

**CSCU GENERAL EDUCATION ASSESSMENT RUBRIC**  
**COMPETENCY AREA: Oral Communication**

**Oral Communication Goal:** Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

<b>Scale</b> <b>Outcomes</b>	<b>4</b> <b>Highly Competent</b>	<b>3</b> <b>Competent</b>	<b>2</b> <b>Minimally Competent</b>	<b>1</b> <b>Not Competent</b>
<b>Respond to Rhetorical Situations</b>	<b>Consistently and effectively understands and responds to both audience and purpose.</b>	<b>Consistently understands and responds to both audience and purpose.</b>	<b>Inconsistently adapts writing to both audience and purpose.</b>	<b>Neither understands nor responds to audience and purpose.</b>
Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations.	Shows keen awareness of a variety of audiences and purposes, and masterfully adapts speech to the situation.	Shows awareness of a variety of audiences and purposes, and consistently adapts speech to the situation.	Shows awareness of specific audience and purpose, but inconsistently adapts speech to the situation.	Shows no awareness of specific audience or purpose.
Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.	Ethically and consistently uses appropriate logical and emotional appeals and effectively to influence attitudes, beliefs, and actions.	Uses logical and emotional appeals consistently to influence attitudes, beliefs, and actions.	Uses appropriate appeals, but inconsistently, to influence attitudes, beliefs, and actions.	Does not use appropriate appeals to influence attitudes, beliefs, and actions.
Recognize when others do not understand the message and then manage those misunderstandings.	Shows keen awareness of audience response and demonstrates an ability to rephrase and clarify message without generating undue conflict.	Shows awareness of audience response and demonstrates an ability to rephrase and clarify message.	Inconsistently shows awareness of audience response and demonstrates an ability to rephrase and clarify message.	Does not show awareness of audience response or demonstrate an ability to rephrase and clarify message.
Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others.	Shows keen awareness of all five aspects of the listening process.	Shows awareness of five aspects of the listening process.	Inconsistently shows awareness of all five aspects of the listening process.	Does not show awareness of all five aspects of the listening process.

<b>Use Sources</b>	<b>Locates, evaluates, uses, and acknowledges varied, credible, and appropriate sources; integrates them thoughtfully to realize the rhetorical purpose.</b>	<b>Locates, evaluates, uses, and acknowledges credible and appropriate sources to realize the rhetorical purpose.</b>	<b>Locates, evaluates, uses, and acknowledges appropriate sources to realize the rhetorical purpose, but does not either integrate them effectively or acknowledge them consistently.</b>	<b>Unable to locate, evaluate, use, and acknowledge credible and appropriate sources to realize the rhetorical purpose.</b>
Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose.	Locates, evaluates, uses, and acknowledges a variety of credible sources appropriate to the rhetorical situation.	Locates, evaluates, uses, and acknowledges sources appropriate to the rhetorical situation.	Inconsistently locates, evaluates, uses, and acknowledges sources.	Does not locate, evaluate, use, or acknowledge sources.
Synthesize and integrate others' ideas purposefully and ethically into students' own communication.	Synthesizes and integrates others' complex ideas or a variety of other's ideas purposefully and ethically into own communication to generate and maintain the student's argument.	Synthesizes and integrates others' ideas purposefully and ethically into own communication to generate and maintain the student's argument.	Includes others' ideas in a simplistic way into own communication to generate and maintain the student's argument.	Is not able to synthesize or integrate other's ideas into student's own speech.
Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas in a significant, useful or meaningful way.	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas.	Summarizes and quotes accurately the ideas of others, without clearly differentiating them from the student's own ideas.	Does not accurately summarize, paraphrase, or quote the ideas of others.
<b>Craft Logical Arguments</b>	<b>Generates a sophisticated and effective message with coherent and logical support.</b>	<b>Generates an effective message with coherent and logical support.</b>	<b>Generates a message that shows some disorganization or faulty logic.</b>	<b>Does not generate an effective message.</b>
Select an appropriate and effective medium for communicating.	Is able to utilize appropriate media, adapting the message to a variety of contexts in sophisticated ways.	Is able to utilize appropriate media and adapt the message to a variety of contexts.	Is able to utilize at least one medium and adapt the message to a specific context.	Is not able to utilize an appropriate medium or adapt the message to a specific context.

