**Individual Direct Assessments Rubric Worksheets**

**Oral Communication Skills**

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Oral Communication Skills | | |
| Category of Assessment | Inadequate | Adequate | Excellent |
| Verbal Effectiveness | Ideas may not be focused or fully developed.  The main purpose is not clear.  Main points are difficult to identify.  Transitions may be needed.  Language choices may be limited, include slang or jargon, or be too complex or dull. | The main idea is evident, but the organizational structure may need to be strengthened.  Ideas may not always flow smoothly.  Transitions may be awkward.  Language is appropriate, but word choices are not particularly precise. | Ideas are clearly organized, developed, and supported.  Main points are clear and organized effectively.  Smooth transitions are used.  Language choices are precise. |
| Effectiveness of Presentation Materials | Inaccurate, generalized, or inappropriate supporting material may be used.  Materials may be illegible or difficult to comprehend. | Supporting material may lack in originality or adequate development.   Materials are generally sufficient to help explain presentation concepts, although clarification or elaboration may be needed. | Supporting material is original, logical, and relevant.  Materials are useful in explaining presentation concepts. |
| Effectiveness of Delivery | The delivery detracts from the message.  Eye contact may be very limited.  The presenter may mumble, speak inaudibly, fidget, or read most or all of the speech.  Gestures and movements may be excessive.  Filler words are used excessively.  Articulation and pronunciation are sloppy.  Over dependence on notes may be observed. | The delivery is generally effective.  However, may be inconsistent use of volume, eye contact, vocal control.  Some hesitancy may be observed.  Filler words are not distracting.  Generally articulation and pronunciation are clear.  Over dependence on notes may be observed. | The delivery is natural and confident.  Posture, eye contact, gestures, volume and pace indicate confidence and a commitment to the topic.  Limited filler words.  Clear articulation and pronunciation are used. |
| Appropriateness | Language is questionable or inappropriate of the audience and/or setting.  Some biased or unclear language may be used.  The delivery style may not match the particular audience. | Language used is not disrespectful or offensive.  The delivery style and tone of voice do not seem out-of-place. | Language is familiar to the audience, appropriate for the setting and free of bias.  Delivery style suggests an awareness of expectations. |
| Responsiveness | Presenter is not able to keep the audience engaged.  Responses to audience questions may be undeveloped or unclear.  Poise or composure is lost during distractions. | Presenter is able to keep audience engaged most of the time.  Responses to audience questions are generally relevant but little elaboration may be offered. | Presenter keeps the audience engaged.  Responses to audience questions are focused and relevant. |

**Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rubric | Oral Communication Skills | | | |
| Category of Assessment | Inadequate | Needs Improvement | Adequate | Excellent |
| Verbal Effectiveness |  |  |  |  |
| Effectiveness of Presentation Materials |  |  |  |  |
| Effectiveness of Delivery |  |  |  |  |
| Appropriateness |  |  |  |  |
| Responsiveness |  |  |  |  |

If 75% of the students achieve levels c or better, then they have met the ABET/HLC performance standard for the course.

|  |
| --- |
| Summary of Assessment **Improvement** |

Assessed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_