

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.

Relating, Informing, Persuading

-General

-Persuading Skills

-Informing Skills

-Relating Skills

	Dimensions; Other Rubrics	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Relating, Informing, and Persuading Communication (RIPC): General	[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]					
		<ul style="list-style-type: none"> •Never encodes clear messages, using appropriate language, articulation, pronunciation, paralinguistic qualities, and organizational patterns •Never decodes messages correctly •Never understands others' nonverbal cues •Never critically evaluates 	<ul style="list-style-type: none"> •Rarely encodes clear messages, using appropriate language, articulation, pronunciation, paralinguistic qualities, and organizational patterns •Rarely decodes messages correctly •Rarely understands others' nonverbal cues •Rarely critically evaluates 	<ul style="list-style-type: none"> •Sometimes encodes clear messages, using appropriate language, articulation, pronunciation, paralinguistic qualities, and organizational patterns •Sometimes decodes messages correctly •Sometimes understands others' nonverbal cues •Sometimes 	<ul style="list-style-type: none"> •Almost always encodes clear messages, using appropriate language, articulation, pronunciation, paralinguistic qualities, and organizational patterns •Almost always decodes messages correctly •Almost always understands others' nonverbal cues 	

<p>messages</p> <ul style="list-style-type: none"> •Never distinguishes between various communicative purposes •Never recognizes when it is inappropriate to speak •Never speaks clearly and expressively •Never uses appropriate articulation, pronunciation, volume, rate, and intonation •Never decodes verbal and nonverbal cues •Is never aware of language indicating bias regarding gender, age, ethnicity, or sexual/affectional orientation •Never detects errors in the communication of others •Never achieves goals without jeopardizing more important goals in other contexts •Never assesses the communication context and adapts the message to the audience •Never presents one's ideas in an organizational pattern that allows others to understand •Never distinguishes between different 	<p>messages</p> <ul style="list-style-type: none"> •Rarely distinguishes between various communicative purposes •Rarely recognizes when it is inappropriate to speak •Rarely speaks clearly and expressively •Rarely uses appropriate articulation, pronunciation, volume, rate, and intonation •Rarely decodes verbal and nonverbal cues •Is rarely aware of language indicating bias regarding gender, age, ethnicity, or sexual/affectional orientation •Rarely detects errors in the communication of others •Rarely achieves goals without jeopardizing more important goals in other contexts •Rarely assesses the communication context and adapts the message to the audience •Rarely presents one's ideas in an organizational pattern that allows others to understand •Rarely distinguishes between different 	<p>critically evaluates messages</p> <ul style="list-style-type: none"> •Sometimes distinguishes between various communicative purposes •Sometimes recognizes when it is inappropriate to speak •Sometimes speaks clearly and expressively •Sometimes uses appropriate articulation, pronunciation, volume, rate, and intonation •Sometimes decodes verbal and nonverbal cues •Is sometimes aware of language indicating bias regarding gender, age, ethnicity, or sexual/affectional orientation •Sometimes detects errors in the communication of others •Sometimes achieves goals without jeopardizing more important goals in other contexts •Sometimes assesses the communication context and adapts the message to the audience •Sometimes presents one's ideas in an organizational 	<ul style="list-style-type: none"> •Almost always critically evaluates messages •Almost always distinguishes between various communicative purposes •Almost always recognizes when it is inappropriate to speak •Almost always speaks clearly and expressively •Almost always uses appropriate articulation, pronunciation, volume, rate, and intonation •Almost always decodes verbal and nonverbal cues •Is almost always aware of language indicating bias regarding gender, age, ethnicity, or sexual/affectional orientation •Almost always detects errors in the communication of others •Almost always achieves goals without jeopardizing more important goals in other contexts •Almost always assesses the communication context and adapts the message to the
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		<p>purposes and goals in communicating (persuading, informing, and relating)</p> <ul style="list-style-type: none"> •Never listens •Never selects and uses the most effective medium for communication •Never conveys enthusiasm for one's topic •Never structures a message with an introduction, main points, useful transitions, and a conclusion 	<p>purposes and goals in communicating (persuading, informing, and relating)</p> <ul style="list-style-type: none"> •Rarely listens •Rarely selects and uses the most effective medium for communication •Rarely conveys enthusiasm for one's topic •Rarely structures a message with an introduction, main points, useful transitions, and a conclusion 	<p>pattern that allows others to understand</p> <ul style="list-style-type: none"> •Sometimes distinguishes between different purposes and goals in communicating (persuading, informing, and relating) •Sometimes listens •Sometimes selects and uses the most effective medium for communication •Sometimes conveys enthusiasm for one's topic •Sometimes structures a message with an introduction, main points, useful transitions, and a conclusion 	<p>audience</p> <ul style="list-style-type: none"> •Almost always presents one's ideas in an organizational pattern that allows others to understand •Almost always distinguishes between different purposes and goals in communicating (persuading, informing, and relating) •Almost always listens •Almost always selects and uses the most effective medium for communication •Almost always conveys enthusiasm for one's topic •Almost always structures a message with an introduction, main points, useful transitions, and a conclusion 	
<p>RIPC: Persuading Skills</p>		<ul style="list-style-type: none"> •Never constructs a persuasive message, adapted to the audience, purpose, and context of the situation •Never presents the message, using effective delivery, reasoning, and organizational pattern •Never achieves one's persuasive goals 	<ul style="list-style-type: none"> •Rarely constructs a persuasive message, adapted to the audience, purpose, and context of the situation •Rarely presents the message, using effective delivery, reasoning, and organizational pattern •Rarely achieves one's persuasive 	<ul style="list-style-type: none"> •Sometimes constructs a persuasive message, adapted to the audience, purpose, and context of the situation •Sometimes presents the message, using effective delivery, reasoning, and organizational pattern •Sometimes achieves one's 	<ul style="list-style-type: none"> •Almost always constructs a persuasive message, adapted to the audience, purpose, and context of the situation •Almost always presents the message, using effective delivery, reasoning, and organizational pattern •Almost always 	

