

Lake-Sumter State College  
Institutional Student Learning Outcome Rubrics

## Communication

Adapted from Oral and Written Communication VALUE Rubrics  
Fall 2022

The Institutional Student Learning Outcomes (ISLOs) are assessed across the entire college curriculum and represent broad areas of knowledge, skills, and experience that students gain by the time they graduate from any degree program at Lake-Sumter State College (LSSC). The ISLOs include Analytical Thinking, Communication, Information Fluency, and Social Responsibility. In designated courses, the ISLOs are covered within the curriculum and assessed utilizing authentic assessment assignments.

**As a result of the designated course covering the ISLO, Communication, the LSSC student will create a clear thesis and organization, appropriately develop and present message content, use correct grammar, and demonstrate effective written and/or verbal communication.**

### **Utilizing the ISLO Rubrics**

The ISLO rubric is used across disciplines and academic programs, including A.A., A.S., A.A.S., and baccalaureate degree programs. The intention of the rubric is to assess students' learning achievement of the specified ISLO; this should be approached differently than grading an assignment. The ISLO rubrics were adapted from the AAC&U VALUE Rubrics, in combination with feedback from faculty and staff, to model a national best practice for supporting student learning. The ISLO rubrics have four levels and are structured to "descend" from highest (level four) to lowest (level one) to encourage the scoring and reviewing of students' work from their highest scoring potential. It is important to note that as a national model, the AAC&U VALUE rubrics reflect coursework for an associate's degree receiving a level two or three. Whereas, level four is most closely aligned with baccalaureate-level work. Additionally, students' work will receive a score for each dimension/criterion of the rubric. Students' scores for each dimension/criterion will not be aggregated or combined. If a student does not show evidence of "learning" within level one of any of the dimensions/criteria in their assessment assignment, it is appropriate for them to receive a zero. This will better inform future data analyses and discussions.

### **Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Thesis and organization: the main point, a position, or "takeaway" provided in a specified structure and/or pattern
- Context of and Purpose for Written and/or Verbal Communication: the communication is informed by the context and purpose of an assignment and/or task in addition to several circumstances which may include ways the communication will be shared, presented, social or political factors impacting its interpretation, a need for urgency, a call to action, importance for remembering, etc.
- Organizational Pattern: the purposeful choice for structuring communication; enhances the effectiveness of the communication among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content easier to follow and more likely to accomplish its purpose
- Content Development: How the principle ideas of the written and/or verbal communication are developed and supported through explanation, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other types of appropriate evidence
- Language: should appropriately address the task and audience, as well as use correct grammar and support the overall effectiveness of the communication



**Communication: create a clear thesis and organization, appropriately develop and present message content, use correct grammar, and demonstrate effective written and/or verbal communication.**

*Evaluators are encouraged to assign a zero to any dimension/criteria for an assignment that does not show evidence of achieving level one.*

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Context of and Purpose for Written and/or Verbal Communication	Demonstrates strong conclusions regarding context and purpose within a clear thesis that is responsive to the assigned task(s)	Demonstrates adequate consideration of context and purpose within a thesis on the assigned task(s)	Demonstrates awareness of context and purpose within a thesis on the assigned tasks(s)	Demonstrates minimal attention to context, purpose, and/or the assigned tasks(s) within a thesis
Organizational Pattern	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable in a skillful manner which makes the content cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable
Content Development	Uses appropriate, relevant content consistently and integrates a variety of supporting explanations or materials (examples, statistics, analogies, quotations, etc.) – this may include relevant references to significantly support topic	Uses appropriate, relevant content mostly and integrates supporting explanations or materials (examples, statistics, analogies, quotations, etc.) – this may include relevant references to generally support topic	Uses appropriate and relevant content occasionally and integrates supporting explanations or materials (examples, statistics, analogies, quotations, etc.) – this may include relevant references to partially support topic	Uses appropriate and relevant content minimally and insufficiently integrates supporting explanations or materials (examples, statistics, analogies, quotations, etc.) – this likely does not include relevant references to support the topic
Language	Uses language that communicates meaning with fluency, clarity, and is virtually error-free.	Uses language that communicates meaning with fluency OR clarity, and has few errors.	Uses language that generally conveys meaning, although it may include some errors.	Uses language that sometimes impedes the meaning of the communication because of errors.