

2018

## Oral Communication Undergraduate Learning Outcome Rubric

California State University, Monterey Bay

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### Recommended Citation

California State University, Monterey Bay, "Oral Communication Undergraduate Learning Outcome Rubric" (2018). *ULO 1 - Oral Communication*. 8.

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## Oral Communication Undergraduate Learning Outcome Rubric

### California State University, Monterey Bay

CSUMB's Intellectual Skills Rubrics were influenced by the [AAC&U VALUE Rubrics](#) and created to help educators design activities and assignments that better help students demonstrate their learning. Rubric levels are developmental (describing student development over a 4-year undergraduate program). See link at bottom for guidance on how to use this rubric.

	<b>4 - Advanced</b>	<b>3 - Proficient</b>	<b>2 - Developing</b>	<b>1 - Beginner</b>
	Expectations for some students at or near graduation.	Expectations for all students at or near graduation.	Expectations for students advancing towards proficiency.	Expectations for students initiating development towards proficiency.
<b>Language</b>	Consistently chooses language that is appropriate, accessible, engaging, constructive, sensitive to audience, and facilitates meaning; choices do not interfere with communication.	Mostly chooses language that is appropriate, accessible, engaging, constructive, attends to audience, and creates meaning; choices rarely interfere with communication.	Sometimes chooses language that is appropriate, accessible, and assists in constructive dissemination of information; choices sometimes interfere with communication.	Occasionally chooses language that is appropriate, accessible, and supports constructive dissemination of information; choices frequently interfere with communication.
<b>Interaction</b>	Uses <u>body language</u> and <u>vocal expressions</u> that are complementary and consistently make the discourse engaging and constructive.  Consistently and effectively attends to <u>audience cues</u> .	Uses body language and vocal expressions that are complementary and mostly make the discourse engaging and constructive.  Mostly attends to audience cues.	Uses body language and vocal expressions that make the discourse understandable, but could be more complementary, engaging and/or constructive.  Occasionally attends to audience cues.	Uses body language and vocal expressions that distract from message and/or contradict the message.  Rarely or never attends to audience cues.
<b>Listening</b>	Constructs relevant meaning within context.  Detects speakers' and own <u>biases</u> .  Draws valid <u>inferences</u> and weighs merit of message even if differs from one's own.  Consistently <u>recalls</u> accurately and offers meaningful response.  Allows speaker to finish comments before responding	Constructs meaning within context.  Distinguishes between logic and emotion.  Draws inferences and weighs merit of message even if it differs from one's own.  Mostly recalls accurately and responds appropriately.  Typically allows speaker to finish comments before responding	Recognizes verbal messages and begins to construct meaning.  Detects speaker's attitudes and beliefs.  Considers merit of message even if it differs from one's own.  Occasionally recalls accurately and responds appropriately.  Mostly responds before speaker finishes comments	Recognizes topic & main ideas.  Detects speaker's tone.  Needs to distinguish between speakers view and listener's reaction.  Rarely or never recalls accurately and responds appropriately.  Responds before speaker finishes comments
<b>Communication Aids</b>	Communication aids are used effectively. Visuals are professional and appropriate, error free, and readable. Visuals use right amount of information to disseminate	Communication aids are used effectively. Visuals are mostly professional and appropriate, error free, and readable. Visuals do not have information overload. Visuals	Communication aids are overly relied upon. Visuals are inconsistently professional and appropriate, error free, and readable. Some visuals have too	Communication aids are completely relied upon. Visuals are rarely professional and appropriate, error free, and readable. Visuals have too much information.

	meaning. Visuals are designed to increase audience attention and orientation.	attempted to increase audience attention and orientation.	much information. Visuals attempted to keep audience oriented.	
<b>Organization</b>	Purpose or thesis and key points are explicit and cohesive. Discourse is consistently clear & focused. Cogent use of organizational pattern and transitions.	Purpose or thesis and main points are stated and connected. Discourse is mostly clear, focused and displays an organizational pattern and transitions.	Discourse's purpose is basically understandable, but not repeated. Parts of discourse are clear and organized.	Topic is identified and purpose is implicit. Needs to improve clarity, focus and organization.