# Essential Skill: Communication

This rubric was created using the *NMHED Essential Skill Rubrics* and the Association of American Colleges and Universities (AAC&U) *Written Communication VALUE Rubric*.

Retrieved from <https://www.aacu.org/value-rubrics>

Courses in this area should begin to prepare students for communication in subsequent college courses, the workplace, personal and social spheres, and civic life. The courses should prepare students to become versatile communicators who can respond to a diverse range of audiences, purposes, and contexts with appropriate texts and performances in various media.

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| **Dimension** | **0 = No Evidence** | **1 = Emerging** | **2 = Developing** | **3 = Proficient** |
| **Genre and Disciplinary Conventions:**  Use formal and informal rules/registers appropriate for the particular audience, community, purpose, context, and kind of text and/or media at hand; use them to guide formatting, organization, and stylistic choices. | No evidence of genre and disciplinary conventions for organization, presentation, or content is present. | Some attempts to use a consistent system for basic organization and presentation are evident, but ones not necessarily appropriate or consistent with the genre or discipline. | It is evident that some basic organization, content, and presentation follows from conventions to a specific discipline, genre, and/or writing task. | Consistent use of important conventions particular to a specific discipline, genre, and/or writing task—including organization, content, presentation, and stylistic choices—is evident. |
| **Strategies for Understanding and Evaluating Messages:**  Apply strategies such as reading/analyzing for main points or themes; recognizing the variety of rhetorical situations and accompanying strategies that may contextualize messages; locating supportive documentation for arguments to understand and evaluate messages in terms of the rhetorical situation. | No strategies for understanding and evaluating messages is evident. | One or more strategies for understanding and evaluating messages is present, describing the central idea of a message. | Several strategies to understand and evaluate messages are present, demonstrating awareness that different rhetorical situations may require different strategies. | A wide range of strategies for understanding and evaluating messages are present. Further, the effectiveness of these strategies for interpreting messages in different rhetorical situations are evaluated. |
| **Evaluation and Production of Arguments:**  Recognize and evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. | Neither an understanding of the varying degrees of authority in sources or the distinction between supported and unsupported claims is evident; no claims are made. | An understanding that sources have varied authority and that claims can be facts, opinions, inferences, and supported or unsupported is present, but no further evaluation is given; it is apparent that any claims made or developed are minimally supported. | There is an evaluation of one or more source’s authority; there is work distinguishing among facts, opinions, and inferences; claims that are supported or unsupported are identified; any claims made or developed are somewhat supported by relevant arguments. | Claims that are supported by evidence and reasoning are identified and further developed; arguments of others are evaluated and integrated into the written and spoken arguments in the work. |

**Student Artifact Guidelines:** Written documents and oral and electronic presentations should prepare students for or resemble those that graduates of the department or program typically perform for their work or lives. For instance, if assessment of recent graduates from a finance program determines that its alumni take jobs requiring them to address their communications almost exclusively to lay audiences for the purpose of recommending sound, personalized investment strategies, then students’ ability to deliver effective performances in that genre, for that audience, and about similar ill-structured problems (with no single “right” answer) would be an appropriate measure of the competency.