

Competency Rubric

Core Competency Scoring Rubric

Communication-Speech - COMS4

COMS4 Relationship with others– Students will apply effective communication behaviors to develop relationships and to promote listening and discussion: Communication – COMS4 Relationship with others– Students will apply effective communication behaviors to develop relationships and to promote listening and discussion

Table 1: Caption

| Level | Description |
|---|--|
| <p>4 - Advanced</p> <p>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.</p> | <p>Advanced: Attending/ Active listening: Communicates empathy and compassion Whole messages (assertive). Utilizes messages that can be restated by the audience in the clarity and completeness of the original message Probing, persuasion: Asks focused, incisive questions and methodically persuading the audience</p> |
| <p>3 - Proficient</p> <p>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.</p> | <p>Proficient: Attending/ Active listening: Demonstrates varied attending behaviors and paraphrasing, reflecting feelings, and probing Whole messages (assertive). Utilizes high fidelity messages that are clearly understood by the audience. Probing, persuasion: Asks questions and persuading the audience with whole messages</p> |
| <p>2 - Progressing</p> <p>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.</p> | <p>Progressing: Attending/ Active listening: Demonstrates intentional nonverbal attending and active listening Whole messages (assertive). Utilizes messages with a clear topic and sufficient explanation and examples for understanding of the topic Probing, persuasion: Asking questions and seeking to change the perceptions or actions of an audience</p> |
| <p>1 - Beginning</p> <p>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</p> | <p>Beginning: Attending/ Active listening: Demonstrates paying attention and offering advice Whole messages (assertive). Utilizes messages that the audience knows the topic and lacks the details to understand it fully Probing, persuasion: Willing to ask questions or to seek to change the perceptions or actions of an audience</p> |
| <p>0 - Unsatisfactory</p> <p>Unsatisfactory performances neither meet the expectations for Ferris graduates nor those for incoming freshmen. This work exhibits profound deficiencies and/or is incomplete.</p> | <p>Unsatisfactory: perspective Attending/ Active listening: No attending or active listening Whole messages (assertive): Utilizes messages that are unclear or incomplete for the audience Probing, persuasion: Unable or unwilling to ask questions or to seek to change the perceptions or actions of an audience</p> |