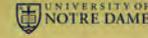


# Teaching and Evaluating Oral Communication



## Why develop communication skills?

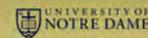


*The **Heart of the Matter***, a Report of the American Academy's Commission on the Humanities and Social Sciences, recognizes the value and relevance of communication skills as central to a "liberal education" and as desirable for employers and employees in the expanding global marketplace.

American Academy of Arts & Sciences, 2013,  
[http://www.humanitiescommission.org/\\_pdf/hss\\_report.pdf](http://www.humanitiescommission.org/_pdf/hss_report.pdf)



## Learning Goals

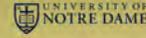


After successfully completing this workshop you will be able to:

- Align oral assignments with course learning goals
- Differentiate among different types of communication, methods of delivery, and speaking occasions
- Evaluate and improve rubrics for evaluating oral work
- Create a rubric for an oral assignment



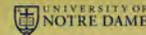
## Challenges of Designing & Implementing Oral Work



- Choosing assignments
- Determining degrees of competence/effectiveness
- Demonstrating an awareness of student disabilities and linguistic identity
- Involving students in their own self reflection and self reporting
- Recognizing your own bias



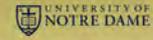
## Challenges of Assessing Oral Work



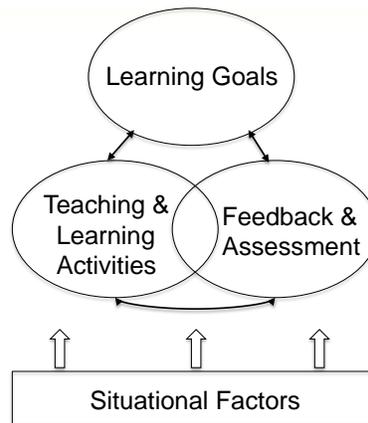
- Assessing content and delivery
- Assessing verbal and nonverbal communication
- Assessing listening
- Assessing group work



# Designing Oral Assignments

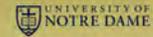


Modified from  
Fink, 2003, 2013



Kaneb  
Center

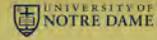
# Considerations for Assignment Selection



- Learning goals
- Class size
- Depth/range of student knowledge
- Level of student preparation
- Level of student participation
- Formality of assignment
- Time

Kaneb  
Center

## Types of Oral Communication Activities



- One-on-one speaking
- Small group or team-based oral work
- Full-class discussions
- In-class debates
- Speeches and presentations
- Oral examinations
- Role play
- Formal or Informal
- Live or recorded



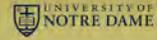
## Considering Content & Delivery



- **Content**-Depth of understanding, quality of thesis, independent thought, supporting materials, etc.
- **Delivery**-posture, gesture, eye contact, vocal expressiveness, etc.



## Rubrics for Evaluating Oral Work



- List criteria
- Articulate levels of achieving the goals
  - With or without numerical values
- Advantages
  - Clarifies expectations ahead of time
  - MAY reduce evaluation time
  - Helps learners be responsible for their work



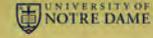
## Rubric Review (Activity)



- Form groups of three
- Each group member choose a different rubric
  1. AAC&U Oral Communication VALUE Rubric (pp. 8-9)
  2. Discussion Rubric (pp. 10-11)
  3. Rubric for Formal Oral Communication (pp. 12-13)
  4. Rubric for Leading Class Discussions (pg. 14)



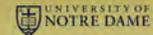
## Rubric Review (Activity)



- Working individually evaluate your rubric
  - Use the rubric for rubrics (pg. 7)
    - What are the strengths of your rubric?
    - What changes would you recommend for your assigned rubric?
- In your group, take turns to share
  - What you consider a strength and why
  - A change you would recommend



## Next Steps



- Create a rubric for an oral assignment
  - Use the template on page 15
- Consult with the Kaneb Center  
353 DeBartolo Hall  
574.631.9146 or [kaneb@nd.edu](mailto:kaneb@nd.edu)



## A Rubric for Rubrics

### A Tool for Assessing the Quality and Use of Rubrics in Education

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
<b>Clarity of criteria</b>	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
<b>Distinction between Levels</b>	Little/no distinction can be made between levels of achievement	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
<b>Reliability of Scoring</b>	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g. differs by less than 5-10% or less than 1/2 level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
<b>Clarity of Expectations/ Guidance to Learners</b>	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/expectations	Rubric is referenced - used to introduce an assignment/guide learners	Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignment(s).
<b>Support of Metacognition (Awareness of Learning)</b>	Rubric is not shared with learners	Rubric is shared but not discussed/ referenced with respect to what is being learned through the assignment(s)/course	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)
<b>Engagement of Learners in Rubric Development/ Use *</b>	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self assessment	Learners discuss the design of the rubric and offer feedback/ input and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

\*Considered optional by some educators and a critical component by others

Scoring: 0 - 10 = needs improvement 11 - 15 = workable 16 - 20 = solid/good 21 - 24 = exemplary

