

General Education Outcomes Assessment
Rubric for Oral Communication

Student Name: _____ (will later be coded and removed from database before analysis)

Student is a: Freshman Sophomore Junior Senior P1 P2 P3 P4 Other: _____

Student's Major: _____

Course: _____

Type of Presentation: _____ (example: Capstone, Poster, Speech, etc.)

Date: _____

Faculty Evaluator _____ (will be coded for database)

Department/Program of Faculty Evaluator _____

Oral Communication Student Outcomes- Students will use oral communication skills to:

OC1: Conform to the grammatical and syntactical rules of standard American English;

OC2: Convey information, thoughts, and ideas clearly, effectively, and purposefully, with diverse audiences;

OC3: Argue a point persuasively.

Circle the appropriate rating.

Outcome	Exceeds Standards	Meets Standards	Below Standards
Conformity to Standards (OC1)	Presenter speaks clearly, makes few grammatical errors, and pronounces terms correctly. Language choices are appropriate for the audience and enhance the presentation.	Presenter speaks clearly. Occasional grammatical and pronunciation errors do not impede the ability of the student to adequately communicate the main points/thoughts. Language choices are thoughtful and generally support the effectiveness of the presentation.	Presenter mumbles, mispronounces terms, and/or makes persistent grammatical errors throughout presentation. Choice of language is inappropriate for the audience and/or minimally supports the effectiveness of the presentation.
Effective Delivery (OC2)	Presenter seldom returns to notes/slides and maintains eye contact appropriately with audience throughout the presentation. Delivery is purposeful, effective, and respectful of audience diversity. Posture and/or non-verbal gestures add value to the presentation. Volume varies appropriately throughout speech and helps to make the presentation interesting. Speaker appears polished and confident.	Presenter is somewhat reliant on notes/slides but is able to maintain appropriate eye contact, posture, and non-verbal gestures throughout most of the presentation. Delivery is effective, and respectful of audience diversity. Volume is sufficient and presentation is understandable. Speaker appears comfortable.	Presenter reads most of speech, making little or no eye contact with the audience. Delivery is not purposeful, effective, and respectful of audience diversity. Posture and/or non-verbal gestures are significantly distracting. Volume is too low and distracts from the understandability of the presentation. Speaker appears uncomfortable.
Persuasive Argument (OC3)	Presenter follows logical sequence and provides explanation, support, and elaboration resulting in a compelling, interesting, and persuasive presentation.	Presenter provides adequate support to make central message clear and generally follows a logical sequence.	Presenter does not follow logical sequence (jumps around in presentation); therefore, presentation is hard to follow. Presentation shows lack of clarity of purpose. Lack of supporting details detracts significantly from the effectiveness of presentation. Conclusions are not convincing.

General Education Outcomes Assessment
Rubric for Oral Communication

Instructions for Application of
Oral Communications Rubric for General Education Outcomes Assessment

Overview

The OC rubric is a HOLISTIC rubric. Its purpose is to help determine whether the student is minimally competent in our General Education Outcomes related to Oral Communication. In other words, are the oral communication skills at least minimally appropriate for a student who is close to graduation from Wilkes? It is not designed to be able to discern a specific grade such as the difference between 4.0 and a 3.5 or a 2.5 versus a 2.0 student.

Even though there may be more than one criterion in each descriptive category for each outcome, the grader should consider them as together when making a decision about which category the student fits best. For example, you may ask yourself the following question: Which criteria fit the student's performance better, those in the Meets Standards or in the Exceeds Standards category? If this student is not performing to a level appropriate for a Wilkes graduate, then choose the Below Standards category.

Student Name: _____ (will later be coded and removed from database before analysis)

Student is a: Freshman Sophomore Junior Senior P1 P2 P3 P4 Other: _____

Student's Major: _____

Course: _____

Type of Presentation: _____ (example: Capstone, Poster, Speech, etc.)

Date: _____

Faculty Evaluator _____ (will be coded for database)

Department/Program of Faculty Evaluator _____

Oral Communication Student Outcomes- Students will use oral communication skills to:

OC1: Conform to the grammatical and syntactical rules of standard American English;

OC2: Convey information, thoughts, and ideas clearly, effectively, and purposefully, with diverse audiences;

OC3: Argue a point persuasively.

Circle the appropriate rating.

Outcome	Exceeds Standards	Meets Standards	Below Standards
Conformity to Standards (OC1)	Presenter speaks clearly, makes few grammatical errors, and pronounces terms correctly. Language choices are appropriate for the audience and enhance the presentation.	Presenter speaks clearly. Occasional grammatical and pronunciation errors do not impede the ability of the student to adequately communicate the main points/thoughts. Language choices are thoughtful and generally support the effectiveness of the presentation.	Presenter mumbles, mispronounces terms, and/or makes persistent grammatical errors throughout presentation. Choice of language is inappropriate for the audience and/or minimally supports the effectiveness of the presentation.
Effective Delivery (OC2)	Presenter seldom returns to notes/slides and maintains eye contact appropriately with audience throughout the presentation. Delivery is purposeful, effective, and	Presenter is somewhat reliant on notes/slides but is able to maintain appropriate eye contact, posture, and non-verbal gestures throughout most	Presenter reads most of speech, making little or no eye contact with the audience. Delivery is not purposeful, effective, and respectful of audience diversity. Posture and/or non-verbal

General Education Outcomes Assessment
Rubric for Oral Communication

Outcome	Exceeds Standards	Meets Standards	Below Standards
	respectful of audience diversity. Posture and/or non-verbal gestures add value to the presentation. Volume varies appropriately throughout speech and helps to make the presentation interesting. Speaker appears polished and confident.	of the presentation. Delivery is effective, and respectful of audience diversity. Volume is sufficient and presentation is understandable. Speaker appears comfortable.	gestures are significantly distracting. Volume is too low and distracts from the understandability of the presentation. Speaker appears uncomfortable.
Persuasive Argument (OC3)	Presenter follows logical sequence and provides explanation, support, and elaboration resulting in a compelling, interesting, and persuasive presentation.	Presenter provides adequate support to make central message clear and generally follows a logical sequence.	Presenter does not follow logical sequence (jumps around in presentation); therefore, presentation is hard to follow. Presentation shows lack of clarity of purpose. Lack of supporting details detracts significantly from the effectiveness of presentation. Conclusions are not convincing.