Communication Oral and Written – SLOs By Category

Northern Kentucky University
Foundation of Knowledge General Education Program

ORAL Communication – SLO's				
	Capstone **4**	**Milestones** **3**	**2**	**Benchmark** **1**
A1: Students clearly define the issue/problems to be addressed.	Issue or problem to be considered is clearly identified and carefully defined.	Issue or problem is clearly identified and partially defined.	Issue or problem is partially identified and an attempt to define the problem is evident.	Issue or problem is minimally identified, result in an unclear definition.
C1: Students consider context, audience, and purpose as appropriate with assigned tasks.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
C2: Students use appropriate and relevant content to communicate ideas.	Uses appropriate, relevant, and well-organized content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and organized content to explore ideas within the context of the discipline and shape most of the work.	Uses appropriate, relevant, and somewhat organized content to develop and explore ideas through the work.	Uses some appropriate and relevant content to develop simple ideas in some parts of the work.
C3 (O): Students demonstrate the ability to express ideas using oral communication skills.	Delivery techniques (posture, gesture, eye contact, stage presence, and vocal expressiveness) make the presentation optimally effective.	Delivery techniques (posture, gesture, eye contact, stage presence, vocal expressiveness) make the presentation effective.	Delivery techniques (posture, gesture, eye contact, stage presence, and vocal expressiveness) make the presentation somewhat effective.	Delivery techniques (posture, gesture, eye contact, stage presence and vocal expressiveness) detract from the effectiveness.

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WRITTEN Communication – SLO's				
	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
C1: Students consider context, audience, and purpose as appropriate with assigned tasks.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
C2: Students use appropriate and relevant content to communicate ideas.	Uses appropriate, relevant, and well-organized content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and organized content to explore ideas within the context of the discipline and shape most of the work.	Uses appropriate, relevant, and somewhat organized content to develop and explore ideas through the work.	Uses some appropriate and relevant content to develop simple ideas in some parts of the work.
C3 (W): Students create and write coherent grammatical pieces.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing optimally effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing somewhat effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) detract from the effectiveness.