

# 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.

## Speaking/Presentation Communication

**-Composing the Message**

**-Transmitting the Message Using Delivery Skills**

**-Transmitting Messages Using Interpersonal Skills**

	Dimensions; Other Rubrics	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]					

Speaking/  
Presentation  
Communication  
(SPC):  
Composing the  
Message

Transmitting ideas and information orally in a variety of Situations; generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals; composing a message and providing ideas and information suitable to the topic, purpose, and audience; exhibiting competencies by demonstrating the abilities in the next column

- Never identifies the various purposes for oral discourse
- Never identifies the similarities and differences among various purposes
- Never understands that different contexts require differing purposes
- Never generates a specific purpose relevant to the context when given a general purpose
- Never chooses a topic and restricts it according to the purpose and the audience
- Never identifies a subject that is relevant to the speaker's role, knowledge, concerns, and interests
- Never narrows the topic adapting it to the purpose and time constraints for communication
- Never adapts the treatment of the topic to the context for communication
- Never formulates a thesis statement
- Never uses a thesis as a planning tool
- Never summarizes the central message in a manner consistent with the purpose

- Rarely identifies the various purposes for oral discourse
- Rarely identifies the similarities and differences among various purposes
- Rarely understands that different contexts require differing purposes
- Rarely generates a specific purpose relevant to the context when given a general purpose
- Rarely chooses a topic and restricts it according to the purpose and the audience
- Rarely identifies a subject that is relevant to the speaker's role, knowledge, concerns, and interests
- Rarely narrows the topic adapting it to the purpose and time constraints for communication
- Rarely adapts the treatment of the topic to the context for communication
- Rarely formulates a thesis statement
- Rarely uses a thesis as a planning tool
- Rarely summarizes the central message in a manner consistent with the purpose

- Sometimes identifies the various purposes for oral discourse
- Sometimes identifies the similarities and differences among various purposes
- Sometimes understands that different contexts require differing purposes
- Sometimes generates a specific purpose relevant to the context when given a general purpose
- Sometimes chooses a topic and restricts it according to the purpose and the audience
- Sometimes identifies a subject that is relevant to the speaker's role, knowledge, concerns, and interests
- Sometimes narrows the topic adapting it to the purpose and time constraints for communication
- Sometimes adapts the treatment of the topic to the context for communication
- Sometimes formulates a thesis statement
- Sometimes uses a thesis as a planning tool
- Sometimes

- Almost always identifies the various purposes for oral discourse
- Almost always identifies the similarities and differences among various purposes
- Almost always understands that different contexts require differing purposes
- Almost always generates a specific purpose relevant to the context when given a general purpose
- Almost always chooses a topic and restricts it according to the purpose and the audience
- Almost always identifies a subject that is relevant to the speaker's role, knowledge, concerns, and interests
- Almost always narrows the topic adapting it to the purpose and time constraints for communication
- Almost always adapts the treatment of the topic to the context for communication
- Almost always formulates a thesis statement
- Almost always uses a thesis as a planning tool
- Almost always

SPC:  
Transmitting the  
Message Using  
Delivery Skills

Transmitting the message by using delivery skills suitable to the topic, purpose, and audience; exhibiting competencies by demonstrating the abilities in the next column

- Never employs vocal variety in rate, pitch, and intensity
- Never uses vocal variety to heighten and maintain interest
- Never uses a rate that is suitable to the message, occasion, and receiver
- Never uses pitch (within speaker's optimum range) to clarify and to emphasize
- Never uses intensity appropriate for the message and audible to the audience
- Never articulates
- Never demonstrates knowledge of the sounds of the American English language
- Never uses the sounds of the American English language
- Never employs language appropriate to the designated audience
- Never employs language that enhances the speaker's credibility, promotes the purpose, and the receiver's understanding
- Never demonstrates that the use of technical vocabularies, slang, idiomatic

- Rarely employs vocal variety in rate, pitch, and intensity
- Rarely uses vocal variety to heighten and maintain interest
- Rarely uses a rate that is suitable to the message, occasion, and receiver
- Rarely uses pitch (within speaker's optimum range) to clarify and to emphasize
- Rarely uses intensity appropriate for the message and audible to the audience
- Rarely articulates
- Rarely demonstrates knowledge of the sounds of the American English language
- Rarely uses the sounds of the American English language
- Rarely employs language appropriate to the designated audience
- Rarely employs language that enhances the speaker's credibility, promotes the purpose, and the receiver's understanding
- Rarely demonstrates that the use of technical

- Sometimes employs vocal variety in rate, pitch, and intensity
- Sometimes uses vocal variety to heighten and maintain interest
- Sometimes uses a rate that is suitable to the message, occasion, and receiver
- Sometimes uses pitch (within speaker's optimum range) to clarify and to emphasize
- Sometimes uses intensity appropriate for the message and audible to the audience
- Sometimes articulates
- Sometimes demonstrates knowledge of the sounds of the American English language
- Sometimes uses the sounds of the American English language
- Sometimes employs language appropriate to the designated audience
- Sometimes employs language that enhances the speaker's credibility, promotes the purpose, and the receiver's understanding
- Sometimes demonstrates that

- Almost always employs vocal variety in rate, pitch, and intensity
- Almost always uses vocal variety to heighten and maintain interest
- Almost always uses a rate that is suitable to the message, occasion, and receiver
- Almost always uses pitch (within speaker's optimum range) to clarify and to emphasize
- Almost always uses intensity appropriate for the message and audible to the audience
- Almost always articulates
- Almost always demonstrates knowledge of the sounds of the American English language
- Almost always uses the sounds of the American English language
- Almost always employs language appropriate to the designated audience
- Almost always employs language that enhances the speaker's credibility, promotes the purpose, and the receiver's

<b>SPC:</b> <b>Transmitting</b> <b>Messages Using</b> <b>Interpersonal</b> <b>Skills</b>	Transmitting messages using interpersonal skills suitable to the context and the audience; exhibiting competencies by demonstrating the abilities in the next column	<ul style="list-style-type: none"> <li>•Never demonstrates interpersonal skills for various contexts</li> <li>•Never displays self-awareness as a communicator</li> <li>•Never selects from a repertoire of interpersonal skills those strategies that enhance relationships</li> <li>•Never uses a conversational mode through self-presentation and response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely demonstrates interpersonal skills for various contexts</li> <li>•Rarely displays self-awareness as a communicator</li> <li>• Rarely selects from a repertoire of interpersonal skills those strategies that enhance relationships</li> <li>•Rarely uses a conversational mode through self-presentation and response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes demonstrates interpersonal skills for various contexts</li> <li>•Sometimes displays self-awareness as a communicator</li> <li>•Sometimes selects from a repertoire of interpersonal skills those strategies that enhance relationships</li> <li>•Sometimes uses a conversational mode through self-presentation and response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>•Almost always demonstrates interpersonal skills for various contexts</li> <li>•Almost always displays self-awareness as a communicator</li> <li>•Almost always selects from a repertoire of interpersonal skills those strategies that enhance relationships</li> <li>•Almost always uses a conversational mode through self-presentation and response to feedback</li> </ul>
--	--	---	--	---	---

Presentation/speaking 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](https://www.in.gov/che/files/NCA-Speaking_and_Listening_Competencies_for_College_Students.pdf)