

TO: John Stone
FROM: Steve Friedman
RE: General Education—Speech 110 Assessment
DATE: June 6, 2005

In the spring, 2003, Sue Wildermuth in the Communication Department chaired a faculty committee to develop a rubric to be used to evaluate student presentations in Speech 110 (See attached.). From an assessment perspective, the purpose was two-fold—first, to be able to describe the competence of freshman-level students in Speech 110, which is a requirement in the General Education Program at UW-Whitewater. Second, there was interest in describing any progress students had made in developing their communication skills after completing the General Education Program. The rubric was used in most sections of Speech 110 in the fall, 2003 (N=420). A similar rubric was then used in a course typically taken by junior-level students—Cross Cultural Communication 424 (N=33)—in the fall, 2004, and spring, 2005. The average scores across all 11 criteria were computed for Speech 110 where 1=Incomplete, 2=Acceptable, 3=Accomplished, and 4=Exemplary. There were some missing data, but, for the most part, the averages for the Speech 110 students were based on over 400 observations. Averages were also computed for the Cross Cultural Communication 424 students based on the following scale: 1=Incomplete, 1=Poor, 2=Acceptable, 3=Accomplished, and 4=Exemplary. It is important to note that both “Incomplete” and “Poor” were scored as equaling “1” so as to be able to compare the data from the two groups. Again, there were some missing data, but virtually all of the averages were based on over 30 observations.

The data are as follows:

Table 1
Average Scores Across Criteria for Speech 110 and Cross Cultural Communication 424

<i>Criterion</i>	<i>Speech 110</i>	<i>CrossCC 424</i>
Introduction	2.75	1.91
Body	2.86	2.50
Conclusion	2.58	2.12
Thesis	2.87	
Evidence	2.81	2.55
Language	3.20	3.13
Sources	2.29	1.33
Vocal Cues	2.64	2.32
Body Language	2.42	1.76
Eye Contact	2.63	
Presentation	3.22	2.15

The rubric for Cross Cultural Communication 424 did not contain criteria that matched “Thesis” and “Eye Contact” found on the Speech 110 rubric. “Eye Contact” was subsumed under “Body Language” on the Cross Cultural Communication 424 rubric and “Thesis” under “Introduction”. There was one criterion on the Cross Cultural Communication 424 rubric that had no match on the Speech 110 rubric—“Quality of Sources”—which had an average score of 3.19. However, for the criteria that have a match in both courses, the averages for Speech 110 are higher across all criteria compared to the Cross Cultural Communication 424 scores. Citing sources has the lowest average for both courses.

Name:

Topic:

Course Number and Section:

		Superior	Acceptable	Poor	Incomplete	COMMENTS
Organization	Introduction Attention Getter Thesis Credibility Relate to Audience Preview					
	Body Pattern of Org. Transitions/Flow					
	Conclusion Signpost Recap Closing Statement					
Content	Quality of Content Central Purpose Main/Sub Points Relation to Audience Critical Thinking					
	Language Choice Slang/Jargon Ethical Descriptive					
	Evidence Amount/Variety Accurate/Credible Relevant/Effective					
	Citation of Sources Amount Accuracy					
Delivery	Use of Voice Volume/Rate Pauses/Filled Pauses Articulation Vocal Variety					
	Body Language Facial Expressions Gestures Body Movement Eye Contact					
	Presentation Aids (If Applicable)					
Other						

