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Oral Communication, Critical Thinking, and Information Literacy Integrated Rubric

California State University, Monterey Bay

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CSUMB's Integrated Intellectual Skills Rubrics were influenced by the AAC&U VALUE Rubrics and created to help educators design activities and assignments that better help students demonstrate their learning. It is not expected that a given activity or assignment address all components of the rubric. Rather, educators should select the most relevant components and language. See link at bottom for guidance on how to use this rubric. Abbreviations: OC = oral communication, CT = critical thinking, IL = information literacy.

	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginner
	Expectations for some students at or near graduation.	Expectations for all students at or near graduation.	Expectations for students advancing towards proficiency.	Expectations for students initiating development towards proficiency.
Language (OC)	Consistently chooses language that is appropriate, accessible, engaging, constructive, sensitive to audience, and facilitates meaning; choices do not interfere with communication.	Mostly chooses language that is appropriate, accessible, engaging, constructive, attends to audience, and creates meaning; choices rarely interfere with communication.	Sometimes chooses language that is appropriate, accessible, and assists in constructive dissemination of information; choices sometimes interfere with communication.	Occasionally chooses language that is appropriate, accessible, and supports constructive dissemination of information; choices frequently interfere with communication.
Interaction (OC)	Uses body language and vocal expressions that are complementary and consistently make the discourse engaging and constructive. Consistently and effectively attends to audience cues.	Uses body language and vocal expressions that are complementary and mostly make the discourse engaging and constructive. Mostly attends to audience cues.	Uses body language and vocal expressions that make the discourse understandable, but could be more complementary, engaging and/or constructive. Occasionally attends to audience cues.	Uses body language and vocal expressions that distract from message and/or contradict the message. Rarely or never attends to audience cues.
Listening (OC)	Constructs relevant meaning within context. Detects speakers' and own biases. Draws valid inferences and weighs merit of message even if differs from one's own. Consistently recalls accurately and offers meaningful response. Allows speaker to finish comments before responding	Constructs meaning within context. Distinguishes between logic and emotion. Draws inferences and weighs merit of message even if it differs from one's own. Mostly recalls accurately and responds appropriately. Typically allows speaker to finish comments before responding	Recognizes verbal messages and begins to construct meaning. Detects speaker's attitudes and beliefs. Considers merit of message even if it differs from one's own. Occasionally recalls accurately and responds appropriately. Mostly responds before speaker finishes comments	Recognizes topic & main ideas. Detects speaker's tone. Needs to distinguish between speakers view and listener's reaction. Rarely or never recalls accurately and responds appropriately. Responds before speaker finishes comments

Communication Aids (OC)	Communication aids are used effectively. Visuals are professional and appropriate, error free, and readable. Visuals use right amount of information to disseminate meaning. Visuals are designed to increase audience attention and orientation.	Communication aids are used effectively. Visuals are mostly professional and appropriate, error free, and readable. Visuals do not have information overload. Visuals attempted to increase audience attention and orientation.	Communication aids are overly relied upon. Visuals are inconsistently professional and appropriate, error free, and readable. Some visuals have too much information. Visuals attempted to keep audience oriented.	Communication aids are completely relied upon. Visuals are rarely professional and appropriate, error free, and readable. Visuals have too much information.
Issue/problem (AAC&U: Explanation of issues) (CT)	Clearly states, comprehensively describes, and fully clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers all relevant information needed for full understanding.	Clearly states, describes, and clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers relevant information necessary for understanding (understanding is not seriously impeded by omissions).	States and describes issue/problem to be considered, leaving some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Delivers information needed for basic understanding (more information needed for full understanding).	States issue/problem to be considered generally. Delivers information needed for minimal understanding (more information needed for basic understanding).
Organization (OC)	Purpose or thesis and key points are explicit and cohesive. Discourse is consistently clear & focused. Cogent use of organizational pattern and transitions.	Purpose or thesis and main points are stated and connected. Discourse is mostly clear, focused and displays an organizational pattern and transitions.	Discourse's purpose is basically understandable, but not repeated. Parts of discourse are clear and organized.	Topic is identified and purpose is implicit. Needs to improve clarity, focus and organization.
Supporting materials (IL)	Chooses a variety of information sources appropriate to the scope and discipline of the task. Selects sources after considering the importance of multiple criteria, such as relevance to the topic, currency, authority, audience, and bias or point of view.	Chooses a variety of information sources appropriate to the scope and discipline of the task. Selects sources using multiple criteria, such as relevance to the topic, currency, and authority.	Chooses a variety of information sources. Selects sources using basic criteria, such as relevance to the topic and currency. Sources are mixed with regard to authority.	Chooses too few information sources. Selects sources using limited criteria, such as relevance to the topic. Authority of sources is questionable.
Use of Support (IL)	Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.	Organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.	Organizes, interprets, and analyzes information from sources. Achieving intended purpose requires synthesis of information.	Provides information from sources. Achieving intended purpose requires better organization, interpretation, and/or analysis in addition to synthesis of information.

Academic Integrity (IL)	Does all of the following consistently and correctly: • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally	Does all of the following consistently, though some errors are present: • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally	Does the following inconsistently, with some errors: • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally	Use the following practices incorrectly or incompletely: • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally
Position (CT)	Presents imaginative and nuanced position (perspective, thesis/hypothesis) that takes into account the complexities of the issues/problem and explains the relevance of context, own and others' assumptions, and the perspectives of others.	Presents clear position (perspective, thesis/hypothesis) that takes into account the complexities of the issues/problem and acknowledges the relevance of context, own and others' assumptions, and the perspectives of others.	Presents position (perspective, thesis/hypothesis) that acknowledges different sides of the issue/problem and relevant contexts, but suggests more awareness of others' than own assumptions (or vice versa).	Presents position (perspective, thesis/hypothesis) that represents a single perspective, but suggests an emerging awareness of present assumptions (although sometimes labels assertions as assumptions).
Conclusions and outcomes (CT)	Presents a logical conclusion and related outcomes (consequences and implications) that reflect an informed evaluation and ability to place evidence and perspectives in priority order.	Presents a logical conclusion tied to a range of information, including opposing viewpoints. Clearly identifies related outcomes (consequences and implications).	Presents a logical conclusion tied to information, but information is selectively chosen to fit the desired conclusion. Clearly identifies some related outcomes (consequences and implications).	Presents a conclusion, but it is inconsistently tied to information discussed. Identifies some related outcomes (consequences and implications), but in an oversimplified manner.