**Final Trial rubric: Written Communication Skills template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **High Distinction**  **Excels in all requirements** | **Distinction**  **Excels in some and exceeds all requirements** | **Credit**  **Exceeds minimum requirements** | **Pass**  **Meets minimum requirements** | **Fail**  **Not yet meeting minimum requirements** |
| **Style and organisation:**  Expression and flow. Structure and paragraphing appropriate for audience and task type. Vocabulary, word choice and use of discipline specific terms. | Precise and fluent expression which flows easily. Expertly structured and organised according to audience and task type. Extensive range of vocabulary and discipline-specific terms appropriately and accurately used. | Clear, concise and cohesive expression which flows logically. Well-structured and organised according to audience and task type.  Wide range of vocabulary and discipline-specific terms appropriately and accurately used. | Well expressed and flows clearly. Appropriately structured and organised according to audience and task type. Paragraphing is correctly applied.  Good range of vocabulary appropriate and discipline-specific terms used accurately. | Generally flows well. Structure and organisation generally appropriate for audience and task type. Paragraphing may need improvement. Range of vocabulary and key discipline-specific terms used. | Lacks flow and may be difficult to follow. Structure and/or organisation is inappropriate for audience and/or task type. Paragraphing is needed or used incorrectly. Limited vocabulary or inappropriate word choices; discipline-specific terms are misused or missing. |
| **Technical skills:**  Sentence structure varied and complex. Spelling, punctuation, and grammar are accurate and communicate intended meaning. | Varied and complex sentence structure.  Almost error-free punctuation and grammar. | Varied and well-controlled sentence structure. Occasional errors in punctuation and grammar. | Varied and accurate sentence structure. Infrequent errors in spelling and punctuation which do not impede understanding. | Generally varied and accurate sentence structure. Errors in spelling, punctuation and/or grammar occasionally impede understanding. | Repetitive, simplistic, incomplete and/or run-on sentences. Errors in grammar, spelling and/or punctuation that interfere with understanding. |

**Oral Communication Skills** template (visual aids such as PPT are assessed via the written communication rubric).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **High Distinction**  **Excels in all requirements** | **Distinction**  **Excels in some and exceeds all requirements** | **Credit**  **Exceeds minimum requirements** | **Pass**  **Meets minimum requirements** | **Fail**  **Not yet meeting minimum requirements** |
| **Structure, style and technical skills:**  Style and format appropriate for task type. Communication is clear, fluent and confident.  Verbal and non-verbal skills are appropriate for audience and purpose. Formality, word choice and use of discipline specific terminology is appropriate and accurate. | Sophisticated style with format appropriate for audience and task type. Ideas communicated clearly, fluently and with ease throughout the presentation. Extensive range of highly effective verbal and non-verbal communication skills and strategies very well suited to the audience and purpose.  Appropriate and accurate use of language which enhances communication. | Consistent style and format appropriate for audience and task type. Ideas communicate clearly and fluently throughout most of the presentation. Wide range of effective verbal and non-verbal communication skills and strategies -suited to the audience and purpose.  Appropriate and accurate use of language which enables easy communication. | Style and format appropriate for audience and task type. Ideas communicated clearly throughout much of the presentation. Good range of effective verbal and non-verbal communication skills and strategies that suits the audience and purpose.  Appropriate and accurate use of language. | Basic style and format show an understanding of audience and task type. Ideas generally communicated clearly throughout most of the presentation. Range of effective verbal and non-verbal communication skills and strategies that generally suits the audience and purpose.  Generally appropriate and accurate use of language. | Format not appropriate. Communication unclear due to errors in pronunciation, emphasis and /or rhythm, which interfere with understanding. Verbal and non-verbal communication skills and strategies are not suited to audience and/or purpose.  Inappropriate and/or inaccurate use of language |

Explanatory notes:

* The aim is to produce oral and written communication skills rubrics for use by Academic Teaching Staff.
* The attached rubric may be:
  + included in the existing rubric for an assessment OR
  + adapted to suit different assessment types in each School
* Academic Teaching Staff are discipline content experts and will determine what “appropriate to discipline/ assessment type” means.
* Benchmarking and moderation will promote consistency in assessment type conventions within Schools / courses.
* The main distinction between pass and fail is whether understanding is impeded or not by what is produced.

EXAMPLE: Include supplementary material such as descriptors of assessment type conventions:

The following example/s of genre are generally characterised by the following conventions. (Essay; reflection; report; literature review; annotated bibliography; etc.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Essay: A good essay consists of three elements of composition: content, structure and mechanics. | Content: The writer’s main points are developed through a thorough discussion and the use of specific details to support the explanations provided. | * Structure: Contains an introduction, main body and conclusion. Introduction: Provides the thesis statement, i.e. one sentence which states the writer’s position, what will be explained, and supported in the essay. * Main body: Consists of several well-developed paragraphs with a topic sentence and supporting sentences. * Conclusion: This ‘wraps it up’ giving the reader a sense of closure without introducing new ideas. * Organisation: the writer should use transition words and phrases to move smoothly from one idea to another within the paragraph, and from one paragraph to another. | Mechanics: writing should be carefully edited to ensure correct grammar, punctuation, word usage and spelling. | Referencing: APA (or other) in text and end text references used correctly. |

Oral: (Debate; Presentation, vlog, interview, recorded PPT etc)