Communication Rubric

Formulate and express ideas, evidence, and one's story using appropriate oral, written, digital, and non- verbal communication skills (to instruct, inform, entertain, and persuade), as well as listening to gain understanding through a variety of mediums.

Listening
-General
-Listening with Critical Comprehension

	Dimensions	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
	[Also see comprehensive "Communication" rubrics from other organizations and universities: •Laguardia Community College Written Oral and Digital Communication Abilities Rubric •Rollins College Communication Competency Rubric]					

| Listening Communication (LC): General | Listening is the process of receiving, constructing meaning from, and responding to spoken and or nonverbal messages; comprehending information, critiquing and evaluating a message, showing empathy for the feelings expressed by others, or appreciating a performance; effectively listening includes both literal and critical comprehension of ideas and information transmitted in oral language; being able to listen with literal comprehension; exhibiting competencies by demonstrating the abilities in the next column | •Never distinguishes ideas fundamental to the thesis from material that supports those ideas
•Never identifies transitional, organizational, and nonverbal cues that direct the listener to the main ideas
•Never identifies the main ideas in structured and unstructured discourse
•Never identifies supporting details
•Never identifies supporting details in spoken messages
•Never distinguishes between those ideas that support the main ideas and those that do not
•Never determines whether the number of supporting details adequately develops each main idea
•Never recognizes explicit relationships among ideas
•Never demonstrates an understanding of the types of organizational or logical relationships
•Never identifies transitions that | •Rarely distinguishes ideas fundamental to the thesis from material that supports those ideas
•Rarely identifies transitional, organizational, and nonverbal cues that direct the listener to the main ideas
•Rarely identifies the main ideas in structured and unstructured discourse
•Rarely identifies supporting details
•Rarely identifies supporting details in spoken messages
•Rarely distinguishes between those ideas that support the main ideas and those that do not
•Rarely determines whether the number of supporting details adequately develops each main idea
•Rarely recognizes explicit relationships among ideas
•Rarely demonstrates an understanding of the types of organizational or logical relationships
•Rarely identifies transitions that | •Sometimes distinguishes ideas fundamental to the thesis from material that supports those ideas
•Sometimes identifies transitional, organizational, and nonverbal cues that direct the listener to the main ideas
•Sometimes identifies the main ideas in structured and unstructured discourse
•Sometimes identifies supporting details
•Sometimes identifies supporting details in spoken messages
•Sometimes distinguishes between those ideas that support the main ideas and those that do not
•Sometimes determines whether the number of supporting details adequately develops each main idea
•Sometimes recognizes explicit relationships among ideas
•Sometimes demonstrates an understanding of the types of organizational or | •Almost always distinguishes ideas fundamental to the thesis from material that supports those ideas
•Almost always identifies transitional, organizational, and nonverbal cues that direct the listener to the main ideas
•Almost always identifies the main ideas in structured and unstructured discourse
•Almost always identifies supporting details
•Almost always identifies supporting details in spoken messages
•Almost always distinguishes between those ideas that support the main ideas and those that do not
•Almost always determines whether the number of supporting details adequately develops each main idea
•Almost always recognizes explicit relationships among ideas
•Almost always demonstrates an | | |

		suggest relationships •Never determines whether the asserted relationship exists •Never recalls basic ideas and details •Never determines the goal for listening •Never states the basic cognitive and affective contents, after listening	suggest relationships •Rarely determines whether the asserted relationship exists •Rarely recalls basic ideas and details •Rarely determines the goal for listening •Rarely states the basic cognitive and affective contents, after listening	logical relationships •Sometimes identifies transitions that suggest relationships •Sometimes determines whether the asserted relationship exists •Sometimes recalls basic ideas and details •Sometimes determines the goal for listening •Sometimes states the basic cognitive and affective contents, after listening	understanding of the types of organizational or logical relationships •Almost always identifies transitions that suggest relationships •Almost always determines whether the asserted relationship exists •Almost always recalls basic ideas and details •Almost always determines the goal for listening •Almost always states the basic cognitive and affective contents, after listening	
		suggest relationships	suggest relationships	logical relationships	understanding of the types of organizational or logical relationships	