Provide clear and logical evidence, support, or illustration for their assertions.	Provides sophisticated, highly persuasive, and logical evidence, support, or illustration for assertions.	Provides persuasive and logical evidence, support, or illustration for assertions.	Provides evidence, support, or illustration for assertions that show some faulty logic.	Does not provide adequate or logical evidence, support, or illustration for assertions.
Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.	Organizes the argument with varied and sophisticated strategies, transitions, and signposts.	Organizes the argument effectively with transitions and signposts.	Presents an argument which uses simple organizational and transitional strategies.	Lists evidence without using organizational or transitional strategies.
<b>Apply Language Conventions</b>	<b>Uses sophisticated and engaging language to communicate effectively and demonstrates mastery of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).</b>	<b>Uses language to communicate effectively and demonstrates consistent control of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).</b>	<b>Uses language that does not inhibit communication but demonstrates inconsistent control of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).</b>	<b>Uses language that inhibits communication and lacks control of language conventions (diction, tone, level of formality, grammar, and nonverbal communication).</b>
Use diction, tone, and level of formality appropriate to audience, purpose, and situation.	Demonstrates mastery of diction, tone, and level of formality appropriate to varied audiences, purposes, and situations.	Adapts diction, tone, and level of formality consistently to audience, purpose, and situation.	Adapts diction, tone, and level of formality inconsistently to audience, purpose, and situation.	Does not adapt diction, tone, and level of formality to audience, purpose, and situation.
Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and designated audience.	Demonstrates consistent ability to use sophisticated and engaging language and nonverbal behavior to communicate a message effectively to an audience.	Demonstrates consistent ability to use language and nonverbal behavior to communicate a message effectively to an audience.	Demonstrates inconsistent ability to use language and nonverbal behavior to communicate a message to an audience.	Demonstrates little to no ability to use language and nonverbal behavior to communicate a message to an audience.
<b>Formulate Effective Communication Strategies</b>	<b>Shows evidence of effective and flexible planning, revision, and rehearsal.</b>	<b>Shows evidence of effective planning, revision, and rehearsal.</b>	<b>Shows evidence of some planning, revision, and rehearsal.</b>	<b>Shows little or no evidence of planning, revision, or rehearsal.</b>

Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation.	Shows evidence of clear, flexible and effective choices regarding the audience, purpose, and situation.	Shows evidence of effective choices regarding the audience, purpose, and situation.	Shows evidence of choices regarding the audience, purpose, and situation.	Does not show evidence of effective choices regarding the audience, purpose, and situation.
Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly.	Shows evidence of careful, thoughtful personal ethical responsibility to the audience by communicating openly and directly.	Shows evidence of personal ethical responsibility to the audience by communicating openly and directly.	Shows inconsistent evidence of ethical responsibility to the audience by communicating openly and directly.	Does not show evidence of ethical responsibility to the audience; does not communicate openly and directly.
Revise and rehearse speeches before delivery.	Shows clear evidence of careful and thoughtful planning and rehearsal.	Shows evidence of careful planning and rehearsal.	Shows some evidence of planning and rehearsal.	Does not show evidence of planning or rehearsal.
Work collaboratively with others, including managing discussion, tasks, and information.	Shows clear ability to work collaboratively with others, including ability to manage discussion, complete assigned tasks, and gather and supply information.	Shows ability to work with others, including ability to manage discussion, complete assigned tasks, and gather and supply information.	Shows inconsistent ability to work collaboratively with others, including inconsistent ability to manage discussion, complete assigned tasks, and gather and supply information.	Does not show ability to work collaboratively with others.