

Explanation of Communication Rubrics and Criteria

College of Agriculture Communication Outcome:

Demonstrate the ability to write and speak with effectiveness while considering audience and purpose.

About COA Writing and Oral Presentation Rubrics: These developmental rubrics are intended for use as program assessment tools to help strengthen curricula. While their use is required in the COA Outcomes Assessment, instructors may also modify and use them as evaluation tools in their courses. For example, instructors may wish to aggregate and/or apply differential weights to criteria or add criteria to suit their particular course and student evaluation purposes.

Writing

A. Content

Importance of topic, relevance, accuracy of facts, inclusion of key information, overall treatment of topic

B. Appropriateness

Tone, style and word selection are appropriate for and targeted to audience

C. Organization/Clarity

Logical ordering of ideas, transitions between paragraphs, coherence, conciseness

D. Completeness

Level of detail, appropriate depth and breadth, specified length

E. Grammar/Mechanics

Correct grammar and usage, spelling, sentence structure, paragraph structure, proper punctuation and capitalization, follows accepted format conventions

F. Documentation

Proper use of citations, support for major ideas, proper use of graphics or visual aids to support message

G. Creativity

Original topic, unique or original presentation of ideas that is appropriate to audience and discipline

Oral Presentation

A. Content

Importance of topic, relevance, accuracy of facts, inclusion of key information, overall treatment of topic

B. Organization/Clarity

Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points; conciseness

C. Completeness

Level of detail, appropriate depth and breadth, specified length, adequate backgrounding of information

D. Grammar/Vocabulary

Correct grammar and usage, use of simple sentences, avoidance of jargon, definition of technical terms when necessary

E. Documentation

Proper use of citations, support for major ideas, inclusion of visual aids supports message

F. Delivery

Adequate volume, appropriate pace, diction, personal appearance, displays enthusiasm and energy, alert posture, visual aids are readable, attractive and used effectively

G. Interaction

Adequate eye contact with audience, ability to listen to audience and/or interact in small-group settings, ability to answer questions

Writing Rubric ♦ College of Agriculture ♦ Purdue University

Student name: _____

Course/Context: _____

Evaluator: _____

Date: _____

Criteria ¹	Level				Raw Pts. (1 - 4)
	Beginning 1	Developing 2	Proficient 3	Mastery 4	
A. Content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Report topic lacks focus or relevance; text contains multiple fact errors or omissions.	Topic would benefit from more focus; text contains some fact errors or omissions.	Topic is adequately focused; information is generally relevant and accurate.	Report topic is tightly focused; text contains relevant information with no fact errors.	
B. Appropriateness¹ Tone, style and word selection are targeted to audience	Text does not follow report style; poor phrasing or word selection.	Text does not follow report style throughout; phrasing or word selection could be improved.	Most text is presented in appropriate tone and style; adequate word selection and phrasing throughout.	Text is written in appropriate tone and style; proper word selection and phrasing throughout.	
C. Organization/Clarity Logical ordering of ideas, transitions between paragraphs, coherent, concise	Ideas are not presented in proper order; text lacks transitions between major ideas; text is wordy or unclear.	Some ideas not presented in proper order; paragraph transitions needed in places; some text is wordy or unclear.	Most ideas are in logical order with adequate transitions between most paragraphs; text is generally clear and readable.	Ideas are presented in logical order with effective transitions between paragraphs; text is clear and concise.	
D. Completeness Level of detail, depth, development of ideas, appropriate length	Text does not provide adequate depth; important details or ideas are omitted; unclear or undeveloped; report is too short.	Additional depth needed in places; important details or ideas sometimes omitted or not fully developed; report may be short.	Text provides adequate depth; few needed details or ideas are omitted; major ideas adequately developed; report is proper length.	Text provides good depth and detail; ideas well developed; facts have adequate backgrounding; report is within specified length.	
E. Grammar/Mechanics Correct usage, spelling, proper sentence/paragraph structure, follows accepted format conventions	Text contains several spelling, grammar or punctuation errors; sentences are incomplete; report does not contain required sections.	Text may contain some spelling, grammar, punctuation or sentence errors; report contains most required sections.	Text has no serious spelling, grammar or punctuation errors; sentences are mostly complete; report contains required sections.	Text contains no spelling, grammar or punctuation errors; sentences are readable and complete; report contains required sections.	
F. Documentation Proper use of citations, support for major ideas, use of visual aids	Little or no support provided for major ideas; citations and/or visual aids are missing, old or inadequate.	Some major ideas need additional support; visual aids and/or some citations contain errors or need work.	Most major ideas are supported by citations and adequate visual aids; most citations are current and used properly.	Major ideas are supported by citations and effective visual aids; citations are current and used properly.	
G. Creativity Original topic, unique or original presentation of ideas	Report provides no new or original ideas; approach lacks creativity.	Report contains some original ideas or attempts to use an original or innovative approach.	Report may address a unique or original topic; creative effort is evident and could be successful with minimal editing.	Report addresses a unique or original topic; innovative approach is used in introduction or other sections.	

¹ Evaluation standards may be based on disciplinary frameworks and defined at program level.

Oral Presentation Rubric ♦ College of Agriculture ♦ Purdue University

Student name: _____

Course/Context: _____

Evaluator: _____

Date: _____

Criteria ¹	Level				Raw Pts. (1 - 4)
	Beginning 1	Developing 2	Proficient 3	Mastery 4	
A. Content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors or omissions.	Topic would benefit from more focus; presentation contains some fact errors or omissions.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.	
B. Organization/Clarity Appropriate introduction, body, conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in proper order; transitions are lacking between major ideas; several parts of presentation are wordy or unclear.	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear.	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable.	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise.	
C. Completeness Level of detail, depth, appropriate length, adequate backgrounding of information	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or long.	Additional depth needed in places; important information or details sometimes omitted or not fully developed; presentation may be short or long.	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length.	Presentation provides good depth and detail; ideas well developed; facts have adequate backgrounding; presentation is within specified length.	
D. Grammar/Vocabulary Correct grammar and usage that is appropriate for audience(s)	Presentation contains several major grammar or usage errors; sentences are long, incomplete or contain excessive jargon.	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow.	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable.	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand.	
E. Documentation Proper support and sourcing for major ideas, inclusion of visual aids that support message	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided.	Some message support provided by facts and visual aids; sourcing may be outdated or thin; visual aids need work.	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current.	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas.	
F. Delivery Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, posture, effective use of visual aids	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used.	More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved.	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately.	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively.	
G. Interaction Adequate eye contact with audience, ability to listen and/or answer questions	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions.	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions.	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions.	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy.	

¹ Evaluation standards may be based on disciplinary frameworks and defined at program level.