Time Requirement: Meets Requirement _____ Does Not Meet Requirement _____

Total Points/Percentage: _____

Presentation Requirements		<u>Superior</u>	<u>Acceptable</u>	<u>Poor</u>	<u>Incomplete</u>
Organization	Introduction: Establishes the purpose of the presentation, shows relevance to the audience and the speaker, and previews the main points.	The introduction includes all of the following: *A creative attention getter that captures the audience's attention. *A clear statement that the speaker is credible to speak on the topic. *A well-articulated and appropriate topic/thesis statement. *Appropriate information about how the presentation is relevant to the audience *A well-developed preview of main points.	The introduction includes many of the following: *A creative attention getter that captures the audience's attention. *A clear statement that the speaker is credible to speak on the topic. *A well-articulated and appropriate thesis statement. *Appropriate information about how the presentation is relevant to the audience *A well-developed preview of main points.	Some of the following flaws were evident in this introduction: *No attention getting statement was provided or the attention getting statement was weak/non-creative. *No credibility of speaker statement was provided or the credibility statement was weak/non-specific. *No thesis statement was provided or the thesis statement was vague/poorly developed. *No audience relevancy information was provided or the links made to audience interests were vague/poorly developed. *No preview of main points was provided or the preview was unclear.	A majority of the following flaws were evident in this introduction: *No attention getting statement was provided or the attention getting statement was weak/non-creative. *No credibility of speaker statement was provided or the credibility statement was weak/non-specific. *No thesis statement was provided or the thesis statement was vague/poorly developed. *No audience relevancy information was provided or the links made to audience interests were vague/poorly developed. *No preview of main points was provided or the preview was unclear.
	Body: Presents the main points that are intended to fulfill the presentation purpose.	The body accomplishes all of the following: *A clear, logical, and appropriate organizational pattern is used to structure the presentation. *There is coherent, logical flow from point to point. *There are consistent, effective transitions provided between main ideas.	The body accomplishes many of the following: *A clear, logical, and appropriate organizational pattern is used to structure the presentation. *There are consistent, effective transitions provided between main ideas.	Some of the following flaws were evident in this body: *No clearly identifiable organizational pattern is used to structure the presentation, or the organizational pattern is inappropriate to the topic. *The main points are not clear, and/or main points are inappropriate to the topic. *Transitions are not used, are used inconsistently, or are ineffective.	A majority of the following flaws were evident in the body: *No clearly identifiable organizational pattern is used to structure the presentation, or the organizational pattern is inappropriate to the topic. *The main points are not clear, and/or main points are inappropriate to the topic. *Transitions are not used, are used inconsistently, or are ineffective.
	Conclusion: Summarizes main points and relevance and provides closure.	The conclusion accomplished all of the following: *A clear indication of closure (signpost) was provided. *A summary of the main points of the presentation was provided. *The final words of the presentation were appropriate, vivid and memorable.	The conclusion accomplishes many of the following: *A clear indication of closure was provided. *A summary of the main points of the presentation was provided. *The final words of the presentation were appropriate, vivid and memorable.	Some of the following flaws were evident in this conclusion: *No clear indication that the presentation was coming to an end was provided. *A summary of key points was missing or vague. *The presentation either ended abruptly, or withered away, but no grand finale was evident.	A majority of the following flaws were evident in the conclusion: *No clear indication that the presentation was coming to an end was provided. *A summary of key points was missing or vague. *The presentation either ended abruptly, or withered away, but no grand finale was evident.