<ul style="list-style-type: none"> •Never tells when someone is trying to persuade them and critically evaluates those attempts to influence •Never defends their positions with evidence and reasoning •Never uses an effective organizational pattern to persuade •Never adapts the message to the audience and communicative context •Never provides feedback to someone who is trying to persuade them •Never distinguishes fact from opinion •Never distinguishes between informative and persuasive messages •Never critically evaluates another's spoken or mediated messages and attempts to influence •Never identifies others' levels of receptivity to the message •Never recognizes when others do not agree 	<ul style="list-style-type: none"> goals •Rarely tells when someone is trying to persuade them and critically evaluates those attempts to influence •Rarely defends their positions with evidence and reasoning •Rarely uses an effective organizational pattern to persuade •Rarely adapts the message to the audience and communicative context •Rarely provides feedback to someone who is trying to persuade them •Rarely distinguishes fact from opinion •Rarely distinguishes between informative and persuasive messages •Rarely critically evaluates another's spoken or mediated messages and attempts to influence •Rarely identifies others' levels of receptivity to the message •Rarely recognizes when others do not agree 	<ul style="list-style-type: none"> persuasive goals •Sometimes tells when someone is trying to persuade them and critically evaluates those attempts to influence •Sometimes defends their positions with evidence and reasoning •Sometimes uses an effective organizational pattern to persuade •Sometimes adapts the message to the audience and communicative context •Sometimes provides feedback to someone who is trying to persuade them •Sometimes distinguishes fact from opinion •Sometimes distinguishes between informative and persuasive messages •Sometimes critically evaluates another's spoken or mediated messages and attempts to influence •Sometimes identifies others' levels of receptivity to the message •Sometimes recognizes when 	<ul style="list-style-type: none"> achieves one's persuasive goals •Almost always tells when someone is trying to persuade them and critically evaluates those attempts to influence •Almost always defends their positions with evidence and reasoning •Almost always uses an effective organizational pattern to persuade •Almost always adapts the message to the audience and communicative context •Almost always provides feedback to someone who is trying to persuade them •Almost always distinguishes fact from opinion •Almost always distinguishes between informative and persuasive messages •Almost always critically evaluates another's spoken or mediated messages and attempts to influence •Almost always identifies others' levels of receptivity to the
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				others do not agree	message •Almost always recognizes when others do not agree
RIPC: Informing Skills	<ul style="list-style-type: none"> •Never presents information •Never answers questions •Never gives directions •Never gives assistance •Never recognizes when others do not understand •Never understands others' messages •Never asks questions •Never follows directions •Never gives information and supports it with illustrations and examples •Never gives directions in order •Never asks clear questions •Never asks for information •Never identifies main points •Never understands what is said •Never remembers important points in others' messages •Never answers questions directly and accurately •Never recognizes when others do not understand •Never 	<ul style="list-style-type: none"> •Rarely presents information •Rarely answers questions •Rarely gives directions •Rarely gives assistance •Rarely recognizes when others do not understand •Rarely understands others' messages •Rarely asks questions •Rarely follows directions •Rarely gives information and supports it with illustrations and examples •Rarely gives directions in order •Rarely asks clear questions •Rarely asks for information •Rarely identifies main points •Rarely understands what is said •Rarely remembers important points in others' messages •Rarely answers questions directly and accurately •Rarely recognizes when others do not understand •Rarely 	<ul style="list-style-type: none"> •Sometimes presents information •Sometimes answers questions •Sometimes gives directions •Sometimes gives assistance •Sometimes recognizes when others do not understand •Sometimes understands others' messages •Sometimes asks questions •Sometimes follows directions •Sometimes gives information and supports it with illustrations and examples •Sometimes gives directions in order •Sometimes asks clear questions •Sometimes asks for information •Sometimes identifies main points •Sometimes understands what is said •Sometimes remembers important points in others' messages •Sometimes answers questions directly and accurately •Sometimes recognizes when 	<ul style="list-style-type: none"> •Almost always presents information •Almost always answers questions •Almost always gives directions •Almost always gives assistance •Almost always recognizes when others do not understand •Almost always understands others' messages •Almost always asks questions •Almost always follows directions •Almost always gives information and supports it with illustrations and examples •Almost always gives directions in order •Almost always asks clear questions •Almost always asks for information •Almost always identifies main points •Almost always understands what is said •Almost always asks for information •Almost always identifies main points •Almost always understands what is said •Almost always remembers important points in others' messages 	

