

Oral Communication

Learning Outcome 1: Ability to compose a logical and well-supported oral presentation, as defined by a clear introduction, sufficient factual support, coherent connection among ideas, and a clear conclusion.

Learning Outcome	4 Thorough	3 Adequate	2 Limited	1 Weak	0 Unscorable
<p>Ability to compose a logical and well-supported oral presentation, as defined by a clear introduction, sufficient factual support, coherent connection among ideas, and a clear conclusion.</p>	<p>Introduces topic in clear and engaging manner</p> <p>Fully supports topic with specific examples, statistics and/or testimony</p> <p>Clearly presents ideas in logical sequence and connects them coherently</p> <p>Signals end of presentation and has thoughtful conclusion</p>	<p>Introduction is clear</p> <p>Generally supports topic with good examples, statistics and/or testimony</p> <p>Presents ideas in a mostly logical sequence and adequately links them</p> <p>Signals end of presentation</p>	<p>Introduction is unfocused</p> <p>Provides some support with limited use of examples, statistics or testimony</p> <p>Ideas are loosely organized, not necessarily presented in logical sequence or may have some abrupt jumps among ideas</p> <p>Conclusion is somewhat incomplete or unfocused</p>	<p>No introduction</p> <p>Provides poor support with little or no use of examples, statistics or testimony or</p> <p>Provides incorrect facts or weak examples</p> <p>Presents ideas in unorganized and incohesive manner</p> <p>Abrupt ending or no clear conclusion</p>	<p>Team presentation and unclear who did what</p> <p>Evidence does not measure the learning outcome</p>

Learning Outcome 2: Ability to deliver an oral presentation effectively.

Learning Outcome	4 Thorough	3 Adequate	2 Limited	1 Weak	0 Unscorable
<p>Ability to deliver an oral presentation effectively, as characterized by appropriate eye contact, body language, voice, and pacing.</p>	<p>Clearly articulates words</p> <p>Speaks at excellent pace, pitch & volume</p> <p>Maintains excellent eye contact with minimal or no reading of slides/notes</p> <p>Body language (e.g. gestures, movement, & facial expressions) is engaging, with almost no distracting mannerisms</p>	<p>Articulates words well</p> <p>Speaks at acceptable pace, pitch & volume</p> <p>Maintains good eye contact with little reading of slides/notes</p> <p>Body language is generally appropriate, with very few distracting mannerisms</p>	<p>Articulates most words well and/or uses some vocal fillers (e.g. “um”, “uh”, “like”, “you know”)</p> <p>May have some issues or inconsistencies with pace, pitch and/or volume</p> <p>Limited eye contact and/or frequent reading of slides/notes</p> <p>Body language is somewhat effective and/or speaker exhibits some distracting mannerisms</p>	<p>Does not articulate words well and/or uses many vocal fillers (e.g. “um”, “uh”, “like”, “you know”)</p> <p>Demonstrates significant issues with pace, pitch and/or volume (e.g. speaks inaudibly)</p> <p>Almost no eye contact and/or complete reading of slides/notes</p> <p>Body language is ineffective and/or speaker exhibits many distracting mannerisms</p>	<p>Evidence does not measure learning outcome</p>