

ILO 1: Effective Communication - Presentation Rubric

ILO Definition: *Effectively and clearly communicate through verbal, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively*

Outcome: *Students will effectively communicate in verbal, written and visual form.*

This rubric should be used to assess presentations. Another rubric is available to assess written communication.

Guidelines for General Education Assessment

1. This rubric should be used for **assessment**. It is not meant to be used for grading.
2. You will be asked to report your assessment data in the **Level 1-4** format. Any other reporting format (0-100, for example) will create an inconsistency in scoring and render the data invalid.
3. When using this rubric, it is **not** always expected that all categories on the rubric are assessed in a single assignment. Only report on the categories actually assessed.
4. Set expectations **before** you give an assignment. The expectations for how many students achieve at each level will depend on the level of the course. For example, 100-level courses may rarely have students in the Level 4 category, while higher-level courses will likely have more students achieving Level 4.
5. Ideally, General Education courses that have more than one section should use the same signature assignments and rubrics to assess an ILO in all the sections.
6. Collect data from as many sections as possible. For courses that have multiple sections, it is ideal to have a departmental assessment coordinator. The coordinator can then collate all assessment data.
7. It is the responsibility of the chair of the department (who may delegate to the assessment coordinator) to ensure that all adjuncts who teach General Education courses use agreed-upon signature assignments and collect assessment data.
8. For courses that offer multiple sections, submit data from as many sections as possible. However, if data is missing from one or two sections, simply state this in the narrative and give information for only the sections for which data exists.
9. Remember to collect artifacts (completed student assignments) for each level represented in your course. Artifacts should NOT have any student identifying information (remove names).

This rubric was created using the Association of American Colleges and Universities (AAC&U) Oral Communication VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

ILO 1 Effective Communication – Presentation Rubric

	Level 4	Level 3	Level 2	Level 1
Organization <ul style="list-style-type: none"> • Specific introduction • Sequenced material within the body • Flow • Transitions • Conclusions 	Organizational pattern is clearly and consistently observable, skillful, and cohesively marks the content of the presentation.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Presentation is disorganized and lacks evidence of preparation.
Language	Language choices are imaginative, memorable, compelling, and is appropriate to audience.	Language choices are generally effective, yet is appropriate to audience.	Language choices are somewhat effective to audience.	Language choices do not meet any established criteria and is not appropriate to audience.
Delivery <ul style="list-style-type: none"> • Posture • Gesture • Eye contact • Vocal expressiveness 	Delivery techniques make the presentation compelling and speaker appears polished and confident. The presentation maintained required time limit.	Delivery techniques make the presentation interesting and speaker appears comfortable. The presentation was within the required time limit.	Delivery techniques make the presentation somewhat understandable and speaker appears tentative. The presentation was not in the required time limit.	Delivery techniques detract from the understandability of the presentation and speaker appears uncomfortable. The presentation did not meet the required time limit.
Supporting Material <ul style="list-style-type: none"> • Explanations • Examples • Illustrations • Statistics • Analogies • Quotations from relevant authorities 	A variety of types of supporting materials make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	A variety of types of supporting materials make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	A variety of types of supporting materials make appropriate reference to information or analysis which partially supports the presentation and somewhat establishes the presenter's credibility/authority on the topic.	A variety of types of supporting materials make appropriate reference to information or analysis which minimally or does not supports the presentation nor do they establish the presenter's credibility/authority on the topic.
Central Message	Central message is precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear, consistently supported, and may or may not be memorable.	Central message can be discerned, but is not consistently supported or memorable.	Presentation lacks a central message.
Use of Technology	Topic is discussed efficiently and excellent points are made. Careful organization exists throughout the presentation. Visuals are attractive and professional. Text is legible. Graphics and effects are used throughout to enhance the presentation. Information is at the advanced level and consistently supports images. Grammar and mechanics are used masterfully throughout the presentation.	Topic is discussed clearly and sufficient points are made. Organization exists throughout the presentation. Visuals and texts are acceptable. Text is legible. Graphics and effects are used throughout to enhance the presentation. Information is just below the advanced level and supports images in places. Grammar and mechanics are properly used throughout the presentation.	Information is missing. Topic is discussed, but more information is needed. Lapses in organization exists throughout the presentation. Visuals and texts are somewhat legible. Graphics and effects need improvement. There are grammar and mechanics errors throughout the presentation.	Information is missing or is not relevant. Topic is not addressed and discussed. Organization is weak or does not exist. Visuals, texts, graphics, and effects are not legible or do not exist. Grammar and mechanics errors are unacceptable.