		<p>summarizes messages for others</p> <ul style="list-style-type: none"> •Never understands others' messages, following their ideas, and drawing inferences •Never describes and summarizes viewpoints different from their own 	<p>summarizes messages for others</p> <ul style="list-style-type: none"> •Rarely understands others' messages, following their ideas, and drawing inferences •Rarely describes and summarizes viewpoints different from their own 	<p>others do not understand</p> <ul style="list-style-type: none"> •Sometimes summarizes messages for others •Sometimes understands others' messages, following their ideas, and drawing inferences •Sometimes describes and summarizes viewpoints different from their own 	<ul style="list-style-type: none"> •Almost always answers questions directly and accurately •Almost always recognizes when others do not understand •Almost always summarizes messages for others •Almost always understands others' messages, following their ideas, and drawing inferences •Almost always describes and summarizes viewpoints different from their own 	
<p>RIPC: Relating Skills</p>		<ul style="list-style-type: none"> •Never develops, maintains, and nurtures interpersonal and small group relationships with others •Never fulfills one's own interpersonal needs •Never manages conflict while respecting all interactants' rights •Never responds to others' attempts to build relationships and reciprocate by self-disclosing, focusing on the other, empathizing, and displaying affinity •Never achieves 	<ul style="list-style-type: none"> •Rarely develops, maintains, and nurtures interpersonal and small group relationships with others •Rarely fulfills one's own interpersonal needs •Rarely manages conflict while respecting all interactants' rights •Rarely responds to others' attempts to build relationships and reciprocate by self-disclosing, focusing on the other, empathizing, and displaying affinity •Rarely achieves 	<ul style="list-style-type: none"> •Sometimes develops, maintains, and nurtures interpersonal and small group relationships with others •Sometimes fulfills one's own interpersonal needs •Sometimes manages conflict while respecting all interactants' rights •Sometimes responds to others' attempts to build relationships and reciprocate by self-disclosing, focusing on the other, empathizing, and 	<ul style="list-style-type: none"> •Almost always develops, maintains, and nurtures interpersonal and small group relationships with others •Almost always fulfills one's own interpersonal needs •Almost always manages conflict while respecting all interactants' rights •Almost always responds to others' attempts to build relationships and reciprocate by self-disclosing, focusing on the other, 	