Content	Quality of Content: Refers to the overall quality of the content in the speech.	The content accomplished all of the following: *Central purpose of speech is appropriate to assignment and relevant to audience. *The main points and sub points of the speech are fully developed and support the central purpose effectively. *The content of the speech holds the audience attention by consistently, clearly, and creatively relating the information to audience interests. *The content of the speech demonstrates strong critical thinking skills on the part of the speech-writer.	The content accomplishes many of the following: *Central purpose of speech is appropriate to assignment and relevant to audience. *The main points and sub points of the speech are fully developed and support the central purpose effectively. *The content of the speech holds the audience attention by consistently, clearly, and creatively relating the information to audience interests. *The content of the speech demonstrates strong critical thinking skills on the part of the speech-writer.	Some of the following flaws were evident in this content: * Central purpose of speech is not appropriate to assignment and/or is not relevant to audience. *The main points and sub points of the speech are not fully developed and/or do not support the central purpose effectively. *The content of the speech does not hold the audience attention by consistently, clearly, and creatively relating the information to audience interests. *The content of the speech does not demonstrate strong critical thinking.	A majority of the following flaws were evident in this content: *Central purpose of speech is not appropriate to assignment and/or is not relevant to audience. *The main points and sub points of the speech are not fully developed and/or do not support the central purpose effectively. *The content of the speech does not hold the audience attention by consistently, clearly, and creatively relating the information to audience interests. *The content of the speech does not demonstrate strong critical thinking.
	Language: Refers to the language one uses to express their ideas. Addresses issues of slang, jargon, description and word choice.	The language used accomplished all of the following: *Slang, if used, was appropriate to topic, audience, and style of speech. *Jargon, if used, was appropriate to topic, audience, and style of speech. *Word choice was ethical (non-offensive, discriminatory, etc.). *Language was descriptive, rich, visual.	The language used accomplished many of the following: *Slang, if used, was appropriate to topic, audience, and style of speech. *Jargon, if used, was appropriate to topic, audience, and style of speech. *Word choice was ethical (non-offensive, discriminatory, etc.). *Language was descriptive, rich, visual.	Some of the following flaws were evident in the language used: *Inappropriate use of slang. *Inappropriate use of excessive jargon. *Inappropriate and/or unethical word choices (offensive, discriminatory). *Failure to use rich, descriptive language.	A majority of the following flaws were evident in the language used: *Inappropriate use of slang. *Inappropriate use of excessive jargon. *Inappropriate and/or unethical word choices (offensive, discriminatory) *Failure to use rich, descriptive language.
	Evidence/Support Materials: How the central purpose and its main points are developed and supported. Consists of examples, stories, opinions, and facts.	The evidence/support materials accomplished all of the following: *Use of evidence/support materials was abundant, creative, and varied (examples, description, statistics, narratives, etc.). *Evidence/support materials used were accurate, credible, relevant, and compelling. *Evidence/support materials were used effectively develop thesis and clarify, elaborate, main points. *Choice of evidence/support materials demonstrated critical thinking.	The evidence/support materials accomplished many of the following: *Use of evidence/support materials was abundant, creative, and varied. *Evidence/support materials used were accurate, credible, relevant, and compelling. *Evidence/support materials were used effectively develop thesis and clarify, elaborate, and/or prove main points. *Choice of evidence/support materials demonstrated critical thinking.	Some of the following flaws were evident in the evidence/support materials: *Consistent use of evidence/support materials was lacking. *Evidence/support materials used were inaccurate and/or non-credible, irrelevant, non-compelling. *Evidence/support materials did not effectively develop thesis or clarify, elaborate, and/or prove main points. *Choice of evidence/support materials did not demonstrate critical thinking.	A majority of the following flaws were evident in the evidence/support materials: *Consistent use of evidence/support materials was lacking. *Evidence/support materials used were inaccurate and/or non-credible, irrelevant, non-compelling. *Evidence/support materials did not effectively develop thesis or clarify, elaborate, and/or prove main points. *Choice of evidence/support materials did not demonstrate critical thinking.
	Sources: Refers to the sources one uses for their evidence/support materials. Includes both primary and secondary research. Documentation of sources is a factor.	The sources used accomplished all of the following: *Extensive and varied sources were used to generate support materials (books, interviews, Internet, etc). *Sources were completely and properly cited within the presentation wherever necessary.	The sources used accomplished many of the following: *Extensive and varied sources were used to generate support materials (books, interviews, Internet, etc). *Sources were completely and properly cited within the presentation wherever necessary.	Some of the following flaws were evident in the sources used: *The use of citations within the presentation was nonexistent or inconsistent. *No citations of sources were included in the presentation or citations were incomplete/incorrect.	A majority of the following flaws were evident in the sources used: *The use of citations within the presentation was nonexistent or inconsistent. *No citations of sources were included in the presentation or citations were incomplete/incorrect. *Clear problems with documentation of support materials indicate a potential for plagiarism.

