Includes recognizable flow of ideas.  Structure adaptable to diverse receivers and to medium. | Occasionally disjointed or awkward, making purpose and content difficult to grasp.  Flow of ideas may be challenging to grasp.  Structure not optimal for the medium. | Organization not apparent; unconnected elements make purpose and meaning difficult to discern.  Structure may be unsuitable for the medium. |
| **Support** assertions with contextually appropriate, accurate examples, graphics, and quantitative information | Incorporates and attributes sufficient contextually appropriate, creative, ethical, and accurate support for assertions. | Incorporates some relevant supportive information, mostly ethical and accurate.  Appropriately attributes most, but not all, sources. | Includes supportive information, but often asserts claims with weak, limited, or inaccurate support.  Needs to attribute sources more consistently. | May require instruction in locating and incorporating supportive information and in supporting assertions with examples, graphics, and quantitative information. |
| **Attend** to messages, check for shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension | Actively checks perceptions, validates interpretations, and seeks to identify sources of misunderstanding. Signals comprehension while willing to admit non-comprehension | Occasionally seeks to validate shared meaning.  Able to identify sources of misunderstanding and signal comprehension or non-comprehension | Infrequently seeks shared meaning.  May resist signaling confusion or non-comprehension | Neglects focus on received message.  Assumes understanding without validating perceptions or indicating confusion. |
| **Demonstrate** honesty, openness to alternative views, and respect for others' freedom to dissent | Consistently seeks accuracy, demonstrates commitment to honesty.  Seeks contradictory information to ensure balanced perspective. Welcomes others’ freedom to dissent | Accurately reports information.  Able to take another’s perspective.  Shows openness, support for alternate views, respect for dissenting positions. | Rarely deviates from personal views.  Shows some difficulty taking perspective of another.  May distort information to bolster own position. | Demonstrates attachment to personal views and resists alternatives.  May resist or demonstrate disrespect for other’s freedom to dissent. Misrepresents or simplifies information to bolster a personal position. |