

MTSU QEP—MT Engage
Communication Rubric Draft
(Based on the AAC&U rubrics for written and oral communication)

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Fails to Meet Benchmark 0	Not Applicable
Context, Audience, Purpose	Demonstrates a consistent understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates some awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., little awareness of audience's perceptions and assumptions).		
Organization and Structure	Demonstrates a clear and consistent understanding of organization and structure appropriate to the audience, purpose, discipline, and genre. An appropriate organizational pattern (e.g., explicit opening and closing, sequenced material within the body, and transitions) is clear and consistent throughout.	Demonstrates an adequate awareness of organization and structure appropriate to the audience, purpose, discipline, and genre. An appropriate organizational pattern (e.g., explicit opening and closing, sequenced material within the body, and transitions) is adequate throughout.	Demonstrates some awareness of organization and structure appropriate to the audience, purpose, discipline, and genre. An appropriate organizational pattern (e.g., explicit opening and closing, sequenced material within the body, and transitions) is observable throughout most of the work.	Demonstrates minimal awareness of organization and structure appropriate to the audience, purpose, discipline, and genre. An appropriate organizational pattern (e.g., explicit opening and closing, sequenced material within the body, and transitions) is observable in some parts of the work.		

Content Development	Uses appropriate, relevant, and compelling content to thoroughly develop all ideas and shape the whole work. If appropriate to the task, demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre.	Uses appropriate, relevant, and compelling content to adequately develop ideas and shape the whole work. If appropriate to the task, demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the discipline and genre.	Uses appropriate and relevant content to develop ideas through most of the work. If appropriate to the task, demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre.	Uses appropriate and relevant content to develop ideas in some parts of the work. If appropriate to the task, demonstrates an attempt to use sources to support ideas that are appropriate for the discipline and genre.		
Language	Demonstrates superior competence in using clear and fluent language that is appropriate for the audience, skillfully conveys meaning, and is virtually free of major errors (e.g., errors in diction, syntax, spelling, punctuation, etc.).	Demonstrates adequate competence in using clear language that is appropriate for the audience, conveys meaning, and has few major errors (e.g., errors in diction, syntax, spelling, punctuation, etc.).	Demonstrates some competence in using language that is appropriate for the audience and generally conveys meaning, but has some major errors (e.g., errors in diction, syntax, spelling, punctuation, etc.).	Demonstrates minimal competence in using language, resulting in several major errors (e.g., errors in diction, syntax, spelling, punctuation, etc.) that sometimes impede meaning and make the work difficult to understand.		
Delivery (for oral presentations)	Demonstrates a clear understanding of appropriate delivery techniques. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Demonstrates adequate understanding of appropriate delivery techniques. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Demonstrates some understanding of appropriate delivery techniques. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, but speaker appears tentative.	Demonstrates minimal understanding of appropriate delivery techniques. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) sometimes detract from the understandability of the presentation, and speaker appears uncomfortable.		