



Assessment of Student Learning

Communicate Effectively Through Speaking/Listening

- Speak clearly, concisely, and accurately in a variety of contexts and formats
- Practice active listening

Tone of voice

LOW 1	2	3	HIGH 4
Monotonous, very soft, and cannot be heard	Lacks enthusiasm	Varies vocal tones attracting interest	Warm, enthusiastic, colorful, and easy to listen to

Pronunciation

LOW 1	2	3	HIGH 4
Incorrectly pronounces words and terms	Incorrectly pronounces words and terms in many cases	Student pronounces most words correctly	Precise pronunciation and enunciation of all terms

Volume

LOW 1	2	3	HIGH 4
Cannot be heard	Mumbles and speaks too quietly or too loudly	Student voice is clear; audience generally can hear everything	Uses clear voice that everyone can hear and understand

Vocabulary

LOW 1	2	3	HIGH 4
The grammar and vocabulary are so poor that you cannot understand most of the message	Uses very simplistic, bland language or uses technical language above listener level	Uses a style of communication characterized by simple grammatical structure and concrete vocabulary	Uses descriptive language that is clear and concise; persuasive language is used along with complex grammatical structures

Clarity

LOW 1	2	3	HIGH 4
Says practically nothing; content is not relevant or contains so many fillers that content is very difficult for listener to comprehend	Provides limited content; may include fillers that distract listener from intended meaning	Focuses primarily on relevant content and provides enough content to meet the requirements; uses limited or no fillers	Provides a variety of types of content appropriate for the task such as generalizations, details, examples, and different forms of evidence; use of fillers is limited or absent and does not distract from intended meaning

Facial expressions

LOW 1	2	3	HIGH 4
Expression does not change – only moves lips	Some variety of expression; does not detract from or add to the message	Variety of expression	Highly animated and expressive

Eye contact

LOW 1	2	3	HIGH 4
Avoids eye contact	Some eye contact	Maintains eye contact most of the time but frequently returns to notes	Maintains good eye contact with audience, seldom returning to notes

Gestures

LOW 1	2	3	HIGH 4
Stiff or erratic gestures; no gestures; or overly animated	Some effective movements and gestures but does not seem comfortable	Generally interesting movement; somewhat relaxed	Expressions and gestures focus attention and interest

Posture/Active Listening

LOW 1	2	3	HIGH 4
Poor posture and lack of focus	Posture is generally acceptable; does not seem out of place	Looks relaxed and comfortable	Focuses attention and interest with stance and movement

TOTAL			_____/36
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ORAL COMMUNICATION PARAMETERS

The rubric for evaluation of student oral communication skills was developed by a team of communication faculty and members of the Assessment Team. Each student-generated oral activity will be scored by the instructor of the designated program course or a member of the Assessment Team using this rubric. The completed rubrics will be sent to the Director, Academic Advancement on behalf of the Assessment Team.

The purpose of the assessment is to evaluate students' achievement of the Collegewide Outcome, "*Communicate Effectively*" and its indicators:

- ***Speak clearly, concisely, and accurately in a variety of contexts and formats***
- ***Practice active listening***

Please note: The assessment of an oral communication presentation should be sensitive to the effects of relevant physical and psychological disabilities (e.g., with appropriate aids in signal reception, a hearing impaired person can be a competent empathic listener.)

The following are guidelines; you have the latitude to develop the activity that is appropriate for your program.

- Students are engaged in a listening/speaking activity directly related to program
- Instructor has the choice if they wish to record presentations, discussions, debates and speeches; or capture them on software such as Adobe Acrobat, but this is not a requirement
- Third party observation is strongly encouraged. The assessment team can make arrangements to sit in on live discussions/debates/speeches etc., or the instructor can score the activity according to the rubric and send the completed rubrics to the assessment team
- Criteria on (attached) rubric:
 - tone of voice
 - pronunciation
 - volume
 - vocabulary
 - clarity
 - facial expressions
 - eye contact
 - gestures
 - posture/active listening