Competency Rubric

Core Competency Scoring Rubric

Communication-Speech - COMS1

COM1 Communication Strategies: Communication – COM1 Communication Strategies – Students apply a variety of communication strategies to effectively adapt their writing, oral, and non-verbal communication to meet the needs of diverse audiences and situations.

Level

Description

4 - Advanced   Advanced performances exceed the expectations for Ferris graduates. This work shows an effective and well-developed response to the learning outcome. These students represent the strongest fraction of our graduates.

Advanced: continually adapt the content, structure, language, illustrations, non-verbal cues, style, visual elements, and tone of voice to the expectations, assumptions, and demographics of targeted audiences

3 - Proficient   Proficient performances meet the expectations for Ferris graduates. This work demonstrates a sufficient response to the learning outcome with regard to scope and accuracy. All students are expected to attain this level of ability by graduation.

Proficient: illustrations, non-verbal cues, style, visual elements, and tone of voice to the expectations, assumptions, and demographics of targeted audiences

2 - Progressing   Developing performances approach the expectations for Ferris graduates. Although this work is more accomplished than that of novices, the scope and accuracy of the response does not yet satisfactorily address the learning outcome. This should be true of most first and second year students.

Progressing: Considers the expectations, assumptions, and demographics of targeted audiences when making choices of content, structure, language, illustrations, non-verbal cues, style, visual elements, or tone of voice

1 - Beginning   Beginning performances do not meet the expectations for Ferris graduates. This work exhibits a novice level of ability with regard to addressing the learning outcome. This is the expected skill level for our incoming first year students

Beginning: Attempts to establish common ground with an audience through choices of content, structure, language, illustrations, non-verbal cues, style, visual elements, or tone of voice

0 - Unsatisfactory   Unsatisfactory performances neither meet the expectations for Ferris graduates nor those for incoming freshmen. This work exhibits profound deficiencies and/or is incomplete.

Unsatisfactory: Does not consider audience when making choices of content, structure, language, illustrations, non- verbal cues, style, visual elements, or tone of voice. Core Competency Scoring Rubric Ferris State University Level Description Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. Engages team members in ways that facilitate their contributions to meetings by restating the views of other

team members and/or asking questions for clarification. Engages team members by taking turns and listening to others without interrupting. Does not productively engage with other team members. Core Competency Scoring Rubric Ferris State University Level Description Creates a constructive team climate by performing all of the following activities: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members. Supports a constructive team climate by doing any three of the activities enumerated above. Adds to a constructive team climate by doing any two of the activities enumerated above. Participates in a constructive team climate by doing any one of the activities enumerated above. Does not contribute in a way that fosters a constructive team climate. Core Competency Scoring Rubric Ferris State University Level Description Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. Identifies and acknowledges conflict and stays engaged with it. Redirecting focus toward common ground, toward task at hand (away from conflict). Passively accepts alternate viewpoints/ideas/opinions. Does not help to manage or resolve conflict within the group.