

**COMMUNICATE (ORAL)**

	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Introduction	Engages audience immediately and includes clear and inviting statement of purpose.	Acknowledges audience and includes statement of purpose.	Exhibits limited acknowledgment of audience and unclear statement of purpose.	Exhibits minimal audience acknowledgment and includes no statement of purpose.
Structure & Transition	Organizes the speech appropriately and logically with effective transitions.	Organizes the speech with some internal logic and some effective transitions.	Organizes the speech with partial internal logic or partially effective transition.	Organizes the speech with minimal internal logic and transitions.
Supporting Evidence, Documentation, & Presentation Media	Substantiates content with relevant credible support and/or presentation media, with the incorporation of oral citations if required by the assignment.	Substantiates content with some relevant and credible support and/or presentation media, and includes some oral citations if required by the assignment.	Substantiates the content with minimal support and/or presentation media with inconsistent oral citations as required by the assignment.	Includes minimal to no support and/or presentation media, and does not include oral citations if required by the assignment.
Delivery	Uses gestures, eye contact, vivid language, and voice effectively to add interest to speech with no oral fillers or non-verbal distractions.	Uses adequate gestures, eye contact, and language to add interest to presentation with minor reliance on notes and limited fillers and non-verbal distractions.	Uses ineffective eye contact, gestures, language, and voice, with heavy reliance on notes, multiple oral fillers, and non-verbal distractions.	Lacks appropriate gestures, eye contact, or voice and reads from notes only, with excessive use of oral fillers and non-verbal distraction.
Conclusion	Summarizes the main points and purpose and brings the presentation to a logical end.	Summarizes some of the main points and purpose and brings the presentation to an end.	Summarizes some of the main points or purpose bringing the presentation to an awkward end.	Ends presentation abruptly with no reference to main points or purpose.

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### History

During the 2014-2015 AY, Florida SouthWestern State College initiated a revised assessment of the General Education Program. Throughout the process, the AAC&U Value Rubrics and one in-house rubric were utilized to score voluntarily submitted artifacts. The scorers, mainly members of the Learning Assessment Committee (LAC) General Education Sub-Committee, were asked to provide qualitative feedback on the functionality of the rubrics. They were asked to comment on the rubric dimensions, achievement levels, and appropriateness of the rubrics in relation to the submitted artifacts. The FSW Communicate (Oral) rubric was developed by a 9-member task force from the LAC of faculty and staff representing all five schools of the College as well as the Office of Academic Assessment as well as the Office of the Provost during special sessions held on May 7, 31, June 7, and June 8, 2017. Task members, led by the Assessment & Effectiveness Director, Dr. Joseph van Gaalen included: Martha Ambrose (English), Jane Charles (Libraries), Rebecca Harris (English), Margaret Kruger (Health Sciences), Jennifer Patterson (Business), Caroline Seefchak (Education), Amy Trogan (English & LAC Chair), Joseph van Gaalen (Dir. of Academic Assessment), and Eileen DeLuca (Assoc. VPAA).

### Framework

The school representatives used the Association of American Colleges and Universities Written Communication VALUE Rubric as a foundation for development ultimately adopting only the dimensions and achievement levels (4-3-2-1) with a 0 if no achievement is met. The rubric defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom's Taxonomic verbiage. Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1).

### Purpose

The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any and all oral communication assignments. Careful consideration was paid to providing descriptors detailed enough to score an artifact but yet remain in general terms as much as possible to allow for application to a wide assortment of oral communication types and styles. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the "Communicate" (Oral) Rubric Calibration Sessions prior to the scoring process.

### Dimensions

**Introduction:** Engages audience and includes clear and inviting statement of purpose; **Structure & Transition:** Organizes the speech appropriately and logically with effective transitions; **Supporting Evidence, Documentation, & Presentation Media:** Substantiates content with support and/or presentation media, with the incorporation of oral citations if required by the assignment; **Delivery:** Uses gestures, eye contact, vivid language, and voice effectively to add interest to speech with no oral fillers or non-verbal distractions; and **Conclusion:** Summarizes the main points and purpose and brings the presentation to a logical end.