ORAL COMMUNICATION ABILITY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition
The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors; it is inclusive of both spoken and signed languages.

Framing Language
Oral Communication takes many forms. This rubric is designed specifically to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For use for panel or group presentations, speakers should identify themselves by name. To support Gen Ed scoring, single-speaker artifacts should not exceed 6 minutes and dialogues should not exceed 10 minutes. This rubric applies best to presentations for which the speaker has prepared and practiced but does not read or memorize.

This rubric is intended to assess communication in all varieties of English. As an institution that celebrates our diversity, we likewise welcome and celebrate the diverse linguistic patterns, varieties, accents and dialects of our students.

Two dimensions of LaGuardia's Gen Ed Oral Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. The two dimensions specific to oral communication are audience engagement and delivery.

- *Audience Engagement:* Effective oral communication is engaging to the audience. Depending on the context, speakers accomplish this through the words they choose, tone, volume, eye contact, facial expressions, or body language. If the speaker is in dialogue with others, they demonstrate effective listening and respond clearly by summarizing main points.
- *Delivery*: Effective oral communication entails preparation, including content knowledge and use of discipline-specific terms appropriate to the context.

Revised Spring 2024

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Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Purpose & Organization	The purpose of the communication is clear. Content is well-organized and coherent.	The purpose of the communication is mostly clear. Content is mostly organized and coherent.	The purpose of the communication is somewhat clear. Content is somewhat organized and coherent.	The purpose of the communication is unclear. Content is minimally organized and coherent.
Supporting Material	Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose. Evidence is not confused with opinions. Sources are credible and relevant.	Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose. Evidence is usually not confused with opinions. Sources are usually credible and relevant.	Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose. Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant.	Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose. Evidence is often confused with opinions. Credible and relevant sources are rarely used.
Audience Engagement *Use of language, tone, volume, eye contact, facial expressions, or body language to engage audience.*	Speaker effectively engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker almost always demonstrates attentive listening and responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker often engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker mostly demonstrates attentive listening and mostly responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker occasionally engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker occasionally demonstrates attentive listening and/or occasionally responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker fails to engage the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker rarely demonstrates attentive listening and rarely responds to the audience to clarify, reinforce and/or summarize main ideas.
Delivery *Prepared and practiced presentation demonstrates content knowledge.*	Speaker's is well-prepared and demonstrates mastery of content. Speaker integrates effortlessly discipline-specific terminology when applicable.	Speaker's is mostly prepared and demonstrates knowledge of content. Speaker integrates often discipline-specific terminology when applicable.	Speaker's delivery is somewhat prepared and demonstrates some knowledge of content. Speaker integrates hesitantly discipline-specific terminology when applicable	Speaker appears unprepared for and fails to demonstrate knowledge of content. Speaker fails to integrate discipline-specific terminology when applicable.