

## Oral Communication

### A Guide to Assessing Oral Communication

**Overview:** Students critically analyze material discussed in a classroom and demonstrate their understanding through various means, one being oral communication. The skill of orally communicating one's ideas or understanding of a concept is required throughout students' collegiate career and into their personal and professional lives as indicated by multiple studies (GMAC, 2016; Gray, 2010) thus underscoring the importance of this general education competency.

**Purpose:** The goal of this discussion is to determine students' needs as related to oral communication, discuss ways students orally communicate in the classroom, and generate oral communication competency assessments. In addition to the assessments adhering to the traditional criteria of being specific, observable, and measurable, these assessments should not pose a burden to the faculty members conducting the assessment and should be designed in a way that faculty and students alike clearly understand the assessment with minimal overview.

#### **Discussion:**

1. How do students orally demonstrate their understanding of a concept or skill in the classroom?
2. What do students say or how do they construct their message(s) that validates their understanding of a learning objective?
3. How do students fail to communicate their ideas to a class?
4. What could students say or do differently that would increase their perceived oral communication competency?

#### **Possible Assessments:**

##### *Basic Structure of a Presentation*

1. Attention Catching Statement
2. Relevancy
3. Clear thesis
4. Preview of main points
5. Orally citing sources for each main point
6. Clear transitions between main points
7. Review of main points
8. Closing statement

##### *Proposed Project*

1. State the main idea/goal.
2. State the importance of pursuing said goal.
3. Provide a brief plan of action to accomplish said goal.
4. State expected date of completion.

*Status Update for project in process*

1. State the purpose of the project.
2. State the current objective(s) objectives being pursued.
3. Provide two or three accomplishments along with any assistance from others.
4. State the next major objective.
5. State the expected date of completion.

**ASSESSMENT Benchmark and Rubric**

*Structure of a Presentation*

1. \_\_\_% of students will implement one of the strategies for capturing the audience’s attention.  
The strategies include: stories, rhetorical questions, shocking statistic, and a video clip.

Total Students	Task Accomplished	No Evidence

2. \_\_\_% of students will make the topic relevant to the audience at the beginning of the presentation.

Total Students	Task Accomplished	No Evidence

3. \_\_\_% of students will state a clear thesis/central idea before discussing one of the main points.

Total Students	Task Accomplished	No Evidence

4. \_\_\_% of students will state their main point(s) during their introduction.

	Exemplary	Satisfactory	Beginning	No Evidence
Criteria	All of the main points were stated prior to discussing the first main point.	One main point was not mentioned prior to discussing the first main point.	Two or more main points were not mentioned prior to discussing the first main point.	Did not participate in the assignment.

5. \_\_\_% of students will orally cite the minimum required sources during the presentation.

Total Students	Task Accomplished	No Evidence

6. \_\_\_% of students' oral citation will be from credible sources.

	Exemplary	Satisfactory	Beginning	No Evidence
Criteria	All citations were from credible sources.	All but one source was not from a credible source.	2 or more sources were not from a credible source.	Did not participate in the assignment

7. \_\_\_% of students will transition between main points.

	Exemplary	Satisfactory	Beginning	No Evidence
Criteria	All transitions contained a summary of the main point and a preview of the next main point.	One transition did not contain a summary of the main point and a preview of the next main point.	Two or more transitions did not contain a summary of the main point and a preview of the next main point.	Did not participate in the assignment

8. \_\_\_% of students will recap the main points discussed in the conclusion.

Total Students	Task Accomplished	No Evidence

9. \_\_\_% of students will provide a closing statement.

Total Students	Task Accomplished	No Evidence

*Proposed Project*

10. \_\_\_% of students will provide two of the three criteria for proposing a topic.

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Beginning</b>	<b>No Evidence</b>
<b>Criteria</b>	All 3 criteria were provided	2 of the 3 criteria provided	1 of the 3 criteria was provided	Did not participate in the assignment

11. \_\_\_% of students will state the importance of the topic.

<b>Total Students</b>	<b>Task Accomplished</b>	<b>No Evidence</b>

12. \_\_\_% of students will provide two or three objectives for completing the topic.

<b>Total Students</b>	<b>Task Accomplished</b>	<b>No Evidence</b>

13. \_\_\_% of students will state their expected completion date.

<b>Total Students</b>	<b>Task Accomplished</b>	<b>No Evidence</b>

*Status Update*

14. \_\_\_% of students will provide three of the four criteria for proposing a topic.

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Beginning</b>	<b>No Evidence</b>
<b>Criteria</b>	All four criteria were provided	3 of the 4 criteria were provided	2 or 1 criteria were provided	Did not participate in the assignment.

15. \_\_\_% of students will state the purpose of their project.

<b>Total Students</b>	<b>Task Accomplished</b>	<b>No Evidence</b>

16. \_\_\_% of students will state the current objective being accomplished.

<b>Total Students</b>	<b>Task Accomplished</b>	<b>No Evidence</b>

17. \_\_\_% of students will state the next objective.

Total Students	Task Accomplished	No Evidence

18. \_\_\_% of students will state their expected date of completion.

Total Students	Task Accomplished	No Evidence

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#### References

Graduate Management Admissions Council (GMAC; 2016). Corporate Recruiters Survey, July, 2016.  
Retrieved on 10/16/2016 from: <http://gmac.com/corporaterecruiters>.

Gray, E.F. (2010). Specific oral communication skills desired in new accountancy graduates. *Business Communication Quarterly*, 73, 40-67. DOI: 10.1177/1080569909356350