

Oral Communication (Approved by APAC and GE Assessment April 2017)

CORE COMPETENCY:

GE SLO Ib.

Institutional Learning Outcome:

Practitioners – Communication Skills

Oral Communication at or near graduation

Speak effectively to various audiences.

Using verbal, written, visual and listening skills to communicate persuasively and coherently

Evaluation Criteria	Introductory	Developing	Mastery
Central Message (clarity of message)	Central message is partially stated and may be vague and not explicit.	Central message is stated but could be further developed.	Central message is clearly stated and very well developed.
Organization (development of ideas)	Presentation lacks logical sequence or coherent structure (e.g., off topic, poor examples, little or no context, purpose/problem absent or buried). A listener would have difficulty following the line of reasoning.	Presentation may be coherent overall but presents some inconsistencies (e.g., presentation may stray from the central message, awkward transitions, key points get buried).	Presentation is logically sequenced and purposeful (e.g., a central point/problem identified early, arguments well-selected, clear transitions, key points effectively repeated, focused). A listener can easily follow the line of reasoning.
Language ((word choice and arrangement))	Language is inappropriate to audience, situation, or purpose. Language choices undermine the effectiveness of the presentation or do not advance the intended meaning of the presentation. (e.g. overly casual, wordy, confusing, imprecise, reductive, or even offensive).	Language is mostly appropriate to audience, situation, or purpose, but does not always advance the intended meaning or the effectiveness of the presentation. Language may be at times simplistic, casual, imprecise, or oddly structured.	Language is appropriate to audience, situation, and purpose. Language choices precisely convey the presenter's intended meaning and enhance the effectiveness of the presentation (e.g. clear points, concise phrasings, fluid sentences, inclusive).
Delivery/ platform presence (execution of physical presentation skills, e.g. posture, gesture, eye contact, fluency, tone, speed, volume).	Poor delivery techniques detract from the understandability of the presentation, and/or the speaker appears unprepared.	Delivery techniques make the presentation understandable, and speaker appears relatively prepared.	Delivery techniques make the presentation compelling and speaker appears professional.
IF APPLICABLE:			
Presentation Aids measures the effect of visual or other aids used during the presentation	Presentation aid choices fail to meet professional standards, are poorly integrated or are too heavily relied upon.	Presentation aid choices meet professional standards, are integrated into the presentation, and do not substitute for but instead balance oral components.	Presentation aid choices exceed professional standards, are well integrated into the presentation, and balance, reinforce and enhance oral components.

Rubric based on (Adapted from Oral Communication VALUE rubric by Association of American Colleges and Universities and National Communication Association Competent Speaker Speech Evaluation Form, revised 5/14 by CSUSM faculty rubric team)