

CBT: Business Division Assurance of Learning Oral Communication Rubric

| Criteria | Poor (0) | Mediocre (1) | Good (2) | Exemplary (3) | Score |
|-------------------------------------|---|--|---|--|-------|
| Content | Information not relevant to topic, with no depth or quality. Presentation is too lengthy. | Topic is not clearly defined. Ideas not completely developed. Presentation not concise | Topic clear with adequate information. Ideas developed adequately. Presentation is of acceptable length. | Topic is clearly identified. Subject is adequately detailed. Information is accurate. Ideas are thoroughly developed. The presentation is concise. | |
| Organization | No opening statement. Loses focus, does not manage time well. No conclusion. | Limited opening and closing remarks. Points not completely developed. No transitions between ideas. | Includes opening and closing remarks. Some supporting data is present. Limited transitions between ideas. | Presentation is coherent. Ideas are well-developed. Points are justified by supporting data. Transition between ideas is effective. | |
| Analysis | No stated purpose. Insufficient evidence. No appropriate conclusions or recommendations. | Purpose not clearly stated. Some evidence present but topics not fully developed. | Purpose stated. Evidence present. Analysis present but not fully developed. Conclusions are appropriate. | Purpose clearly stated. Assumptions identified. Evidence is sufficient, necessary, and accurate. Analysis is logical, internally consistent, and fully developed. Evaluation of information leads to appropriate conclusions/recommendations. | |
| Speaking Conventions | Makes excuses, slang/poor word choice, little or no eye contact and gestures. Hard to understand. Used notes all the time. Does not answer questions effectively. | Limited eye contact and gestures. Articulation not as clear. Heavy reliance on notes. Language appropriate. Q & A time, but answers incomplete. | Eye contact and gestures are adequate. Articulation not as clear. Notes are over used. Language appropriate. Q & A time with acceptable answers to questions. | Delivery natural & confident. Eye contact, smooth gestures, volume, expressions, pace indicate confidence. Clear articulation and pronunciation. Filler words not distracting, Student knows material and does not over use notes. Appropriate language used. Keep audience engaged. Respond to questions effectively. | |
| Technology Assessment | Sloppy, unprofessional, difficult to read, not relevant. Errors detract from information. | Some inconsistency in slide design, some slides too wordy, errors noted. | Well designed, readable, relevant. Slides are acceptable and easy to read. Only minor errors. | Topic of slides is clear. Slides are attractive and easy to read. The slides are mechanically correct (capitalization, punctuation, spelling). Slides are neat and presentable. | |
| Disciplinary Characteristics | Word choice is not appropriate. Vocabulary lacks understanding and knowledge of discipline. | Word choice is inappropriate at times. Demonstrates adequate, but not complete, knowledge of field. | Word choice is appropriate but not as articulate. Demonstrates adequate knowledge of field. Speaker speaks like a business person. | Word choice appropriate to discipline. Vocabulary shows understanding. The speaker is thinking like business person. Demonstrates knowledge of field. | |
| Critical Thinking | Does not distinguish between fact and opinion. Does not use statistical/factual information or any reasoning. Ambiguous. | Distinguishes between fact & opinion but has little statistical information. Does not clearly support conclusions/solutions. Reasoning appears faulty. | Distinguishes between fact & opinion and has some statistical information. Has support for conclusions/solutions that are logical but not complete. Reasoning is not fully developed. | Exhibits aptitudes: identifies & challenges assumptions, distinguishes between fact & opinion, uses factual/statistical information, uses reflective skepticism, recognizes fallacious arguments, uses inductive &/or deductive reasoning, provides analogies, avoids ambiguities. Conclusions/solutions are logical, valid & sound. | |
| Appearance | Not professionally dressed. Poor posture, shifting, leaning on podium, trouble running the equipment | Meets minimum dress standard. Minor distracting mannerisms. Minor equipment problems. | Meets minimum dress standard, No distracting mannerisms, Good use of equipment. | Well dressed, treats audience professionally. Good posture and presence. Excellent use of equipment | |