

Montgomery College General Education Assessment Rubric: Oral Communication

Effective Oral Communication includes the ability to communicate effectively in verbal language using a variety of information resources and supporting technologies appropriate to the purpose of the communication (AAC&U).

Standard 1: Content - Student uses appropriate content for a specific purpose.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
<ul style="list-style-type: none"> Has a compelling and well developed (precisely stated, appropriately repeated, memorable, and strongly supported) central message and purpose which are significantly supported by a variety of materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) 	<ul style="list-style-type: none"> Has a clear and understandable central message and purpose which are supported by appropriate materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) 	<ul style="list-style-type: none"> Has a central message and/or purpose that may not be explicitly clear in the presentation and is minimally supported by materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) 	<ul style="list-style-type: none"> Has an unclear and underdeveloped central message and purpose, not supported by appropriate materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) 	<ul style="list-style-type: none"> Assessment task does not reflect these characteristics for student performance

Standard 2: Organization - Student uses organizational strategies and devices effectively to focus and unify presentation.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
<ul style="list-style-type: none"> Skillfully and consistently uses an organizational pattern making the content of the presentation cohesive, interesting, and purposeful 	<ul style="list-style-type: none"> Clearly and consistently uses an organizational pattern making the content of the presentation cohesive, interesting, and purposeful 	<ul style="list-style-type: none"> Uses an unclear and inconsistent organizational pattern that may lose focus at times during the presentation 	<ul style="list-style-type: none"> Using an ineffective or unobservable organizational pattern during the presentation 	<ul style="list-style-type: none"> Assessment task does not reflect these characteristics for student performance

Standard 3: Delivery - Student implements appropriate, effective delivery style and techniques to further the purpose of the communication.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
<ul style="list-style-type: none"> Expertly uses verbal delivery techniques (vocal expressiveness, speaking rate, volume, and fluency) Expertly uses nonverbal delivery techniques (posture, 	<ul style="list-style-type: none"> Effectively uses verbal delivery techniques (vocal expressiveness, speaking rate, volume, and fluency) Effectively uses 	<ul style="list-style-type: none"> Ineffectively uses verbal delivery techniques (vocal expressiveness, speaking rate, volume, and fluency) Ineffectively uses nonverbal delivery 	<ul style="list-style-type: none"> Does not use effective delivery techniques (vocal expressiveness, speaking rate, volume, and fluency) Does not use nonverbal 	<ul style="list-style-type: none"> Assessment task does not reflect these characteristics for student performance

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Standard 3: Delivery - Student implements appropriate, effective delivery style and techniques to further the purpose of the communication.				
gestures, movement, and eye contact) to enhance the presentation □ Uses presentation aids to provide compelling support for key points	nonverbal delivery techniques (posture, gestures, movement, and eye contact) to enhance the presentation □ Uses presentation aids to provide clear support for key points	techniques (posture, gestures, movement, and eye contact) to enhance the presentation □ Uses presentation aids that do not provide support for key points	delivery techniques (posture, gestures, movement, and eye contact) in the presentation □ Does not use presentation aids	

Standard 4: Audience Engagement - Student utilizes appropriate audience engagement skills.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
□ Expertly uses effective audience engagement strategies as appropriate, such as answering questions, questioning audience, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting nonverbal cues	□ Consistently uses effective audience engagement strategies as appropriate, such as answering questions, questioning audience, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting nonverbal cues	□ Inconsistently uses effective audience engagement strategies as appropriate, such as answering questions, questioning audience, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting nonverbal cues	□ Fails to use effective and appropriate audience engagement strategies such as answering questions, questioning audience, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting nonverbal cues	□ Assessment task does not reflect these characteristics for student performance

Standard 5: 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
□ Expertly reflects current academic practices for use of sources and documentation established by professional associations	□ Consistently reflects current academic practices for use of sources and documentation established by professional associations	□ Inconsistently reflects current academic practices for use of sources and documentation established by professional associations	□ Plagiarizes □ Does not use appropriate academic practices for use of sources and documentation established by professional associations	□ Assessment task does not reflect these characteristics for student performance