WRITTEN COMMUNICATION ABILITY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Written communication is the development and expression of ideas through writing and can involve learning to work in many genres, disciplines, and styles. Students develop their written communication abilities through iterative experiences across the curriculum.

Framing Language

Three dimensions of LaGuardia's Gen Ed Written Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. Written communication also includes a Writing Conventions dimension, which addresses the mechanics of writing, such as sentence-level structure, punctuation, and capitalization.

- ***Organization***: The structure of effective written communication is organized logically and clearly to support the reader's understanding. Scorers for this communication ability should consider the amount of effort on their part to "follow" the author's ideas.
- ***Purpose & Tone***: Were you able to understand why this artifact was produced and what it intended to accomplish? Effective communication is pertinent to the context and its purpose clear. Vocabulary choices are appropriate to the occasion. Higher-scoring artifacts demonstrate a clear command of discipline-specific terminology.
- ***Supporting Material***: Statements, claims, and conclusions are supported by evidence or narrative detail pertinent to the communication's purpose. Where applicable, facts are not confused with opinions, and sources are credible and relevant. This material might consist of explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities. When scoring this dimension, maintain expectations that are appropriate to the academic level, e.g., a "4" score is meant to identify proficiency at the college sophomore level. Additionally, try to separate failures of citation from outright plagiarism.
- ***Writing Conventions***: Effective writing adheres to sentence-level structure and standards such as punctuation and capitalization. When scoring, consider how challenging it is to comprehend the text. If they do not interfere with comprehension, minor errors need not impact the score.

WRITTEN COMMUNICATION ABILITY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Organization	Content is well-organized and coherent.	Content is mostly organized and coherent.	Content is somewhat organized and coherent.	Content is minimally organized and coherent.
Purpose & Tone	The purpose of the communication is clear. Vocabulary choices are appropriate to the occasion. Demonstrates clear command of discipline-specific terminology.	The purpose of the communication is mostly clear. Vocabulary choices are mostly appropriate to the occasion. Demonstrates mostly-clear command of discipline-specific terminology.	The purpose of the communication is somewhat clear. Vocabulary choices are sometimes appropriate to the occasion. Demonstrates some command of discipline-specific terminology.	The purpose of the communication is unclear. Vocabulary choices are rarely appropriate to the occasion. Demonstrates little command of discipline-specific terminology.
Supporting Material	Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose. Evidence is not confused with opinions. Sources are credible and relevant.	Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose. Evidence is usually not confused with opinions. Sources are usually credible and relevant.	Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose. Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant.	Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose. Evidence is often confused with opinions. Credible and relevant sources are rarely used.
Writing Conventions *Adheres to sentence-level structure and standards.*	Adheres fully to sentence-level structure and writing standards, such as punctuation and capitalization.	Adheres mostly to sentence-level structure and writing standards such as punctuation and capitalization.	Adheres somewhat to sentence-level structure and writing standards such as punctuation and capitalization.	Adheres rarely to sentence-level structure and writing standards such as punctuation and capitalization.

ORAL COMMUNICATION ABILITY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition
The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors; it is inclusive of both spoken and signed languages.

Framing Language
Oral Communication takes many forms. This rubric is designed specifically to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For use for panel or group presentations, speakers should identify themselves by name. To support Gen Ed scoring, single-speaker artifacts should not exceed 6 minutes and dialogues should not exceed 10 minutes. This rubric applies best to presentations for which the speaker has prepared and practiced but does not read or memorize.

This rubric is intended to assess communication in all varieties of English. As an institution that celebrates our diversity, we likewise welcome and celebrate the diverse linguistic patterns, varieties, accents and dialects of our students.

Two dimensions of LaGuardia's Gen Ed Oral Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. The two dimensions specific to oral communication are audience engagement and delivery.

- *Audience Engagement:* Effective oral communication is engaging to the audience. Depending on the context, speakers accomplish this through the words they choose, tone, volume, eye contact, facial expressions, or body language. If the speaker is in dialogue with others, they demonstrate effective listening and respond clearly by summarizing main points.
- *Delivery*: Effective oral communication entails preparation, including content knowledge and use of discipline-specific terms appropriate to the context.

