

Results of Oral Communications Assessment Project

Spring 2014

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Procedures

Two Graduate Teaching Assistance from Communication Studies were hired to evaluate student presentations from the Colleges of Engineering and Business. Student presentations were made as part of their capstone course requirements and students were filmed making presentations in front of their classmates and faculty.

All presentations were part of group presentations, with individual students within each presentation scored independently. In the Engineering presentations, all members of each group participated in the presentation, whereas in the Business presentations, all members of each group were not required to participate.

The scores from the 2 raters were averaged to

in previous pilot testing in 2012. It consisted of 5 raters for rater reliability. The reason for rater reliability was that they did not have enough

Very few students received a 3 from both judges and

Have I selected and developed content

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Total	- ,	

Weaker dimensions

Have I relied upon ample and appropriate supporting material?

	Frequency	Percent
1.50	10	10.2
2.00	53	54.1
2.50	20	20.4
2.80	1	1.0

2014 Oral Comm Assessment

This is the form for rating each SPEAKER. You will need to complete this form for each speaker in a presentation. This means that for a single presentation, you may complete this form several times. You should rate them in the order in which they first present - some presenters may speak more than once, but you should list them in the order in which they first present.

Evaluator initials

Video Number/Title

Time of start of group presentation

Title of presentation

Speaker Number

Identifying information about the speaker

Have I selected and developed a meaningful topic?

- There is difficulty understanding precisely the purpose of the speech. Presents a topic and focus that are inappropriate or inconsistent with the purpose of the speech; the speech topic is insufficiently developed; there is little to no evidence of successful audience analysis. Does not identify a clear thesis.
- Presents a topic and focus that are appropriate and generally consistent with the purpose of the speech; the speech topic is sufficiently developed; the speaker reflects adequate attention to the specific audience. Presents a clear and identifiable thesis.
- Presents a topic and focus that are exceptional and clearly consistent with the purpose of the speech and are relevant to what the speaker hopes to accomplish; the speech topic is fully developed; the speaker reflects insightful attention to the specific audience. Presents an exceptionally clear and identifiable thesis.
- Not enough information to judge

Have I relied upon ample and appropriate supporting material?

- Uses and cites supporting material that is not credible or reliable. Provides supporting material that is vaguely, if at all, linked to the purpose of the speech, and the variety is either too little or too great to do anything but detract from the effectiveness of the speech.
- Uses and cites a variety of supporting material that is generally credible and reliable. Provides supporting material that is adequately linked to the topic, audience, setting, and purpose of the speech.
- Uses and cites a variety of supporting material that is credible and reliable. Provides supporting material that is unarguably linked to the topic, audience, setting, and purpose of the speech.
- Not enough information to judge

Have I organized my ideas appropriate to my topic, audience, occasion, and purpose?

- Lacks an appropriate organizational pattern. The introduction is not clear, accurate, or engaging; the material within the body reflects a lack of clarity and is inadequately organized; transitional sentences are absent or poorly developed; the conclusion fails to reinforce the purpose of the speech.
- Presents an appropriate organizational pattern that is generally clear and accurate. The introduction is somewhat clear, concise, and engaging; the material within the body is adequately organized; uses some transitional sentences; the conclusion generally reinforces the purpose of the speech.
- Presents an exceptionally clear and accurate organizational pattern. The introduction is clear, concise, and engaging; the material within the body is superiorly organized; effective transitional sentences are present; the conclusion reinforces the purpose of the speech.
- Not enough information to judge

Have I employed appropriate language?

- Employs language that is not clear, vivid, accurate, inclusive, and is inappropriate (e.g., sexist, racist language). Does not use more appropriate language.

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