

# Hutchinson Community College's Communication Rubric

(Modified from AAC&U's Reading, Written Communication, and Oral Communications VALUE Rubrics)

Criteria	Exemplary	Proficient	Inadequate
<b>Reading</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message(s) (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Understands the author's explicit message(s); draws basic inferences about context and purpose of text.	Unable to understand the author's message(s) and/or does not draw basic inferences about context and purpose of text.
<b>Writing</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, presentation, formatting, and stylistic choices. Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Does not follow expectations appropriate to a specific discipline and/or does not use a consistent system for basic organization, content, presentation, formatting, and stylistic choices. Errors in usage at times impede meaning.
<b>Listening</b>	Is attentive, courteous, and sensitive to the ideas, tone, and purpose of presentation. Demonstrates intellectual curiosity, attention to the task, and sensitivity to others to help create a productive climate for the open expression of ideas.	Is courteous and willing to listen to and consider the ideas of others. Does not hinder the open expression of ideas.	Is unwilling to listen to and/or consider the ideas of others and may hinder the open expression of ideas through inappropriate nonverbal or verbal behavior.
<b>Speaking</b>	Language choices and supporting materials are imaginative, memorable, and compelling, and enhance the effectiveness of presentation. Language is appropriate to the audience. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make presentation compelling, and speaker appears polished and confident.	Language choices and supporting materials are thoughtful and generally enhance the effectiveness of presentation. Language is appropriate to the audience. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make presentation interesting, and speaker appears comfortable.	Language choices are unclear and minimally support the effectiveness of presentation. Language is not appropriate to the audience. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of presentation, and/or speaker appears uncomfortable.