**Communication Skills Rubric**

The Communication Skills rubric articulates what Syracuse University students should know and be able to demonstrate by the time they graduate through four learning outcomes, specific indicators, performance levels, and performance descriptors. The Communication Skills rubric was created by a community of practice with faculty, staff, and students from across the University. This rubric is intended for institutional-level use in assessing and reflecting on undergraduate student learning. Faculty teaching courses with a Communication Skills course tag may refer to the learning outcomes when developing course learning objectives, signature assignments, and other learning experiences for students. This rubric will continue to evolve as Syracuse University collects feedback from faculty who utilize it to reflect on student learning.

**Communication Skills Framing Language**

Communication Skills Framing Language: Effective individual, interpersonal, and collaborative presentation and development of ideas through oral, written, and other forms of expression to inform, persuade, or inspire.

**Preamble and Guidance**

This rubric is meant to provide faculty and students with specific learning outcomes for Communication Skills. Based on the framing language, this rubric uses the term “communications” broadly to encompass oral, written, and other forms of expression used in diverse disciplines and situations. The indicators associated with each learning outcome are broadly worded so each discipline has the flexibility to apply them in their own context. This rubric can be applied to a single assignment or multiple assignments in formative or summative learning experiences. Communication is a foundational skill to human interaction; ethics are essential to all parts of communication, and the rubric below assumes that all outcomes can only be achieved by adhering to the ethical standards of a given discipline, profession, etc. The term “inclusion” is used in the rubric to emphasize the knowledge students must develop to use responsible communication; inclusion may mean but is not limited to power dynamics, attention to bias, attention to audience identities, accessibility, etc. Accuracy is noted throughout the rubric and should be interpreted within the context of the discipline’s best practices.

| **Learning Outcomes** | **Indicators** | **Where in the course or learning experience do students demonstrate the indicator?** |
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| 1. CONTEXT: Employ communication strategies across various situations. | 1.1 Identifies the communication’s purpose in context. |  |
| 1.2 Addresses the specific audience in context. |  |
| 1.3 Demonstrates characteristics and practices of effective communications in various situations. |  |
| 2. RESPONSIBLE COMMUNICATION: Apply inclusive concepts and practices. | 2.1 Exemplifies best practices for inclusive and responsible communications in context. |  |
| 2.2 Incorporates accurate, credible, and reliable sources. |  |
| 2.3 Credits information providers according to relevant guidelines. |  |
| 3. PRACTICE: Apply communication tools to a given medium, context, and audience. | 3.1 Develops active listening and/or information gathering skills appropriate to given communication situations. |  |
| 3.2 Uses communication tools, styles, and approaches appropriate for specific audiences and situations. |  |
| 3.3 Crafts forms of communication that are effective for specific audiences and situations. |  |
| 4. RESPONSIVE COMMUNICATION: Evaluate and use feedback to achieve effective communication. | 4.1 Evaluates the communication’s reception. |  |
| 4.2 Discerns the value and intention of self-assessment and feedback from others. |  |
| 4.3 Revises the communication to achieve the intended purpose based on feedback. |  |