



Core Competency Scoring Rubric

Ferris State University

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. *Evaluated during the fall semester of even-numbered years.*

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.	Uses nuanced reflection and assessment to 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.	Adapts the content, structure, language, 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.	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 freshman.	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.	Does not consider audience when making choices of content, structure, language, illustrations, non-verbal cues, style, visual elements, or tone of voice.



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Collaboration – COL2

Facilitate Others – Students 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.

Evaluated during the spring semester of odd-numbered years.

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.	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.
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.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
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.	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.
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 freshman.	Engages team members by taking turns and listening to others without interrupting.
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.	Does not productively engage with other team members.



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Collaboration – COL3

Foster Team Environment – Students support a constructive team environment through appropriate communication, positive vocal and written tone and body language.

Evaluated during the fall semester of odd-numbered years.

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.	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.
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.	Supports a constructive team climate by doing any three of the activities enumerated above.
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.	Adds to a constructive team climate by doing any two of the activities enumerated above.
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 freshman.	Participates in a constructive team climate by doing any one of the activities enumerated above.
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.	Does not contribute in a way that fosters a constructive team climate.



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Ferris State University

Collaboration – COL4

Conflict Resolution – Students address conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.

Evaluated during the spring semester of even-numbered years.

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.	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.
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.	Identifies and acknowledges conflict and stays engaged with it.
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.	Redirecting focus toward common ground, toward task at hand (away from conflict).
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 freshman.	Passively accepts alternate viewpoints/ideas/opinions.
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.	Does not help to manage or resolve conflict within the group.