



Arizona CTE Professional Standards COMPLEX COMMUNICATION RUBRIC

The Arizona CTE Professional Skills are integrated with the CTE technical program standards. The Professional Skills Rubrics are mapped to the standard measurement criteria and core actions. The Rubric starts with expert/leader and progresses to the right to novice. After the Foundational Skills are met, teachers should use the Rubric to help measure student progress. High school students should strive to achieve **Approaching Proficiency or better** before graduation.

STANDARD 1: COMPLEX COMMUNICATION

Employs Complex Communication* skills in a manner that adds to organizational productivity. *Complex Communication refers to combining traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.

RUBRIC EXPECTATIONS FOR COMPLEX COMMUNICATION					
Measurement Criteria	Core Actions	Expert/Leader	Proficient	Approaching Proficiency	Novice
1.A Masters core communication skills for the workplace	1.A.a Delivers content accurately	Articulates concepts that are not easily understood (e.g., writes an article about advanced technical concepts, explains technical information to nontechnical staff)	Meets industry/organizational standards for technical communication, verbally and in writing (e.g., aligns communication to reflect organizational goals, describes technical content with precision, selects document and style as appropriate to the situation, provides reports that are accurate in content and format)	Provides a message that is clear and concise, verbally and in writing	Conveys understanding of instructions in work to be performed, verbally and in writing
	1.A.b Persuades others	Adapts communication to integrate multiple viewpoints, styles, and approaches to content	Influences others to adopt point of view, change direction, and/or take action to achieve workplace goals (e.g., makes a sale, persuades supervisor to consider alternative action)	Presents ideas with confidence through voice inflection, pace, body language, gestures and tone	Tests ideas with others (e.g., suggests a change in work plan, offers possible solution to a problem)
	1.A.c Uses communication style appropriate to audience and situation	Recommends adjustments to communication protocols as a result of audience feedback (e.g., responds to consistent survey results, addresses problems with technology relative to a certain age group)	Communicates in a style that fits the audience and situation (e.g., manages difficult customer conversations in person/by phone rather than by email, prepares a PowerPoint presentation for investors, uses online survey tool for one age group and focus groups for another)	Practices different styles of communication used by the industry/organization under supervision (e.g., determines when or when not to use workplace jargon, sets up a web page, writes letters to customers, rehearses for difficult phone conversations)	Familiarizes oneself with workplace communication protocols [e.g., formats communications, learns the jargon of the job, trains in customer service, acclimates to various audiences (customers/clients)]



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1.A Masters core communication skills for the workplace	1.A.d Listens actively	Practices active listening consistently	Responds after considering the perspective of another	Demonstrates understanding of the speaker's intent (e.g., restates key ideas, interprets instructions of supervisor correctly, clarifies customer complaints)	Expresses interest (e.g., gives verbal and non-verbal cues such as eye contact, posture; asks questions; refrains from arguing or interrupting, puts down cell phone, relates ideas to personal experience)
	1.A.e Resolves conflicts	Identifies ways to prevent similar conflicts	Negotiates compromise or agreement	Generates options for resolving conflict that focus on the issues rather than the personalities	Identifies areas of agreement and disagreement
1.B Communicates effectively in a diverse work environment	1.B.a Communicates with diversity in mind	Assists others in adhering to workplace policies regarding diversity	Communicates with sensitivity to people of different cultures, generations, physical ability, and life/work experience (e.g., uses metaphors with sensitivity, uses culturally neutral language, avoids generational jargon)	Eliminates barriers to communication resulting from personal perspectives, assumptions, and preferences	Recognizes differences in communication style based on culture, generation, physical ability, and life/work experience
1.C Uses technologies and social media for workplace communication	1.C.a Exercises competence in using technology	Introduces new technologies for communication (e.g., uses technology to manage remote work teams, provides online training)	Integrates new technologies with existing technologies to improve internal and external communication (e.g., engineer works with colleagues in online workspaces; reporter uses cellphone to instantly upload photos and stories to a news site; retailer sets up a social media presence for more direct customer contact)	Selects a variety of tools to communicate and document in the workplace (e.g., chooses between voicemail, email, and texting; decides on a conference call over video conferencing; gets message out over Facebook, web, and video uploads, uses drop box on a project instead of the internal file system to allow consultants access)	Uses prescribed communication tools



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1.C Uses technologies and social media for workplace communication	1.C.b Upholds the brand	Recommends strategies to develop organization's online presence	Projects an online professional persona that promotes organizational objectives	Maintains organizational brand and style in all varieties of online communication (e.g., social media, email, website)	Follows policies regarding organizational brand and style
	1.C.c Follows applicable laws and regulations	Trains others about laws and regulations regarding use of technology for communication	Complies with laws and regulations regarding use of technology for communication	Seeks guidance from supervisor when unclear about laws and regulations regarding use of technology for communication	Apprises oneself of laws and regulations regarding use of technology for communication
	1.C.d Matches technology to content	Recommends new technologies to communicate organizational content and purpose (e.g., suggests new technologies for purchase)	Selects technologies to match the content and purpose of the communication (e.g., distributes coupons on the website, contacts customers via social media, obtains feedback through surveys)	Tests delivery of content with various technologies, under supervision (e.g., creates project webpages)	Familiarizes oneself with the capabilities of technologies available in the workplace (e.g., maintains up to date awareness of social media trends)