Dr. Bonnie B. Mullinix ©

Monmouth University

December 2003

# ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

## Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

# ORAL COMMUNICATION VALUE RUBRIC



for more information, please contact [value@aacu.org](mailto:value@aacu.org)

## Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## Rubric to Assess Discussion Performance in an Upper-level Undergraduate or Graduate Seminar

Adapted from Relearning by Design, Inc., 2000

<b>Component</b>	<b>Sophisticated</b>	<b>Competent</b>	<b>Not Yet Competent</b>	<b>Unacceptable</b>
<i>Conduct</i>	Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	Student shows little respect for the class or the process as evidenced by speech and manner. Sometimes resorts to ad hominem attacks when in disagreement with others.	Student shows a lack of respect for members of the group and the discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks.
<i>Ownership/Leadership</i>	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.

Rubric Provided by: Eberly Center for Teaching Excellence, Carnegie Mellon University

## Rubric to Assess Discussion Performance in an Upper-level Undergraduate or Graduate Seminar

Adapted from Relearning by Design, Inc., 2000

<i>Reasoning</i>	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.
<i>Listening</i>	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Does not regularly listen well as indicated by the repetition of comments or frequent non sequiturs.	Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.
<i>Reading</i>	Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.

Rubric Provided by: Eberly Center for Teaching Excellence, Carnegie Mellon University

<b>Components</b>	<b>3-Sophisticated</b>	<b>2-Competent</b>	<b>1-Not yet Competent</b>
<i>Organization</i>	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
<i>Style</i>	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
<i>Use of Communication Aids</i>	Communication aids enhance presentation. <ul style="list-style-type: none"> <li>• The font on the visuals is readable.</li> <li>• Information is represented and organized to maximize audience comprehension.</li> <li>• Details are minimized so that main points stand out.</li> </ul>	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> <li>• Font size is mostly readable.</li> <li>• Appropriate information is included.</li> <li>• Some material is not supported by visual aids.</li> </ul>	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> <li>• Font size is too small to read.</li> <li>• Too much information is included.</li> <li>• Details or some unimportant information is highlighted, and may confuse the audience.</li> </ul>
<i>Content</i>	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Depth of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.
Accuracy of Content			

<p><i>Use of Language</i></p> <p>Grammar and Word Choice</p>	<p>Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.</p>	<p>Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.</p>	<p>Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.</p>
<p>Freedom from Bias (e.g., sexism, racism, heterosexism, agism, etc.,)</p>	<p>Both oral language and body language are free from bias.</p>	<p>Oral language and body language are free from bias with one or two minor exceptions.</p>	<p>Oral language and/or body language includes some identifiable bias. Some listeners will be offended.</p>
<p><i>Responsiveness to Audience</i></p> <p>Verbal Interaction</p>	<p>Consistently clarifies, restates, and responds to questions. Summarizes when needed.</p>	<p>Generally responsive to audience questions and needs. Misses some opportunities for interaction.</p>	<p>Responds to questions inadequately.</p>
<p>Body Language</p>	<p>Body language reflects comfort interacting with audience</p>	<p>Body language reflects some discomfort interacting with audience.</p>	<p>Body language reveals a reluctance to interact with audience.</p>

**COURSE: EDRD/EDSP 641  
Assessment and Intervention  
For Language Development**

**Leading the Class** – You and a partner will lead the class in a discussion or activity that helps us process, understand and apply what we have read in articles or chapters. Be creative. Avoid lecture. Make this very interactive! A rubric will be provided and discussed in class. **20 points**

*EDRD/ESP 641 Rubric for Leading Class Discussion (20-30 minutes)*

3	4	5
The discussion and presentation are somewhat interactive. However, too much time is spent in a lecture format.	The discussion and presentation are mostly interactive with some lecture involved.	The discussion and presentation are very interactive with minimal lecture involved.
The presenters/discussion leaders make little or no references to the readings for this week.	The presenters/discussion leaders make a few (2-3) references to the readings for this week.	The presenters/discussion leaders make numerous references to the readings for this week.
The presentation seems only minimally organized and it is clear that there is not shared responsibility.	The presentation is organized but it is not clear that leaders have shared responsibility.	The presentation is well-organized and the discussion leaders have shared responsibilities during the activities.
The presenters offer a critical comment that seems unrelated to the readings.	The presenters offer 1 thoughtful critical comment related to the readings.	The presenters/discussion leaders offer 2 or more thoughtful critical comments related to the readings.

**Comments to the Group:**

**Comments to the Individual:**

## GRADING RUBRIC TEMPLATE

### Create Your Own Rubric

(Using the ideas from the workshop and the sample rubrics begin creating a rubric for a course assignment.)

#### Task Description:

Levels of Achievement → ↓ Criteria	<i>Exemplary; excellent; highly proficient; exceeds expectations</i>	<i>Proficient; good; satisfactory; meets expectations</i>	<i>Acceptable; fair; needs improvement; approaches expectations</i>	<i>Unacceptable; poor; unsatisfactory; doesn't meet expectations</i>