LC: Listening with Critical Comprehension		•Never attends with an open mind •Never demonstrates an awareness of personal, ideological, and emotional biases •Never demonstrates awareness that each person has a unique perspective •Never demonstrates awareness that one's knowledge, experience, and emotions affect listening •Never uses verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening •Never perceives the speaker's purpose and organization of ideas and information •Never identifies the speaker's purpose •Never identifies the organization of the speaker's ideas and information •Never discriminates between statement of fact and statements of	•Rarely attends with an open mind •Rarely demonstrates an awareness of personal, ideological, and emotional biases •Rarely demonstrates awareness that each person has a unique perspective •Rarely demonstrates awareness that one's knowledge, experience, and emotions affect listening •Rarely uses verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening •Rarely perceives the speaker's purpose and organization of ideas and information •Rarely identifies the speaker's purpose •Rarely identifies the organization of the speaker's ideas and information •Rarely discriminates between statement of fact and statements of	•Sometimes attends with an open mind •Sometimes demonstrates an awareness of personal, ideological, and emotional biases •Sometimes demonstrates awareness that each person has a unique perspective •Sometimes demonstrates awareness that one's knowledge, experience, and emotions affect listening •Sometimes uses verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening •Sometimes perceives the speaker's purpose and organization of ideas and information •Sometimes identifies the speaker's purpose •Sometimes identifies the organization of the speaker's ideas and information •Sometimes discriminates between statement of fact	•Almost always attends with an open mind •Almost always demonstrates an awareness of personal, ideological, and emotional biases •Almost always demonstrates awareness that each person has a unique perspective •Almost always demonstrates awareness that one's knowledge, experience, and emotions affect listening •Almost always uses verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening •Almost always perceives the speaker's purpose and organization of ideas and information •Almost always identifies the speaker's purpose •Almost always identifies the organization of the speaker's ideas and information •Almost always

opinion •Never distinguishes between assertions that are verifiable and those that are not •Never distinguishes between emotional and logical arguments •Never demonstrates an understanding that arguments have both emotional and logical dimensions •Never identifies the logical characteristics of an argument •Never identifies whether the argument is predominantly emotional or logical •Never detects bias and prejudice •Never identifies instances of bias and prejudice in a spoken message •Never specifies how bias and prejudice may affect the impact of a spoken message •Never recognizes the speaker's attitude •Never identifies the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages •Never synthesizes and	opinion •Rarely distinguishes between assertions that are verifiable and those that are not •Rarely distinguishes between emotional and logical arguments •Rarely demonstrates an understanding that arguments have both emotional and logical dimensions •Rarely identifies the logical characteristics of an argument •Rarely identifies whether the argument is predominantly emotional or logical •Rarely detects bias and prejudice •Rarely identifies instances of bias and prejudice in a spoken message •Rarely specifies how bias and prejudice may affect the impact of a spoken message •Rarely recognizes the speaker's attitude •Rarely identifies the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages •Rarely synthesizes and	and statements of opinion •Sometimes distinguishes between assertions that are verifiable and those that are not •Sometimes distinguishes between emotional and logical arguments •Sometimes demonstrates an understanding that arguments have both emotional and logical dimensions •Sometimes identifies the logical characteristics of an argument •Sometimes identifies whether the argument is predominantly emotional or logical •Sometimes detects bias and prejudice •Sometimes identifies instances of bias and prejudice in a spoken message •Sometimes specifies how bias and prejudice may affect the impact of a spoken message •Sometimes recognizes the speaker's attitude •Sometimes identifies the direction, intensity, and salience of the	discriminates between statement of fact and statements of opinion •Almost always distinguishes between assertions that are verifiable and those that are not •Almost always distinguishes between emotional and logical arguments •Almost always demonstrates an understanding that arguments have both emotional and logical dimensions •Almost always identifies the logical characteristics of an argument •Almost always identifies whether the argument is predominantly emotional or logical •Almost always detects bias and prejudice •Almost always identifies instances of bias and prejudice in a spoken message •Almost always specifies how bias and prejudice may affect the impact of a spoken message •Almost always

