

## COMMUNICATION SKILLS PILOT RUBRIC

**UHD Catalog Outcome Statement:** Effectively develop, express, and interpret ideas.

| Competency                                                           | Exceeds Expectations                                                                                                                                            | Meets Expectations                                                 | Approaches Expectations                                                                                         | Does not Meet Expectations                                                                     |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Communicate clearly and coherently in oral, visual, or written form. | The competency is demonstrated at a level of sophistication that reflects a more developed level of performance than work/presentation that meets expectations. | The competency is evident in the student's work/oral presentation. | The competency is evident in the student's work/presentation but is not fully realized or sustained throughout. | The competency is not evident or cannot be identified in the student's work/oral presentation. |
| <b>Rater's Comments:</b>                                             |                                                                                                                                                                 |                                                                    |                                                                                                                 |                                                                                                |

### Guidance for Raters:

- The communication competency is the same regardless of the communication modality. Whether evaluating written, oral, or visual communication, the central question is: Does the student communicate in a clear and coherent manner? See page 2 of this rubric for guidance on applying the rubric across communication modalities.
- Select “Exceeds Expectations” when the student demonstrates the competency in ways that are notably stronger than work/presentation that meets expectations (e.g., the student goes beyond a basic demonstration by adding depth, insight, connections, or other enhancements).
- Select “Meets Expectations” when the student work/presentation holds together around the competency (i.e., the competency is integrated into the work/presentation as a whole with all of its key attributes). You are not assuming or inferencing; you are seeing the competency unfold in the student's work/presentation.
- Select “Approaches Expectations” when the work/presentation shows direction toward the competency, but the competency is not fulfilled as a whole (e.g., the work/presentation contains pieces or moments that reflect parts of the competency, but these do not add up to enough evidence to support a “Meets Expectations” judgment). So, something is there, but it doesn't come together as a full demonstration.
- Select “Does Not Meet Expectations” when you don't see the competency in the work/presentation (i.e., you can't point to where it is being demonstrated). If the competency is not demonstrated, there are multiple reasons: a) the student did not demonstrate it; b) the student could not demonstrate it; or c) the assignment did not elicit it. The rubric does not determine which of these is true. It only determines whether the competency is demonstrated or not.
- Use the Rater's Comments area to note observations that help explain or contextualize your rating decision for the artifact. Comments may address strengths or concerns about the work, assignment features that may have supported or limited competency demonstration, or other observations. This section is optional but highly encouraged.

## Guidance On Applying the Rubric Across Communication Modalities

Consider the following when evaluating the artifacts. These questions are intended to guide your holistic judgment.

**Is the communication clear?** (Do I understand what the student is saying without having to guess?)

- **Written:** Is the message understandable without the reader having to guess? Are words and sentences used clearly enough to convey the intended information, idea, or interpretation? Minor grammar, spelling, punctuation, or language errors should not lower ratings unless they substantially interfere with audience understanding.
- **Oral:** Is the message understandable without the listener having to guess? Do pace, volume, emphasis, and vocal clarity make the message understandable throughout the presentation? Occasional vocal fillers (“um,” “like,” “you know”), pronunciation differences, accents, or dialects should not lower ratings unless they substantially interfere with understanding.
- **Visual:** Is the message understandable without the viewer having to guess? Do the visual elements, labels, and explanations clearly convey the intended message? Do not be swayed by polished aesthetics alone; a visually appealing product is not necessarily an effective piece of visual communication. Also, do not penalize limited artistic or design skill unless it substantially interferes with understanding.
  - In artistic work (ART/DANCE), clarity means the visual choices or performance make the student’s communicative purpose discernible.

**Is communication coherent?** (Do I understand how the ideas connect and progress?)

- **Written:** Does the writing have a logical structure and progression of ideas? Are relationships among ideas and transitions from one idea to the next evident?
- **Oral:** Do the ideas connect and logically progress throughout the presentation? Do sequencing and transitions help the listener follow the message?
- **Visual:** Do the visual elements connect and progress in a purposeful way? Do their arrangement, sequence, and relationships help the viewer follow the message?
  - In artistic work (ART/DANCE), coherence means the elements of the work connect purposefully and work together to develop a unified message/performance.