Montgomery College General Education Assessment Rubric: Effective Communication, Oral Communication

Montgomery College's Effective Communication, Oral Communication Rubric is based on the Association of American Colleges and Universities' *Oral Communication VALUE Rubric,* and Sinclair Community College's Oral Communication rubric.

Effective Oral Communication includes the ability to communicate effectively in verbal and written language, the ability to use a variety of modern information resources and supporting technologies, the ability to differentiate content from style of presentation, and the ability to suit content and style to the purpose of the communication.

Standard 1 Content: Student can respond appropriately to content requirements for a given assignment.				**Not Applicable**
Advanced (3)	**Proficient (2)**	**Novice (1)**	**Not Evident (0)**	☐ Assessment task does not reflect these characteristics for student performance.
☐ Has a compelling and well developed (precisely stated, appropriately repeated, memorable, and strongly supported) central message and purpose ☐ Includes a variety of types of materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis which significantly supports the central message or establishes the presenter's credibility/authority on the topic	☐ Has a clear and understandable central message and purpose ☐ Includes supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic ☐ Relies on limited instructor support to develop content	☐ Has a central message and purpose that is difficult to be deduced, and may not be explicitly clear or developed in the presentation ☐ Includes minimal supporting materials which may insufficiently reference information or analysis and minimally support the presentation or establish the presenter's credibility/authority on the topic. ☐ Relies on significant instructor support to develop content	☐ Has an unclear central message and purpose that may not be fully developed ☐ Does not include appropriate supporting materials	

Standard 2 Organization: Student can use organizational strategies and devices effectively to focus and unify his or her text.				**Not Applicable**
Advanced (3)	**Proficient (2)**	**Novice (1)**	**Not Evident (0)**	☐ Assessment task does not reflect these characteristics for student performance.
☐ Uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable, is skillful and makes the content of the presentation cohesive.	☐ Uses an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable within the presentation.	☐ Uses a simplistic organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that may be intermittently observable within the presentation ☐ Relies heavily on instructor guidance and support to develop organizational pattern	☐ Uses an ineffective organizational pattern that	

Standard 3 Delivery: Student can use appropriate, effective delivery style and techniques to further the purpose of the communication.

Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
☐ Uses verbal and non-verbal delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling, and make the speaker appear polished and confident. ☐ Uses visual aids that provide significant impact in making key points.	☐ Uses verbal and non-verbal delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation effective ☐ Uses visual aids that enhance and provide emphasis in making key points.	☐ Inconsistently uses verbal and non-verbal delivery techniques (posture, gesture, eye contact, and vocal expressiveness) ☐ Uses visual aids that are unimaginative and/or simplistic ☐ Relies heavily on instructor guidance	☐ Does not use effective delivery techniques.	☐ Assessment task does not reflect these characteristics for student performance.

Standard 4 Interpersonal Skills : Student demonstrates an understanding of effective and appropriate interpersonal skills.

Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
☐ Consistently demonstrates effective and appropriate interpersonal skills (questioning, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting non verbal cues).	☐ Occasionally demonstrates effective and appropriate interpersonal skills (questioning, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting non verbal cues).	☐ Demonstrates simplistic or limited range of interpersonal skills ☐ Relies heavily on instructor guidance	☐ Does not demonstrate effective interpersonal skills.	☐ Assessment task does not reflect these characteristics for student performance.

Standard 5 Listening Behavior: Student demonstrates an understanding of effective and appropriate listening behaviors.

Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
☐ Consistently uses attentive, respectful listening behaviors in oral communication situations.	☐ Consistently uses some effective listening behaviors in oral communication situations.	☐ Inconsistently uses some effective listening behaviors in oral communication situations.	☐ Does not use effective listening behaviors in oral communication situations.	☐ Assessment task does not reflect these characteristics for student performance.

Standard 6 Academic Integrity: Student uses appropriate academic practices for acknowledging and using sources and documentation.

Advanced (3)	Proficient (2)	Novice (1)	Not Evident(0)	Not Applicable
☐ Reflects current academic practices for use of sources and documentation established by professional associations	☐ Reflects current academic practices for use of sources and documentation established by professional associations.	☐ Inconsistently reflects current academic practices of use of sources and documentation established by professional associations and relies heavily on instructor guidance	☐ Plagiarizes ☐ Does not use appropriate academic practices for use of sources and documentation.	☐ Assessment task does not reflect these characteristics for student performance.

MC Oral Communication Rubric *revised May 2012*