



Student Learning Outcome: Communication					
Goal: performance at (1-2) in 100/200 level courses					
Goal: perform at (2-3) in 300/400 level courses					
	0	1	2	3	4
The Student...	Doesn't meet minimum expectations	Beginning	Developing	Accomplished	Exemplary
Audience	The student demonstrates no awareness of audience.	The student demonstrates appropriate but sometimes inconsistent awareness of audience.	The student demonstrates appropriate and consistent awareness of audience.	The student addresses audience with competence but no creativity	The student addresses audience with creativity.
Purpose	The student demonstrates limited understanding of purpose.	The student identifies a purpose but applies it inconsistently.	The student formulates a purpose that is mostly consistent, but shifts occasionally.	The student formulates a purpose that is consistent and appropriate.	The student constructs a more complex and sophisticated purpose.
Organization	The student demonstrates limited understanding of organization.	The student demonstrates basic understanding of organization but lacks logical connections.	The student demonstrates organization that has logical connections but shifts occasionally.	The student composes with a unified structure that progresses logically.	The student composes a structure that is compelling, creative, and progresses logically.
Development	The student does not provide evidences to support ideas.	The student provides only weak evidences to support ideas.	The student provides supportive evidence but that it is inconsistent.	The student generates effective evidence to support ideas.	The student generates strong, critical, and creative evidence to support ideas.
Expression of Ideas	The student demonstrates word choices and sentence structures that are unclear and vague.	The student demonstrates weak word choices and sentence structures.	The student demonstrates adequate word choices and sentence structure but sometimes uses clichés or repetitive sentence structure.	The student applies effective word choices and sentence structures.	The student incorporates vivid word choices and complex sentence structures.



Citation (APA/MLA)	The student does not use an established format for citations or plagiarizes.	The student uses an established format for citations, but commit some errors.	The student uses an established format for citations, but commits few errors.	The student uses an established format for citations, without errors.	The student correctly uses and established format and skillfully introduces sources, integrates quotations, and acceptably paraphrases.
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