

This rubric is a tool for Chairs/Disciplines in completing Purposeful Mapping.

COMMUNICATION SKILLS

		<i>If all content is taught in this area, please check the focus area for purposeful mapping.</i>			<i>Do not map.</i>
<i>Focus Area</i>		<i>[Instructor Teaches] Student Thoroughly Meets Expectations</i>	<i>[Instructor Teaches] Student Adequately Meets Expectations</i>	<i>[Instructor Teaches] Student Minimally Meets Expectations</i>	<i>Does Not Apply to This Course</i>
Written	<i>[The instructor will teach and] Students will develop correct writing using standard American English (or other language as appropriate).</i>	The student thoroughly demonstrates the ability to develop correct writing using American English (or other language as appropriate) to include being coherent, evidence base, organized, and grammatically correct.	The student adequately demonstrates the ability to develop correct writing using American English (or other language as appropriate) to include being coherent, evidence base, organized, and grammatically correct.	The student minimally demonstrates the ability to develop correct writing using American English (or other language as appropriate) to include being coherent, evidence base, organized, and grammatically correct.	The student does not minimally demonstrate the ability to develop correct writing using American English (or other language as appropriate) to include being coherent, evidence base, organized, and grammatically correct.
	<i>[The instructor will teach and] Students will develop writings with credible and relevant sources that appropriately borrow and reference information according to documentation style guidelines where applicable.</i>	The student thoroughly demonstrates the ability to develop writings with credible and relevant sources that appropriately borrow and reference information according to documentation style guidelines where applicable to include credible sources, relevant sources, appropriately borrowed sources, reference information.	The student adequately demonstrates the ability to develop writings with credible and relevant sources that appropriately borrow and reference information according to documentation style guidelines where applicable to include credible sources, relevant sources, appropriately borrowed sources, reference information.	The student minimally demonstrates the ability to develop writings with credible and relevant sources that appropriately borrow and reference information according to documentation style guidelines where applicable to include credible sources, relevant sources, appropriately borrowed sources, reference information.	The student does not minimally demonstrate the ability to develop writings with credible and relevant sources that appropriately borrow and reference information according to documentation style guidelines where applicable to include credible sources, relevant sources, appropriately borrowed sources, reference information.

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Focus Area		[Instructor Teaches] Student Thoroughly Meets Expectations	[Instructor Teaches] Student Adequately Meets Expectations	[Instructor Teaches] Student Minimally Meets Expectations	Does Not Apply to This Course
Oral	[The instructor will teach and] Students will demonstrate appropriate speaking techniques based on delivery of verbal elements.	The student thoroughly demonstrates appropriate speaking techniques based on delivery of verbal elements to include pitch, volume, variety, fluency, rate, pronunciation, articulation, and vocal pauses.	The student adequately demonstrates appropriate speaking techniques based on delivery of verbal elements to include pitch, volume, variety, fluency, rate, pronunciation, articulation, and vocal pauses.	The student minimally demonstrates appropriate speaking techniques based on delivery of verbal elements to include pitch, volume, variety, fluency, rate, pronunciation, articulation, and vocal pauses.	The student does not minimally demonstrate appropriate speaking techniques based on delivery of verbal elements to include pitch, volume, variety, fluency, rate, pronunciation, articulation, and vocal pauses.
	[The instructor will teach and] Students will demonstrate appropriate speaking techniques based on delivery of non-verbal elements.	The student thoroughly demonstrates appropriate speaking techniques based on delivery of non-verbal elements to include eye contact, gesture, movement, vitality, facial expression, or visual aids.	The student adequately demonstrates appropriate speaking techniques based on delivery of non-verbal elements to include eye contact, gesture, movement, vitality, facial expression, or visual aids.	The student minimally demonstrates appropriate speaking techniques based on delivery of non-verbal elements to include eye contact, gesture, movement, vitality, facial expression, or visual aids.	The student does not minimally demonstrate appropriate speaking techniques based on delivery of non-verbal elements to include eye contact, gesture, movement, vitality, facial expression, or visual aids.

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Focus Area		[Instructor Teaches] Student Thoroughly Meets Expectations	[Instructor Teaches] Student Adequately Meets Expectations	[Instructor Teaches] Student Minimally Meets Expectations	Does Not Apply to This Course
Visual	[The instructor will teach and] Students will demonstrate visual communication through formal processes.	The student thoroughly demonstrates visual communication through formal processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student adequately demonstrates visual communication through formal processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student minimally demonstrates visual communication through formal processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student does not minimally demonstrate visual communication through formal processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.
	[The instructor will teach and] Students will demonstrate visual communication through conceptual processes.	The student thoroughly demonstrates visual communication through conceptual processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student adequately demonstrates visual communication through conceptual processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student minimally demonstrates visual communication through conceptual processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student does not minimally demonstrate visual communication through conceptual processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.
	[The instructor will teach and] Students will demonstrate visual communication through linguistic processes.	The student thoroughly demonstrates visual communication through linguistic processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student adequately demonstrates visual communication through linguistic processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student minimally demonstrates visual communication through linguistic processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student does not minimally demonstrate visual communication through linguistic processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.
	[The instructor will teach and] Students will demonstrate visual communication through technical processes.	The student thoroughly demonstrates visual communication through technical processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student adequately demonstrates visual communication through technical processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student minimally demonstrates visual communication through technical processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.	The student does not minimally demonstrate visual communication through technical processes to include major movements, periods, artists, stylistic, characteristics, works of art, or completion of creative works.