

Texas A&M International University

2014 Core Curriculum Rubric for *Communication*¹

	Exemplary 4	Accomplished 3	Competent 2	Beginning 1	Deficient 0
Focus	<ul style="list-style-type: none"> ▪ Assignment is addressed in an innovative way ▪ Purpose is multi-faceted or complex ▪ Audience, occasion, or situation is addressed innovatively 	<ul style="list-style-type: none"> ▪ Assignment is completely and clearly addressed ▪ Nearly always maintains a clear, central purpose ▪ Audience, occasion, or situation fully addressed 	<ul style="list-style-type: none"> ▪ Assignment is mostly addressed ▪ Frequently maintains a clear, central purpose ▪ Audience, occasion, or situation mostly addressed 	<ul style="list-style-type: none"> ▪ Assignment is somewhat addressed ▪ Sometimes maintains a clear, central purpose ▪ Audience, occasion, or situation somewhat addressed 	<ul style="list-style-type: none"> ▪ Assignment is partially or unclearly addressed ▪ Infrequently maintains a clear, central purpose ▪ Audience, occasion, or situation inadequately addressed
Organization & Development	<ul style="list-style-type: none"> ▪ Components/Sections exceed content expectations ▪ Always follows logical sequencing of ideas, paragraphing, or prescribed sectioning ▪ Effective and subtle transitions ▪ Fully developed and complex topic 	<ul style="list-style-type: none"> ▪ Components/Sections completely meet content expectations ▪ Nearly always follows logical sequencing of ideas, paragraphing, or prescribed sectioning ▪ Nearly always includes effective transitions ▪ Fully developed topic 	<ul style="list-style-type: none"> ▪ Components/Sections mostly meet content expectations ▪ Frequently follows logical sequencing of ideas, paragraphing, or prescribed sectioning ▪ Frequently includes effective transitions ▪ Mostly developed topic 	<ul style="list-style-type: none"> ▪ Components/Sections somewhat meet content expectations ▪ Sometimes follows logical sequencing of ideas, paragraphing or prescribed sectioning ▪ Sometimes includes effective transitions ▪ Somewhat developed topic 	<ul style="list-style-type: none"> ▪ Components/Sections partially meet content expectations ▪ Infrequently follows logical sequencing of ideas, paragraphing or prescribed sectioning ▪ Infrequently includes effective transitions ▪ Underdeveloped or overly simplistic topic
	<ul style="list-style-type: none"> ▪ Always refers to, explains, and integrates the use of graphics or other media ▪ Always uses time effectively 	<ul style="list-style-type: none"> ▪ Nearly always refers to, explains, and integrates the use of graphics or other media ▪ Nearly always uses time effectively 	<ul style="list-style-type: none"> ▪ Frequently refers to, explains, and integrates the use of graphics or other media ▪ Frequently uses time effectively 	<ul style="list-style-type: none"> ▪ Sometimes refers to, explains, and integrates the use of graphics or other media ▪ Sometimes uses time effectively 	<ul style="list-style-type: none"> ▪ Infrequently refers to, explains, or integrates the use of graphics or other media ▪ Infrequently uses time effectively
	<ul style="list-style-type: none"> ▪ Movement/Shape/Composition exceeds expectations ▪ Artwork fully and innovatively formed/performed as expected 	<ul style="list-style-type: none"> ▪ Movement/Shape/Composition completely meets expectations ▪ Artwork fully formed/performed as expected 	<ul style="list-style-type: none"> ▪ Movement/Shape/Composition mostly meets expectations ▪ Artwork mostly formed/performed as expected 	<ul style="list-style-type: none"> ▪ Movement/Shape/Composition somewhat meets expectations ▪ Artwork somewhat formed/performed as expected 	<ul style="list-style-type: none"> ▪ Movement/Shape/Composition incompletely meets expectations ▪ Artwork incompletely formed/performed as expected
Style & Sentence	<ul style="list-style-type: none"> ▪ Sentence length and structure always meet expectations ▪ Always uses clear syntax ▪ Always uses effective tone ▪ Always uses effective language 	<ul style="list-style-type: none"> ▪ Sentence length and structure nearly always meet expectations ▪ Nearly always uses clear syntax ▪ Nearly always uses effective tone 	<ul style="list-style-type: none"> ▪ Sentence length and structure often meet expectations ▪ Frequently uses clear syntax ▪ Frequently uses effective tone ▪ Frequently uses effective language 	<ul style="list-style-type: none"> ▪ Sentence length and structure sometimes meet expectations ▪ Sometimes uses clear syntax ▪ Sometimes uses effective tone ▪ Sometimes uses effective language 	<ul style="list-style-type: none"> ▪ Sentence length and structure infrequently meet expectations ▪ Infrequently uses clear syntax ▪ Infrequently uses effective tone ▪ Infrequently uses effective language

¹ Rubric developed during SP 2013 by members of the 2014 Core-Curriculum Sub-Committee for “Communication.”

NOTE: Areas shaded in blue are meant to address the peculiarities of some disciplines (e.g., dance, sculpting) for a given domain.

NOTE: Areas shaded in peach are meant to address the peculiarities of oral/visual communication (e.g., hand gestures, volume) for a given domain.

