

# Assessing Communication



Students who graduate from KCC will be able to create and interpret messages within specific contexts and multiple channels and modalities.

## KEY POINTS



Students will both **CREATE** their own pieces of communication and **INTERPRET** pieces of communication created by others.



### TEACH IT

If you have Communication listed as a General Education Outcome for your course, make sure you are teaching the common conventions of communication in your discipline.



Communication is **SITUATIONAL**. What you say and how you say it is affected by the medium (e.g. essay, photograph, diagram).



### STUDENTS INTERPRET

Consider having students interpret or analyze pieces of communication created by professionals in your field as a learning tool.

When assessing, consider if the student has used the appropriate conventions for this particular medium.



### STUDENTS CREATE

Consider requiring students to create multiple pieces of communication, whether visual, verbal, written, or otherwise, as part of their grade for the course.



Communication is directed towards a **SPECIFIC AUDIENCE**.

When assessing, consider if the student has created a text that the intended audience will not only understand, but relate to.

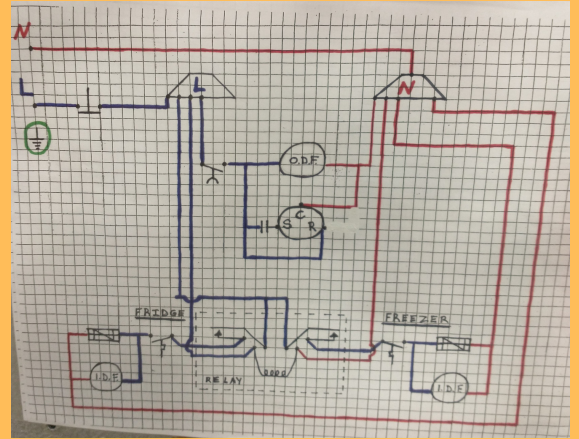


### ASSESS IT

Use artifacts from the students, interpretive or original, to assess the Communication learning outcome. For the GenEd assessment, be sure to use the Communication Rubric.

# EXAMPLES OF COMMUNICATION PIECES

This is a wiring diagram developed by students in the Commercial Refrigeration course. Part of their assignment is to provide a diagram since manufacturers communicate how systems work through these diagrams.



In SIGN 1503 one of the objectives is to comprehend and express yourself with basic ASL vocabulary and correct grammar. For the receptive (comprehension) portion of the goal, students watch native signers present stories and then answer comprehension and grammatical questions. For the expressive (signed) portion of the goal, students sign a personal story using the narrative structure which includes the use of appropriate signs, non-manual markers, space, and fluency.



1.  transition  modified verb



2.  transition  modified verb



3.  transition  modified verb