evaluates by drawing logical inferences and conclusions •Never draws relationships between prior knowledge and the information provided by the speaker •Never demonstrates an understanding of the nature of inference •Never identifies the types of verbal and nonverbal information •Never draws valid inferences from the information •Never identifies the information as evidence to support views •Never assesses the acceptability of evidence •Never identifies patterns of reasoning and judges the validity of arguments •Never analyzes the information and inferences in order to draw conclusions •Never recalls the implications and arguments •Never identifies the arguments used to justify the speaker's position •Never states both the overt and implied arguments •Never specifies	evaluates by drawing logical inferences and conclusions •Rarely draws relationships between prior knowledge and the information provided by the speaker •Rarely demonstrates an understanding of the nature of inference •Rarely identifies the types of verbal and nonverbal information •Rarely draws valid inferences from the information •Rarely identifies the information as evidence to support views •Rarely assesses the acceptability of evidence •Rarely identifies patterns of reasoning and judges the validity of arguments •Rarely analyzes the information and inferences in order to draw conclusions •Rarely recalls the implications and arguments •Rarely identifies the arguments used to justify the speaker's position •Rarely states both the overt and implied arguments •Rarely specifies	speaker's attitude as reflected by the verbal messages •Sometimes synthesizes and evaluates by drawing logical inferences and conclusions •Sometimes draws relationships between prior knowledge and the information provided by the speaker •Sometimes demonstrates an understanding of the nature of inference •Sometimes identifies the types of verbal and nonverbal information •Sometimes draws valid inferences from the information •Sometimes identifies the information as evidence to support views •Sometimes assesses the acceptability of evidence •Sometimes identifies patterns of reasoning and judges the validity of arguments •Sometimes analyzes the information and inferences in order to draw conclusions •Sometimes recalls the implications and	recognizes the speaker's attitude •Almost always identifies the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages •Almost always synthesizes and evaluates by drawing logical inferences and conclusions •Almost always draws relationships between prior knowledge and the information provided by the speaker •Almost always demonstrates an understanding of the nature of inference •Almost always identifies the types of verbal and nonverbal information •Almost always draws valid inferences from the information •Almost always identifies the information as evidence to support views •Almost always assesses the acceptability of evidence •Almost always identifies patterns of reasoning and judges the validity of

the implications of these arguments for the speaker, audience, and society at large •Never recognizes discrepancies between the speaker's verbal and nonverbal messages •Never identifies when the nonverbal signals contradict the verbal message •Never identifies when the nonverbal signals understate or exaggerate the verbal message •Never identifies when the nonverbal message is irrelevant to the verbal message •Never employs active listening techniques when appropriate •Never identifies the cognitive and affective dimensions of a message •Never demonstrates comprehension by formulating questions that clarify or qualify the speaker's content and affective intent •Never demonstrates comprehension by paraphrasing the speaker's message	the implications of these arguments for the speaker, audience, and society at large •Rarely recognizes discrepancies between the speaker's verbal and nonverbal messages •Rarely identifies when the nonverbal signals contradict the verbal message •Rarely identifies when the nonverbal signals understate or exaggerate the verbal message •Rarely identifies when the nonverbal message is irrelevant to the verbal message •Rarely employs active listening techniques when appropriate •Rarely identifies the cognitive and affective dimensions of a message •Rarely demonstrates comprehension by formulating questions that clarify or qualify the speaker's content and affective intent •Rarely demonstrates comprehension by paraphrasing the speaker's message	arguments •Sometimes identifies the arguments used to justify the speaker's position •Sometimes states both the overt and implied arguments •Sometimes specifies the implications of these arguments for the speaker, audience, and society at large •Sometimes recognizes discrepancies between the speaker's verbal and nonverbal messages •Sometimes identifies when the nonverbal signals contradict the verbal message •Sometimes identifies when the nonverbal signals understate or exaggerate the verbal message •Sometimes identifies when the nonverbal message is irrelevant to the verbal message •Sometimes employs active listening techniques when appropriate •Sometimes identifies the cognitive and affective dimensions of a message •Sometimes	arguments •Almost always analyzes the information and inferences in order to draw conclusions •Almost always recalls the implications and arguments •Almost always identifies the arguments used to justify the speaker's position •Almost always states both the overt and implied arguments •Almost always specifies the implications of these arguments for the speaker, audience, and society at large •Almost always recognizes discrepancies between the speaker's verbal and nonverbal messages •Almost always identifies when the nonverbal signals contradict the verbal message •Almost always identifies when the nonverbal signals understate or exaggerate the verbal message •Almost always identifies when the nonverbal message is irrelevant to the

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Listening communication rubric based on *Communication Is Life: Essential College Sophomore Speaking and Listening Competencies* by National Communication Association, 1990
https://www.in.gov/che/files/NCA-Speaking_and_Listening_Competencies_for_College_Students.pdf