

## Montgomery College General Education Assessment Rubric: Oral Communication

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

| <b>Standard 1: Content</b> - Student uses appropriate content for a specific purpose.  |  |  |  |  |
|--|--|--|--|--|
| <b>Advanced (3)</b>  | <b>Proficient (2)</b>  | <b>Novice (1)</b>  | <b>Not Evident (0)</b>   | <b>Not Applicable</b>  |
| <ul style="list-style-type: none"> <li>□ 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)</li> </ul> | <ul style="list-style-type: none"> <li>□ Has a clear and understandable central message and purpose which are supported by appropriate materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)</li> </ul> | <ul style="list-style-type: none"> <li>□ 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)</li> </ul> | <ul style="list-style-type: none"> <li>□ Has an unclear and underdeveloped central message and purpose, not supported by appropriate materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)</li> </ul> | <ul style="list-style-type: none"> <li>□ Assessment task does not reflect these characteristics for student performance</li> </ul> |
| <b>Standard 2: Organization</b> - Student uses organizational strategies and devices effectively to focus and unify presentation.  |  |  |  |  |
| <b>Advanced (3)</b>  | <b>Proficient (2)</b>  | <b>Novice (1)</b>  | <b>Not Evident (0)</b>   | <b>Not Applicable</b>  |
| <ul style="list-style-type: none"> <li>□ Skillfully and consistently uses an organizational pattern making the content of the presentation cohesive, interesting, and purposeful</li> </ul>  | <ul style="list-style-type: none"> <li>□ Clearly and consistently uses an organizational pattern making the content of the presentation cohesive, interesting, and purposeful</li> </ul>   | <ul style="list-style-type: none"> <li>□ Uses an unclear and inconsistent organizational pattern that may lose focus at times during the presentation</li> </ul>   | <ul style="list-style-type: none"> <li>□ Using an ineffective or unobservable organizational pattern during the presentation</li> </ul>  | <ul style="list-style-type: none"> <li>□ Assessment task does not reflect these characteristics for student performance</li> </ul> |

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| <b>Standard 3: Delivery</b> - Student implements appropriate, effective delivery style and techniques to further the purpose of the communication.   |   |  |  |  |
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| <b>Advanced (3)</b>  | <b>Proficient (2)</b>   | <b>Novice (1)</b>  | <b>Not Evident (0)</b>   | <b>Not Applicable</b>  |
| <ul style="list-style-type: none"> <li>▫ Expertly uses verbal delivery techniques (vocal expressiveness, speaking rate, volume, and fluency)</li> <li>▫ Expertly uses nonverbal delivery techniques (posture, gestures, movement, and eye contact) to enhance the presentation</li> <li>▫ Uses presentation aids to provide compelling support for key points</li> </ul> | <ul style="list-style-type: none"> <li>▫ Effectively uses verbal delivery techniques (vocal expressiveness, speaking rate, volume, and fluency)</li> <li>▫ Effectively uses nonverbal delivery techniques (posture, gestures, movement, and eye contact) to enhance the presentation</li> <li>▫ Uses presentation aids to provide clear support for key points</li> </ul> | <ul style="list-style-type: none"> <li>▫ Ineffectively uses verbal delivery techniques (vocal expressiveness, speaking rate, volume, and fluency)</li> <li>▫ Ineffectively uses nonverbal delivery techniques (posture, gestures, movement, and eye contact) to enhance the presentation</li> <li>▫ Uses presentation aids that do not provide support for key points</li> </ul> | <ul style="list-style-type: none"> <li>▫ Does not use effective delivery techniques (vocal expressiveness, speaking rate, volume, and fluency)</li> <li>▫ Does not use nonverbal delivery techniques (posture, gestures, movement, and eye contact) in the presentation</li> <li>▫ Does not use presentation aids</li> </ul> | <ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance</li> </ul> |

| <b>Standard 4: Audience Engagement</b> - Student utilizes appropriate audience engagement skills.   |  |  |   |  |
|---|--|--|---|--|
| <b>Advanced (3)</b>   | <b>Proficient (2)</b>  | <b>Novice (1)</b>  | <b>Not Evident (0)</b>  | <b>Not Applicable</b>  |
| <ul style="list-style-type: none"> <li>▫ Expertly uses effective audience engagement strategies as appropriate, such as answering questions, questioning audience, paraphrasing, descriptive language, negotiation, conflict management, supporting nonverbal cues</li> </ul> | <ul style="list-style-type: none"> <li>▫ Consistently uses effective audience engagement strategies as appropriate, such as answering questions, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting nonverbal cues</li> </ul> | <ul style="list-style-type: none"> <li>▫ Inconsistently uses effective audience engagement strategies as appropriate, such as answering questions, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting nonverbal cues</li> </ul> | <ul style="list-style-type: none"> <li>▫ Fails to use effective and appropriate audience engagement strategies such as answering questions, paraphrasing, descriptive language, empathy, negotiation, conflict management, supporting nonverbal cues</li> </ul> | <ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance</li> </ul> |

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| <b>Standard 5: Academic Integrity</b> - Student uses appropriate academic practices for acknowledging and using sources and documentation.                                     |  |  |  |  |
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| <b>Advanced (3)</b>  | <b>Proficient (2)</b>  | <b>Novice (1)</b>  | <b>Not Evident (0)</b>   | <b>Not Applicable</b>  |
| <ul style="list-style-type: none"> <li>□ Expertly reflects current academic practices for use of sources and documentation established by professional associations</li> </ul> | <ul style="list-style-type: none"> <li>□ Consistently reflects current academic practices for use of sources and documentation established by professional associations</li> </ul> | <ul style="list-style-type: none"> <li>□ Inconsistently reflects current academic practices for use of sources and documentation established by professional associations</li> </ul> | <ul style="list-style-type: none"> <li>□ Plagiarizes</li> <li>□ Does not use appropriate academic practices for use of sources and documentation established by professional associations</li> </ul> | <ul style="list-style-type: none"> <li>□ Assessment task does not reflect these characteristics for student performance</li> </ul> |