**University of Colorado, Colorado Springs Compass Curriculum**

**Assessment Rubric for Student Learning Outcome # 5**

**Upon successful completion of the Compass Curriculum Program, students will be prepared for success in academic, professional, and personal pursuits and will be able to: “Communicate through a prepared, purposeful presentation or goal-oriented interpersonal or group interaction.”**

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| **DESCRIPTION OF COMPONENTS OF PREPARED, PURPOSEFUL PRESENTATIONS** | 4  Excellent | 3  Proficient | 2  Developing | 1  Beginning | Not Applicable |
| **Designed to increase knowledge, foster understanding, or promote change in listeners’ attitudes, values, beliefs, or behaviors** (Morreale, et. al, 2007; Association of American Colleges & Universities, 2015) |  |  |  |  |  |
| * **TOPIC** *(chose and narrowed topic and focused appropriately for purpose, time constraints, and audience)* |  |  |  |  |  |
| * **THESIS/PURPOSE** *(communicated clear and identifiable thesis and purpose)* |  |  |  |  |  |
| * **SUPPORTING MATERIALS** *(provided objective and subjective supporting material – such as statistics, definitions, facts, examples, anecdotes, etc.-- to accomplish the purpose, enhance the credibility of the speaker, and clarify the topic)* |  |  |  |  |  |
| * **PRESENTATION AIDS** *(used electronic and non-electronic aids – vivid and appropriate – that enhanced and complemented the verbal message)* |  |  |  |  |  |
| * **ORGANIZATIONAL PATTERN** *(used clear introduction, conclusion, and transitions within and between main ideas)* |  |  |  |  |  |
| * **LANGUAGE** *(used clear, vivid, and appropriate language and words)* |  |  |  |  |  |
| * **VOCAL VARIETY AND CORRECTNESS** *(used variety in rate, pitch, and intensity to heighten and maintain interest, while maintaining correct pronunciation, grammar, and articulation)* |  |  |  |  |  |
| * **NONVERBAL BEHAVIORS** *(demonstrated appropriate posture, gestures, bodily movement, facial expressions, eye contact, and use of dress)* |  |  |  |  |  |
| * **DISCIPLINE SPECIFIC EXPECTATIONS** (If required, evaluate the presentation regarding any specific expectations for the particular assignment) |  |  |  |  |  |

**Sources**

Morreale, S., Moore, M., Surges-Tatum, D., & Webster, L. (2007). *The competent speaker speech evaluation program,* 2nd ed. Washington, DC: National Communication Association Non-Serial Publications Program.

Association of American Colleges & Universities (2015). *Oral Communication VALUE Rubric*. Retrieved from http://www.aacu.org/value/rubrics/oral-communication.

**UCCS Compass Oral Communication Supplement**

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| **Presentation Details** | **One Presenter** | **Two Presenters** | **Four Presenters** | **Five or More Presenters** |
| Please record the full names of presenters in box below. Please ask students to use the name that appears in Canvas/UCCS official documents. |  |  |  |  |
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| **Presentation Length** | **5 Minutes or Less** | **5 to 10 minutes** | **10 to 15 minutes** | **15 to 20 minutes** |
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If there are any oddities about the presentation or outside factors that might have influenced the presentation, please record them in the box bellow.

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