



Assessment Rubric: Communicating Boundaries

Elements in the Lesson

Individually, record what you would say in each situation on the worksheet by answering the questions:

- If you were the person, how would you communicate what you will and won't do? What would you say?
 - What three things can the person say to make sure he or she is heard?
- How to Communicate
 - ▶ Verbal Communication:
 - Speak clearly.
 - Speak slowly.
 - Use a firm voice.
 - ▶ Nonverbal Communication:
 - Stand or sit straight and tall.
 - Look the person in the eye.
 - Face the person.
 - What to Communicate
 - ▶ Share information:
 - Address the person by name.
 - State your plan clearly and simply:
 - Say what you will do.
 - Say what you won't do.
 - Use one sentence each.
 - ▶ Be sure you are heard:
 - Repeat your message.
 - Say something that shows you are serious.
 - If interrupted, continue from where you were interrupted.

The following **holistic** rubric can be used for assessing student ability to communicate boundaries. The student has demonstrated the elements listed above through a written assignment.

To access an **analytic** rubric for this assignment or a **generic, holistic** rubric that can be used for any assignment, check the resources for Lesson 5 on the flash drive that came with your manual.



Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
<p>How and What to Communicate</p>	<p>The response describes how the person would respond and what would be said. The response relates to the situation and clearly communicates what the person will and will not do.</p>	<p>The response describes how the person would respond and what would be said. The response relates to the situation and clearly communicates what the person will and will not do.</p>	<p>The response weakly describes how the person would respond and what would be said to communicate what the person will and will not do.</p>	<p>The response does not describe how the person would respond and what would be said to communicate what the person will and will not do. It is unclear or unrelated to the situation.</p>	
<p>How to Try to Be Heard</p>	<p>The response states three ways to try to be heard, showing strength and a depth of understanding.</p>	<p>The response clearly states three ways to try to be heard.</p>	<p>The response either weakly states or includes only two or three ways the person can try to be heard.</p>	<p>The response includes only one way the person can try to be heard, and it is unclear or unhelpful.</p>	



Communicating Boundaries

This rubric can be used for assessing your ability to communicate boundaries.

Review the rubric and circle the number with the statements that best represents your work for this assignment. Record any comments you have about your assessment in the “Comments” column.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
How and What to Communicate	My response describes how I would respond and what I would say. My response relates to the situation and clearly communicates what I will and will not do.	My response describes how I would respond and what I would say. My response relates to the situation and clearly communicates what I will and will not do.	My response weakly describes how I would respond and what I would say to communicate what I will and will not do.	My response does not describe how I would respond and what I would say to communicate what I will and will not do. It is unclear or unrelated to the situation.	
How to Try to Be Heard	My response states three ways to try to be heard, showing strength and a depth of understanding.	My response clearly states three ways to try to be heard.	My response either weakly states or includes only two or three ways to try to be heard.	My response includes only one way to try to be heard, and it is unclear or unhelpful.	



Communicating Boundaries

Directions:

- Use the following checklist to identify what communication strategies you used to communicate boundaries. Place an “x” next to each strategy used.
- Record in the “Comments” column what you did well or could do differently to communicate more effectively what you will or will not do.

Communicating Boundaries	I did this strategy.	Comments
How to Communicate Verbally		
I spoke clearly.		
I spoke slowly.		
I used a firm voice.		
How to Communicate Nonverbally		
I stood or sat straight and tall.		
I used eye contact.		
I stood face-to-face.		
What to Communicate		
I used a name.		
I stated a plan clearly and simply including what I will do.		
I stated a plan clearly and simply including what I won't do.		
I stated a plan clearly and simply using one sentence each.		
Be sure you are heard		
I repeated my message.		
I said something that showed I was serious.		
I continued from where I was interrupted.		



Communicating Boundaries

Directions:

- Use this checklist to identify what communication strategies your partner used to communicate boundaries. Place an “x” next to each strategy used.
- Record in the “Comments” column what your partner did well or could do differently to communicate more effectively what he or she will or will not do.

Communicating Boundaries	I observed my activity partner doing this strategy.	Comments
How to Communicate Verbally		
My partner spoke clearly.		
My partner spoke slowly.		
My partner used a firm voice.		
How to Communicate Nonverbally		
My partner stood or sat straight and tall.		
My partner used eye contact.		
My partner stood face-to-face.		
What to Communicate		
My partner used a name.		
My partner stated his or her plan clearly and simply including what he or she will do.		
My partner stated his or her plan clearly and simply including what he or she won't do.		
My partner stated his or her plan clearly and simply using one sentence each.		
Be sure you are heard		
My partner repeated his or her message.		
My partner said something that showed he or she was serious.		
My partner continued from where he or she was interrupted.		