

## Richmond Community College

## Communication Skills: General Education Competencies and Quality Enhancement Plan Assessment Rubric

Dimensions of Quality	Proficient (4)	Competent (3)	Marginal (2)	Unacceptable (1)
<b>Focus/Purpose/Thesis</b>  <b>General Education</b>	A clear, specific thesis statement/main idea or claim is presented, is clearly related to the topic, and fully reflects the content of the oral or written artifact.	A clear thesis statement/main idea or claim is presented, and it mostly reflects the content of the oral or written artifact.	The thesis statement/main idea or claim is identifiable but does not reflect the content of the oral or written artifact.	The thesis statement/main idea or claim is extremely vague or missing.
<b>Evidence/Support</b>  <b>General Education</b>	Evidence is substantial, specific, and/or illustrative with sophisticated ideas that are particularly well-developed and supported.	Evidence is sufficient and consistent with ideas that are well-developed and supported.	Evidence is adequate to explain some key concepts but may lack sufficient supporting details.	Contains little or no evidence to support ideas.
<b>Organization</b>  <b>General Education</b>	Organization is logical and coherent, making insightful connections among ideas.	Organization is logical and coherent, clearly making some connections among ideas.	Organization is limited and lacks coherence or a logical progression of ideas.	Organization is very fragmented and limited so that the piece is difficult to understand.
<b>Language and Style</b>  <b>General Education/QEP</b>	The writing or presentation exhibits skillful use and flow of Standard English language, appropriate vocabulary, and sophisticated sentence structure.	The writing or presentation exhibits adequate use and flow of Standard English language, appropriate vocabulary, and some varied sentence structure.	Use and flow of Standard English language is inconsistent with limited vocabulary and little use of varied sentence structure.	Use and flow of Standard English language and vocabulary is limited and demonstrates frequent problems in sentence structure.
<b>Mechanics and Usage</b>  <b>General Education/QEP</b>	The writing or presentation is free of significant grammatical or mechanical errors such as run-ons, fragments, subject-verb agreement, or pronoun usage.	The writing or presentation shows control of grammar and mechanics but may contain some errors.	The writing or presentation contains repeated errors in grammar and mechanics.	The writing or presentation contains significant errors in grammar and mechanics that may make the piece or presentation difficult to understand.
<b>Use of Source/Documentation (if applicable)</b>  <b>General Education</b>	Skillfully uses print or electronic sources and documents them accurately.	Uses sufficient print and electronic sources and documents them accurately.	Inconsistently incorporates and/or documents sources.	Fails to document sources.
<b>Appropriate Format QEP (oral presentation)</b>  <b>QEP (written activity)</b>	The medium by which the visual aid is displayed significantly supports the presenter's message.  The written artifact exhibits correct use of proper structure and format.	The medium by which the visual aid is displayed adequately supports the presenter's message.  The written artifact exhibits some elements of proper structure and format.	The medium by which the visual aid is displayed minimally supports the presenter's message.  The written artifact exhibits minimal elements of proper structure and format.	Fails to use a visual aid or use of visual aid significantly impedes the presentation.  The written artifact fails to meet minimal formatting and structural guidelines.

May 15, 2015

Gen Ed: Proficient 19-24; Competent 13-18; Marginal 7-12; Unacceptable 1-6  
 QEP: Proficient 10-12; Competent 7-9; Marginal 4-6; Unacceptable 1-3

Gen Ed Score: \_\_\_\_\_

QEP Total Score: \_\_\_\_\_

QEP 3<sup>rd</sup> SLO Score: \_\_\_\_\_