<p>interpersonal goals (giving/seeking inclusion, affection, and control)</p> <ul style="list-style-type: none"> •Never identifies conflict situations •Never respects others' rights and •Never stands up for one's own rights •Never feels and conveys empathy to others •Never builds relationships with others •Never describes others' view points •Never describes differences in opinion •Never expresses one's feelings to others when appropriate •Never performs social rituals (introductions, telephone answering, greetings, farewells) •Never maintains conversations by taking turns, managing the interaction, reciprocal conversation, self-disclosure, and altercentrism •Never receives affinity (e.g., compliments) from others •Never works on collaborative projects in teams •Never keeps group discussions 	<p>interpersonal goals (giving/seeking inclusion, affection, and control)</p> <ul style="list-style-type: none"> •Rarely identifies conflict situations •Rarely respects others' rights •Rarely stands up for one's own rights •Rarely feels and conveys empathy to others •Rarely builds relationships with others •Rarely describes others' view points •Rarely describes differences in opinion •Rarely expresses one's feelings to others when appropriate •Rarely performs social rituals (introductions, telephone answering, greetings, farewells) •Rarely maintains conversations by taking turns, managing the interaction, reciprocal conversation, self-disclosure, and altercentrism •Rarely receives affinity (e.g., compliments) from others •Rarely works on collaborative projects in teams •Rarely keeps group discussions 	<p>displaying affinity achieves interpersonal goals (giving/seeking inclusion, affection, and control)</p> <ul style="list-style-type: none"> •Sometimes identifies conflict situations •Sometimes respects others' rights •Sometimes stands up for one's own rights •Sometimes feels and conveys empathy to others •Sometimes builds relationships with others •Sometimes describes others' view points •Sometimes describes differences in opinion •Sometimes expresses one's feelings to others when appropriate •Sometimes performs social rituals (introductions, telephone answering, greetings, farewells) •Sometimes maintains conversations by taking turns, managing the interaction, reciprocal conversation, self-disclosure, and altercentrism 	<p>empathizing, and displaying affinity</p> <ul style="list-style-type: none"> •Almost always achieves interpersonal goals (giving/seeking inclusion, affection, and control) •Almost always identifies conflict situations •Almost always respects others' rights •Almost always stands up for one's own rights •Almost always feels and conveys empathy to others •Almost always builds relationships with others •Almost always describes others' view points •Almost always describes differences in opinion •Almost always expresses one's feelings to others when appropriate •Almost always performs social rituals (introductions, telephone answering, greetings, farewells) •Almost always maintains conversations by taking turns, managing the interaction, reciprocal
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	relevant and focused	relevant and focused	<ul style="list-style-type: none"> • Sometimes receives affinity (e.g., compliments) from others • Sometimes works on collaborative projects in teams • Sometimes keeps group discussions relevant and focused 	conversation, self-disclosure, and altercentrism <ul style="list-style-type: none"> • Almost always receives affinity (e.g., compliments) from others • Almost always works on collaborative projects in teams • Almost always keeps group discussions relevant and focused
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Relating, informing, and persuading communication rubric based on *Expectations for College Graduates: Basic Skills for Persuading, Informing, and Relating* by Rebecca Rubin and Sherwyn Morreale, 1995, 1996

<https://www.researchgate.net/publication/234610377> What College Students Should Know and Be Able To Do