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Structure	<ul style="list-style-type: none"> ▪ No wordiness 	<ul style="list-style-type: none"> ▪ Nearly always uses effective language ▪ Very little wordiness 	<ul style="list-style-type: none"> ▪ Little wordiness 	<ul style="list-style-type: none"> ▪ Some wordiness 	<ul style="list-style-type: none"> ▪ Wordy
	<ul style="list-style-type: none"> ▪ Innovative use of effective media/materials ▪ Innovative use of effective design concepts 	<ul style="list-style-type: none"> ▪ Nearly always uses effective media/ materials ▪ Nearly always uses effective design concepts 	<ul style="list-style-type: none"> ▪ Frequently uses effective media/ materials ▪ Frequently uses effective design concepts 	<ul style="list-style-type: none"> ▪ Sometimes uses effective media/materials ▪ Sometimes uses effective design concepts 	<ul style="list-style-type: none"> ▪ Infrequently uses effective media/materials ▪ Infrequently uses effective design concepts
Grammar and/or Mechanics	<ul style="list-style-type: none"> ▪ No errors ▪ Innovative use of appropriate format/space/movement 	<ul style="list-style-type: none"> ▪ Very few errors ▪ Always uses appropriate format/space/movement 	<ul style="list-style-type: none"> ▪ A few errors ▪ Frequently uses the appropriate format/space/ Movement 	<ul style="list-style-type: none"> ▪ Many errors ▪ Sometimes uses the appropriate format/space/ movement 	<ul style="list-style-type: none"> ▪ Excessive errors ▪ Infrequently uses the appropriate format/space/ Movement
	<ul style="list-style-type: none"> ▪ Always uses effective gestures ▪ Always uses appropriate voice and volume ▪ Always maintains poise ▪ Always maintains eye-contact ▪ Always effectively interacts with the audience 	<ul style="list-style-type: none"> ▪ Nearly always uses effective gestures ▪ Nearly always uses appropriate voice and volume ▪ Nearly always maintains poise ▪ Nearly always maintains eye-contact ▪ Nearly always effectively interacts with the audience 	<ul style="list-style-type: none"> ▪ Frequently uses effective gestures ▪ Frequently uses appropriate voice and volume ▪ Frequently maintains poise ▪ Frequently maintains eye-contact ▪ Frequently effectively interacts with the audience 	<ul style="list-style-type: none"> ▪ Sometimes uses effective gestures ▪ Sometimes uses appropriate voice and volume ▪ Sometimes maintains poise ▪ Sometimes maintains eye-contact ▪ Sometimes interacts with the audience 	<ul style="list-style-type: none"> ▪ Infrequently uses effective gestures ▪ Infrequently uses appropriate voice and volume ▪ Infrequently maintains poise ▪ Infrequently maintains eye-contact ▪ Infrequently interacts with the audience
Research	<ul style="list-style-type: none"> ▪ Sources are exceptional ▪ Uses several more sources than required ▪ Intricately incorporates sources ▪ Always uses appropriate documentation ▪ Complete absence of plagiarism 	<ul style="list-style-type: none"> ▪ All sources are appropriate ▪ Uses a few more sources than required ▪ Always incorporates sources effectively ▪ Always uses appropriate documentation ▪ Complete absence of plagiarism 	<ul style="list-style-type: none"> ▪ Most sources are appropriate ▪ Uses the number of sources required ▪ Frequently incorporates sources effectively ▪ Frequently uses appropriate documentation ▪ Complete absence of plagiarism 	<ul style="list-style-type: none"> ▪ Some sources are appropriate ▪ Uses fewer sources than required ▪ Sometimes incorporates sources effectively ▪ Sometimes uses appropriate documentation ▪ Complete absence of plagiarism 	<ul style="list-style-type: none"> ▪ Few sources are appropriate ▪ Does not use sources as required ▪ Infrequently incorporates sources effectively ▪ Infrequently uses appropriate documentation ▪ Complete absence of plagiarism
	<ul style="list-style-type: none"> ▪ Artwork/Performance exhibits innovative use of research ▪ Artwork/Performance creatively incorporates expected research 	<ul style="list-style-type: none"> ▪ Artwork/Performance fully exhibits expected research requirement ▪ Artwork/Performance fully incorporates expected research 	<ul style="list-style-type: none"> ▪ Artwork/Performance mostly exhibits expected research requirement ▪ Artwork/Performance mostly incorporates expected research 	<ul style="list-style-type: none"> ▪ Artwork/Performance somewhat exhibits expected research requirement ▪ Artwork/Performance somewhat incorporates expected research 	<ul style="list-style-type: none"> ▪ Artwork/Performance partially exhibits expected research requirement ▪ Artwork/Performance partially incorporates expected research

Note: All artifacts submitted for the CLO “Communication” will be assessed using the domains of Focus, Organization/Development, Style/Sentence Structure, Grammar/Mechanics, and Research. Because of the

unique nature of “communication” as expressed in the Fine and Performing Arts, the rubric includes modified descriptors, shaded in blue, for some of the domains. Additionally, the unique qualities that make up “oral and visual” communication are shaded in peach.