**Communication Rubric**

THECB Definition: The Ability to demonstrate effective development, interpretation, and expression of ideas through written, visual, and oral communication.

**Written Communication**

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| **SLO’s/Indicators** | **Exemplary****4** | **Proficient****3** | **Emerging****2** | **Insufficient****1** | **Incomplete****0** |
| **Thesis** | Thesis is clear and all elements effectively support and build upon it | Thesis is clear and includes some supportive elements | Thesis is clear, but has one or two digressive or unsupportive elements | Thesis is unclear, and has insufficient support | Thesis is missing and has no support |
| **Introduction** | Introduction is present, clear, and uses a creative pattern of development to emphasize the main points or support the written text | Introduction is present and clear | Introduction is present and somewhat clear | Introduction is present and weak | Introduction is missing |
| **Transitions** | Transitions are logical, flow well, and use a creative pattern of development to emphasize the main points or further support the written text | Transitions are logical, flow well, and further support the written text | Transitions are logical and flow well | Transitions are not always logical or do not always flow well | Transitions are never used |
| **Conclusion** | Conclusion is present, clear, and uses a creative pattern of development to emphasize the main parts or support the written text | Conclusion is present and clear | Conclusion is present and somewhat clear | Conclusion is vague | Conclusion is not evident |
| **Organization** | Structural elements are extremely well organized | Structural elements are well organized | Structural elements are somewhat organized | Structural elements are somewhat disorganized | Structural elements are very disorganized |
| **Style** | Has a flair for style with sustained grammatical accuracy | Has an effective style with few interfering grammatical errors | Has an inconsistent style or grammatical errors, but the meaning is not compromised | Has an obstructive style and grammatical errors | Has an offensive style and glaring grammatical errors |

**Visual Communication (if applicable)**

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| **SLO’s/Indicators** | **Exemplary****4** | **Proficient****3** | **Emerging****2** | **Insufficient****1** | **Incomplete****0** |
| **Theme** | Theme or intent is present and symbolism or many unique incorporates complex elements | Theme or intent is present and incorporates symbolism or some unique elements | Theme or intent is present, obvious, and literal | Theme or intent lacks focus and cannot be interpreted | Theme or intent not evident |
| **Organization** | Structural elements are extremely well organized | Structural elements are well organized | Structural elements are somewhat organized | Structural elements are somewhat disorganized | Structural elements are very disorganized |
| **Style** | Has a creative presentation style that clearly engages the audience | Has an appropriate style for artifact/venue that clearly engages the audience | Has an appropriate style for artifact/venue | Has a somewhat obstructive style that is not the best choice for artifact/venue | Has a style that is not appropriate for artifact/venue |
| **Proportion and Scale** | Relationship is excellent between parts and the whole and excellent sense of scale in comparison to like objects | Relationship is good between parts and the whole and good sense of scale in comparison to like objects | Relationship is appropriate between parts and the whole and appropriate sense of scale in comparison to like objects | Relationship is weak between parts and the whole OR limited sense of scale in comparison to like objects | Relationship not evident between parts and the whole OR poor sense of scale in comparison to like objects |
| **Rhythm and Motion** | Progression or repetition of elements is excellent and produces dynamic artifact | Progression or repetition of elements is good and artifact works together well as a whole | Progression or repetition of elements is adequate | Progression or repetition of elements is random or repetitive | Progression or repetition of elements is not evident; artifact is static |

**Oral Communication (if applicable)**

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| **SLO’s/Indicators** | **Exemplary****4** | **Proficient****3** | **Emerging****2** | **Insufficient****1** | **Incomplete****0** |
| **Focus** | Focus is clear and all elements effectively support and build upon the topic | Focus is clear and includes some supportive elements | Focus is mostly clear | Focus is unclear | Focus is not evident |
| **Introduction** | Introduction is present, clear, and uses a creative pattern of development to emphasize the main points or support the focus | Introduction is present and clear | Introduction is present and somewhat clear | Introduction is present and weak | Introduction is missing |
| **Transitions** | Transitions are logical, flow well, and use a creative pattern of development to emphasize the main points or further support the focus | Transitions are logical, flow well, and further support the focus | Transitions are logical and flow well | Transitions are not always logical or do not always flow well | Transitions are never used |
| **Conclusions** | Conclusion is present, clear, and uses a creative pattern of development to emphasize the main parts or support the focus | Conclusion is present and clear | Conclusion is present and somewhat clear | Conclusion is vague | Conclusion is not evident |
| **Organization** | Structural elements are extremely well organized | Structural elements are well organized | Structural elements are somewhat organized | Structural elements are somewhat disorganized | Structural elements are very disorganized |
| **Style** | Has a creative presentation style that is appropriate and clearly engages the audience | Has a presentation style that is appropriate and clearly engages the audience | Has an appropriate style, but does not engage the audience | Has an obstructive style and does not engage the audience | Has an offensive style and does not engage the audience |
| **Oral Presentation Style** | Is artful in the of delivery and style | Is prepared and conversational, with few vocalized pauses) | Is prepared with adequate vocal variety | Is stiff with little vocal variety | Is obviously unrehearsed in its delivery |
| **Nonverbal Presentation Style** | Has strong eye contact, uses mannerisms that enhance the speech, and appears spontaneous and natural | Has eye contact with the majority of the audience and mannerisms that enhance the speech | Has adequate eye contact and mannerisms that neither distract nor enhance | Has dependence on notes and some distracting mannerisms | Has complete dependence on notes and distracting mannerisms |
| **Visual Aids** | Effective visual aid(s) used that greatly enhance the presentation | Good visual aid(s) used that somewhat enhance the presentation | Visual aid(s) that did not enhance the presentation | Weak visual aid(s) used | No visual aid(s) used |