Revised Spring 2024

ORAL COMMUNICATION ABILITY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Purpose & Organization	The purpose of the communication is clear. Content is well-organized and coherent.	The purpose of the communication is mostly clear. Content is mostly organized and coherent.	The purpose of the communication is somewhat clear. Content is somewhat organized and coherent.	The purpose of the communication is unclear. Content is minimally organized and coherent.
Supporting Material	Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose. Evidence is not confused with opinions. Sources are credible and relevant.	Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose. Evidence is usually not confused with opinions. Sources are usually credible and relevant.	Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose. Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant.	Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose. Evidence is often confused with opinions. Credible and relevant sources are rarely used.
Audience Engagement *Use of language, tone, volume, eye contact, facial expressions, or body language to engage audience.*	Speaker effectively engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker almost always demonstrates attentive listening and responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker often engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker mostly demonstrates attentive listening and mostly responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker occasionally engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker occasionally demonstrates attentive listening and/or occasionally responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker fails to engage the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker rarely demonstrates attentive listening and rarely responds to the audience to clarify, reinforce and/or summarize main ideas.
Delivery *Prepared and practiced presentation demonstrates content knowledge.*	Speaker's is well-prepared and demonstrates mastery of content. Speaker integrates effortlessly discipline-specific terminology when applicable.	Speaker's is mostly prepared and demonstrates knowledge of content. Speaker integrates often discipline-specific terminology when applicable.	Speaker's delivery is somewhat prepared and demonstrates some knowledge of content. Speaker integrates hesitantly discipline-specific terminology when applicable	Speaker appears unprepared for and fails to demonstrate knowledge of content. Speaker fails to integrate discipline-specific terminology when applicable.

DIGITAL COMMUNICATION ABILITY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Digital communication is the purposeful presentation of accessible ideas using multimedia holistic design.

Framing Language

For an artifact to be scored as Digital Communication, it must be considered multimedia. Two dimensions of LaGuardia's Gen Ed Digital Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. Two dimensions are specific to digital environments: multimedia holistic design and accessibility.

- **Multimedia Holistic Design:** Effective Digital Communication artifacts incorporate multimedia: a combination of two or more forms of media, such as text, audio, video, photography, animation, graphs, graphics, charts, and/or data visualizations. Artifacts may employ a range of multimedia digital tools and platforms, including but not limited to websites, ePortfolios, PowerPoint, blogs and micro-blogging, and digital stories. For this rubric, isolated uses of icons and hyperlinks *are not* considered multimedia.

  Effective Digital communication advances the content and purpose of communication through balanced, purposeful design. Elements of the design advance an aesthetic approach to content by integrating different parts of the composition together – the sequence, pages, images, banners, etc. These elements combine to reinforce purpose and content that contribute coherent meaning to the artifact.

- **Accessibility:** Effective Digital communication employs designs that are accessible to the diverse needs of individuals, institutions, and communities. For our purposes, accessible Digital artifacts employ features students incorporate using the tools they selected, which includes the following elements, adapted in part from the Web Accessibility Initiative:

  - *Closed captioning:* captions provided for audio content;
  - *Alt-text:* important non-text content, especially graphs, pictures, and charts, convey meaning and purpose of visual material;
  - *Adjustable timing*: users can adjust the time on visual and audio media, including pause and rewind;
  - *Heading structure:* Descriptive headings and titles give users an overview of content and organization.

The U.S. federal government also provides global standards for identifying best practices for digital content including text, images, and sounds.

Revised Spring 2024

Please Note – To score artifacts using the DIGITAL COMMUNICATION ABILITY rubric, the answer to the following question must be YES:

Does the artifact include multimedia, combining two or more forms of media beyond isolated icons or hyperlinks?

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Purpose & Organization	The purpose of the communication is clear. Content is well-organized and coherent.	The purpose of the communication is mostly clear. Content is mostly organized and coherent.	The purpose of the communication is somewhat clear. Content is somewhat organized and coherent.	The purpose of the communication is unclear. Content is minimally organized and coherent.
Supporting Material	Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose. Evidence is not confused with opinions. Sources are credible and relevant. Vocabulary choices are appropriate to the occasion. Demonstrates clear command of discipline-specific terminology.	Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose. Evidence is usually not confused with opinions. Sources are usually credible and relevant. Vocabulary choices are mostly appropriate to the occasion. Demonstrates mostly-clear command of discipline-specific terminology.	Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose. Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant. Vocabulary choices are sometimes appropriate to the occasion. Demonstrates some command of discipline-specific terminology.	Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose. Evidence is often confused with opinions. Credible and relevant sources are rarely used. Vocabulary choices are rarely appropriate to the occasion. Demonstrates little command of discipline-specific terminology.
Multimedia Holistic Design *Two or more forms of communication.*	Effectively employs multimodal composition and holistic design to advance unified content and purpose with appropriate tools.	Mostly employs multimodal composition holistic design to unify content and purpose with appropriate tools.	Somewhat employs multimodal composition and holistic design to unify content and purpose with appropriate tools.	Minimally employs multimodal composition and holistic design to unify content and purpose of communication with appropriate tools.
Accessibility *Includes features to support diverse needs of audience.*	Effectively employs accessible features.	Mostly employs accessible features.	Somewhat employs accessible features.	Minimally employs accessible features.