

Interpersonal Communication Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Interpersonal Communication: Understanding issues and trends in a multicultural non-sexist society; demonstrating sensitive awareness and knowledge of own cultural background and that of others; being skilled in working effectively with individuals from diverse cultural backgrounds; exemplary listening and responding skills.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Nature of humankind	Demonstrates a positive and optimistic view of the nature of humankind.	Demonstrates a fairly positive and mostly optimistic view of the nature of humankind.	Demonstrates a slightly positive and somewhat optimistic view of the nature of humankind.	Demonstrates a negative and pessimistic view of the nature of humankind.
Organizational and personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and rather assertively.	Pursues goals with low energy and with prompting from others.	Fails to set goals.
Shared Goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner.	Works toward shared goals in a less than cooperative manner.	Not cooperative in working toward shared goals.
Sensitivity	Interacts with others with deep sensitivity to interpersonal nuances.	Interacts with others with sensitivity to interpersonal nuances.	Interacts with others with some sensitivity to interpersonal nuances.	Interacts with others with no sensitivity to interpersonal nuances.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
<p>Creating a climate of trust and openness in working with others through</p> <ul style="list-style-type: none"> listening and responding 	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses listening and responding skills which are minimally facilitative.	Fails to listen and responds in ways that are destructive of relationships.
<ul style="list-style-type: none"> being congruent in expressing self 	Maximally congruent in expressing oneself.	Congruent in expressing oneself.	Minimally congruent in expressing oneself.	Highly incongruent in expressing oneself.
<ul style="list-style-type: none"> providing encouragement, support, and feedback 	Provides hopeful encouragement, maximum support, and highly constructive feedback.	Provides encouragement, support, and constructive feedback.	Provides some encouragement, minimal support, and minimally constructive feedback.	Provides discouraging, non-supportive, and destructive feedback.
<p>Revealing understanding of a multicultural, non-sexist society by</p> <ul style="list-style-type: none"> responding to individuals 	Responds consistently to individuals as people, not stereotypes.	Responds most of the time to individuals as people, not stereotypes.	Responds more often than not to individuals as people, not stereotypes.	Responds to people stereotypically.
<ul style="list-style-type: none"> displaying sensitivity 	Displays consistently the utmost sensitivity in working with individuals from varied cultural backgrounds.	Displays rather consistently sensitivity in working with individuals from varied cultural backgrounds.	Displays most of the time some degree of sensitivity in working with individuals from varied cultural backgrounds.	Displays consistently a lack of sensitivity in working with individuals from varied cultural backgrounds.