Communication

Learning Outcome: Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.

Criteria:	Advanced Exceeds Expectations	Developing Outcome Met	Emerging Outcome Not Met
1. Context & Purpose Assesses context, audience and purpose.	Tailors the communication masterfully to context, audience, and purpose. Uses language and/or images that are highly attuned to the artifact's expected level of formality and/or audience.	Attempts to adapt the communication to account for context, audience, and purpose. Uses language and/or images that are appropriate to the artifact's expected level of formality and/or audience.	Does not address context, audience, and/or purpose at all. Uses language and/or images that are inappropriate to the artifact's expected level of formality and/or audience.
2. Content Uses appropriate content to explore and develop ideas pertinent to the subject.	Includes supporting details and/or research which provide rich and ample support for the central message or subject. When outside sources are appropriate, student consults a rich variety of sources and they are cited consistently and responsibly, using contextually appropriate conventions (such as MLA, APA or another widely accepted citation system).*	Includes supporting details and/or research which adequately support the central message or subject. When outside sources are appropriate, student consults some sources and they are cited consistently and responsibly, using contextually appropriate conventions (such as MLA, APA or another widely accepted citation system).*	Includes few to no supporting details and/or research to support the central message or subject OR uses inappropriate or off-topic content. When outside sources are appropriate, student consults few to no sources and/or they are cited inconsistently or incompletely (including citations which are missing altogether).*
3. Organization Presents information in a unified and coherent manner.	Sequencing is logical, effective, and moves audience(s) through the piece with ease, from start to finish. Organization clearly and consistently uses disciplinary conventions for organization and presentation, in a manner that is near or reaches a professional level.	Sequencing is logical and effective. Organization generally follows disciplinary conventions for basic organization and presentation.	Sequencing is difficult or impossible to follow. Presents information in a disorganized or partial manner. Organization does not reflect disciplinary conventions for basic organization and presentation.

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4(a). Written Communication Tools (grammar/spelling/usage/ punctuation/formatting) This criterion should be applied if the artifact is primarily written (i.e., text with few to no images, such as an essay).	Uses straightforward language that skillfully communicates meaning to readers. Uses the conventions of standard American academic English (or another contextually appropriate language or dialect) consistently, artfully, and with few to no usage errors.**	Uses straightforward language that adequately communicates meaning to readers. Uses the conventions of standard American academic English (or another contextually appropriate language or dialect) with only minor errors or divergences.**	Language use and/or error patterns impede communication. Exhibits major and/or frequent errors or divergences from the conventions of standard American academic English (or the contextually appropriate language or dialect the student is attempting to wield). Uses a language or dialect that is inappropriate to context, purpose, and/or audience.**
4(b). Oral Communication Tools This criterion should be applied if the artifact is primarily spoken (i.e., a presentation or oral performance, such as a speech).	Chooses language that is compelling and enhances the effectiveness of the presentation. Deeply responsive to the audience. Makes presentation in a skillful, polished manner using audience-appropriate delivery skills (these can include eye contact, vocal projection, poise, etc.) with virtually no audience distractions. Preparation/rehearsal level is near professional level. Language demonstrates a level of formality that is especially well-suited to the audience and setting.	Chooses language that supports the effectiveness of the presentation. Exhibits mindfulness or awareness of the audience. Makes presentation in a competent manner using audience-appropriate delivery skills (these can include eye contact, vocal projection, poise, etc.) with few potential distractions to the audience. Well prepared/rehearsed. Language demonstrates a level of formality that suits the audience and setting.	Chooses language which impedes the presentation's effectiveness or ignores audience expectations. Makes presentation in a manner that is not audience-appropriate. Appears to be unprepared or unrehearsed. Language demonstrates a level of formality that is inappropriate for the audience and/or setting.

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4(c). Visual Communication Tools This criterion should be applied if the artifact's medium relies heavily on graphic or electronic presentation (i.e., flyers, posters, multimedia presentations, web pages, etc.)	Uses technology or other medium skillfully and/or innovatively. Visual characteristics such as color, contrast, font style/size, layout, and use of space are executed at professional or near-professional level. **Web-based Consideration:** In addition to communicating full meaning, accessibility measures (such as alt text, closed captioning, etc.) are used to artfully enhance audience experiences (such as including alt text for decorative images or to access additional resources).	Uses appropriate technology or other medium effectively. Visual characteristics such as color, contrast, font style/size, layout and use of space make content easy to access and understand. **Web-based Consideration:** Accessibility measures (such as alt text, closed captioning, etc.) are used to communicate full meaning when the chosen medium would create an accessibility barrier to some audience members.	Uses technology or media inappropriately or ineffectively. Visual characteristics such as color, contrast, font style/size, layout, or use of space make content difficult to access and/or understand. **Web-based Consideration:** Fails to include accessibility measures when appropriate.

*The Communication Key Assignment is required to address at least **one** of the three methods of communication – either written, oral, or visual.*

* If the assignment prompt does not call for outside sources, this portion of the criterion is N/A (not applicable) and should be ignored when rating. Additionally, some types of academic communication – like research papers – call for formal citations of outside sources, while others do not. If informal attribution is typical in a given genre of communication (examples: an orally delivered speech, a news article written in Associated Press style), then artifacts containing informal attributions can count as "cited," and may still be rated as Advanced (Exceeds Expectations) or Developing (Outcome Met).

** While many instructors use standard American academic English as a default, some courses, assignments, or audience situations may call for a different dialect of English – or another language altogether. This rubric is written to allow for situational and instructional flexibility in such cases.

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