

Oral Communication

This cover sheet should accompany a single submitted assignment and resulting student work from all students in one course to be assessed with the attached Oral Communication rubric. The attached rubric and the data generated from student work are solely for program assessment purposes and are not intended for grading students, evaluating courses, or evaluating faculty.

Communication Objective

Students will speak, read, write and listen to create and understand meanings using a variety of media. They will recognize how to participate in or lead groups to accomplish goals.

Using the Rubric

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. If audio only audio recordings of the presentation are available, then the physical delivery component of the rubric should be scored as NA. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

The rubric focuses on six criteria: Controlling idea, Organization and Development, Supporting Material, Oral Delivery, Physical Delivery, and Mechanics/Presentation. In the spaces below, please provide your name or department name, the name of the assignment (attach a copy as well) and other information, including your own evaluation of which of the criteria are specifically taught in the course, addressed in the assignment prompt and which can be effectively assessed from the student work. The purpose of this information is to avoid incorrectly scoring student work as deficient when an element of the rubric is lacking because the students were not aware they needed to address that criterion. In some cases they should be aware because the criterion was taught as part of course instruction and in other cases because the assignment prompt mentions the criteria. Please indicate yes or no for each of these boxes and then make a final yes/no judgment on whether scorers should assess this criterion.

Faculty member or department name _____

Course Number _____ Course Name _____

Assignment name _____ Number of students in course _____

Date _____ % of grade covered by assignment < 3% 3-5% 6-10% 11-20% > 20%

Oral Communication Criteria: See rubric on back for details	This criterion is . . .		
	Taught as part of course instruction	Addressed in the assignment prompt	Appropriate to be assessed
Controlling idea			
Organization and Development			
Supporting Material			
Oral Delivery			
Physical Delivery			
Mechanics / Presentation			

Oral Communication

	Proficient 3	Sufficient 2	Deficient 1
Controlling idea	Student work demonstrates an <u>original and clear theme or controlling idea</u> .	Student work demonstrates <u>some evidence of a theme</u> or controlling idea.	Student work demonstrates <u>little or no evidence of a theme</u> or controlling idea.
Organization and Development	Student work evidences <u>multiple points supporting the theme or controlling idea</u> and developed in a manner which not only anticipates likely audience questions but <u>poses and provides satisfactory answers to new questions</u> .	Students work evidences <u>one or more supporting points related to the controlling idea</u> and developed in a manner which anticipates and <u>answers most audience questions</u> concerning the theme or controlling idea.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Supporting Material	<u>A variety of types of supporting materials</u> (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that <u>significantly supports the presentation</u> or establishes the presenter's credibility/authority on the topic.	<u>A variety of types of supporting materials</u> (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that <u>partially supports the presentation</u> or establishes the presenter's credibility/authority on the topic.	<u>A variety of types of supporting materials</u> (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that <u>minimally supports the presentation</u> or establishes the presenter's credibility/authority on the topic.
Oral Delivery	Student's work is delivered with <u>superior clarity and elegance</u> .	Student's work is delivered with <u>basic clarity and elegance</u> .	Student's work is delivered with <u>no clarity or elegance</u> .
Physical Delivery	Student's work is delivered with <u>posture and affect that enhance the presentation</u> .	Student's work is delivered with <u>basic physical posture or affect</u> .	Student's work is delivered with <u>distracting physical posture or affect</u> .
Mechanics / Presentation	Student work is <u>free from distracting errors</u> and/or lapses in presentation.	Student work has <u>few distracting errors</u> and/or lapses in presentation.	Student work contains <u>major and distracting errors</u> and/or lapses in presentation.