**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. |