

Rubric for Oral Communication in a Graduate Program

Levels of Achievement

| Criteria | 3 Sophisticated | 2 Competent | 1 Not Yet Competent |
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| <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. | |
| <i>Style</i> | | Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. The presenter seems slightly uncomfortable at times, and the 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 (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)</i> | | Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids. | Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused. |
| <i>Content</i> | | | |
| Depth of Content | | 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 presentation. |
| Accuracy 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. | |
| <i>Use of Language</i> | | | |
| Grammar and Word Choice | Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning. | For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning. | |
| Freedom from Bias (e.g., Sexism, Racism, Ageism, Heterosexism, etc.) | Both oral language and body language are free from bias. | Oral language and body language are free from bias with one or two minor exceptions. | Oral language and/or body language includes some identifiable bias. Some listeners will be offended. |
| <i>Personal Appearance</i> | | | |
| | Personal appearance is completely appropriate for the | Personal appearance is generally appropriate for the | Personal appearance is inappropriate for the occasion |

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|-----------------------------------|--|--|---|
| | occasion and the audience. | occasion and audience. However, some aspects of appearance reflect lack of sensitivity to nuances of the occasion or expectations of the audience. | and audience. |
| <i>Responsiveness to Audience</i> | | | |
| Verbal Interaction | Consistently clarifies, restates, and responds to questions. Summarizes when needed. | Generally responsive to audience comments, questions, and needs. Misses some opportunities for interaction. | Responds to questions inadequately. |
| Body Language | Body language reflects comfort interacting with audience. | Body language reflects some discomfort interacting with the audience. | Body language reveals a reluctance to interact with audience. |

Rubric for Teamwork

Levels of Achievement

| Criteria | Levels of Achievement | | |
|------------------------------------|--|---|--|
| | 4 Exemplary | 2 Satisfactory | 0 Unacceptable |
| <i>Attending</i> | Most, if not all, members attend the meetings. | | Many members frequently miss meetings and do not inform the team. |
| <i>Participating</i> | There is a clear definition of tasks to be accomplished, anticipating future needs. All members take an active role. Tasks are defined by the group and assigned to all members. The team engages in follow-up activities to monitor progress. | Tasks are defined informally, and most but not all members understand them. Most members contribute. Follow-up is sporadic. | Tasks are not defined, and few members participate actively. There is no follow-up. |
| <i>Defining Members' Roles</i> | Every member's role on the team is defined and understood by all. Each team member can explain the role of others. | | There is little understanding of who does what. |
| <i>Making Collective Decisions</i> | Clear procedures for making decisions are established and documented. Decisions, the process by which they were made, and the involvement of members are also documented. | Decision-making procedures are established informally, leading to inconsistency in implementation and a failure to involve all members in decision-making. | Because there is no decision-making process, decisions are made by individuals, and they do not reflect the thinking or the desires of the team. |
| <i>Team Member Support</i> | Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members feel free to seek assistance from others to ask questions. | There is a general atmosphere of respect for team members, but some members may not be heard as much as others. Acknowledging others' work is serendipitous rather than planned. Some members may not feel free to turn to others for help. | The team atmosphere is competitive and individualistic rather than cooperative and supportive. |