Delivery	Use of Voice: Refers to volume, rate, use of pauses, pronunciation, articulation, and vocal variety.	Use of vocal cues included all of the following strengths: *Appropriate volume. *Steady rate. *Pauses were used effectively. *Filled pauses (uhms, ers, like, etc.) were avoided. *Words were pronounced correctly. *Articulation was clear. *Vocal variety was excellent (i.e. pitch and other vocal cues were varied for emphasis and effect). *Vocal delivery was natural and enthusiastic.	Use of vocal cues included many of the following strengths: *Appropriate volume. *Steady rate. *Pauses were used effectively. *Filled pauses (uhms, ers, like, etc.) were avoided. *Words were pronounced correctly. *Articulation was clear. *Vocal variety was excellent (i.e. pitch and other vocal cues were varied for emphasis and effect). *Vocal delivery was natural and enthusiastic.	Some of the following vocal flaws occurred: *Volume was inappropriate. *Rate was inappropriate *Pauses were misplaced or inappropriate. *Filled pauses were evident. *Mispronunciation occurred *Mumbling occurred. *Presentation was monotone. *Vocal delivery was forced. *Speaker seemed uninterested	A majority of the following vocal flaws occurred: *Volume was inappropriate. *Rate was inappropriate *Pauses were misplaced or inappropriate. *Filled pauses were evident. *Mispronunciation occurred *Mumbling occurred. *Presentation was monotone. *Vocal delivery was forced. *Speaker seemed uninterested
	Use of Body Language: Refers to facial expressions, gestures, posture, general body movement, and eye contact.	Use of body language included all of the following strengths: *Appropriate facial expressions. *Broad, effective hand gestures were used to support points. *Posture was good and indicated confidence *General body movements were natural and speaker was relaxed and poised. **“Filler” gestures, such as playing with pens, tapping fingers, etc) were avoided. * Direct person-to person eye contact with audience members was used effectively and consistently.	Use of body language included many of the following strengths: *Appropriate facial expressions. *Broad, effective hand gestures were used to support points. *Posture was good and indicated confidence *General body movements were natural and speaker was relaxed and poised. **“Filler” gestures, such as playing with pens, tapping fingers, etc) were avoided. * Direct person-to person eye contact with audience members was used a great deal. The speaker was not wholly tied to his or her notes.	Use of body language included some of the following flaws: *Speaker had limited facial expressions (face was “deadpan”). *Gestures were minimal or consisted primarily of small “filler” gestures. *Posture was poor and indicated nervousness or a lack of interest. *General body movements were stiff and limited. *Little direct eye contact was used. Speaker mostly looked down at notes, did not connect with the audience	Use of body language included many of the following flaws: *Speaker had limited facial expressions (face was “deadpan”). *Gestures were minimal or consisted primarily of small “filler” gestures. *Posture was poor and indicated nervousness or a lack of interest. *General body movements were stiff and limited. *No/very little direct eye contact was used. Speaker primarily read to the audience and looked down at notes.
	Presentation Aids: Includes objects, models, pictures, graphs, charts, video, audio, and multimedia.	Use of presentation aids included all of the following strengths: *Presentation aids were used effectively to: organize speech, add drama, support main ideas, and clarify information. *Aids were neat, visually pleasing, free of errors, and focused on one major idea at a time. *Use of aids is well integrated into the presentation (no technical difficulties or lags). *Use of aids is creative and includes a variety of aid types.	Use of presentation aids included many of the following strengths: *Presentation aids were used effectively to: organize speech, add drama, support main ideas, and clarify information. *Aids were neat, visually pleasing, free of errors, and focused on one major idea at a time. *Use of aids is well integrated into the presentation (no technical difficulties or lags). *Use of aids is creative and includes a variety of aid types.	Use of presentation aids included some of the following flaws: *Presentation aids were not used effectively to support the speech. *Aids were sloppy. *Aids included errors *Aides were too complex/confusing to audience. *Use of aids was not well integrated into the presentation (there were poorly handled technical difficulties and/or lags).	Use of presentation aids included many of the following flaws: *Presentation aids were not used effectively to support the speech. *Aids were sloppy. *Aids included errors *Aides were too complex/confusing to audience. *Use of aids was not well integrated into the presentation (there were poorly handled technical difficulties and/or lags).