

MA Program Communication Skill Assessment

As part of the annual assessment for the MA program, we now assess student communication skills at theses and non-theses defenses.

Instructions for chairs: At defense, please have student to fill out the attached Permanent Contact Information form while the committee formulates their P/F decision. Submit to Camille Kelly.

Instructions for all thesis/non-thesis committee members: After defense, please score each skill being assessed on a scale from 1 (low proficiency) to 4 (high proficiency). Items A to F deal with the written paper. Items G to K deal with the oral presentation. Submit to Camille Kelly.

Many thanks for your co-operation

Student name _____

Faculty _____

	1 Low proficiency	2 Some proficiency	3 Proficient	4 High proficiency	Score
<i>A. Organization of paper</i>	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	
<i>B. Tone</i>	The tone is unprofessional. It is not appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is consistently professional and appropriate for an academic research paper.	
<i>C. Word choice</i>	Many words are used inappropriately, confusing the reader.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is consistently precise and accurate.	
<i>D. Grammar, spelling, writing mechanics</i>	There are so many errors that meaning is obscured.	The writing has many errors, and the reader is distracted by them.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing is free or almost free of errors.	
<i>E. Use of references</i>	References are seldom cited to support statements.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	
<i>F. Citation (Type may vary, e.g., APA, MLA)</i>	Format of the document is not recognizable as MLA or APA or format requested by instructor	There are frequent errors in format	Format is used with minor errors	Format is used accurately and consistently in the paper and on bibliography/references.	

<i>G. Coherence and Organization</i>	Presentation is choppy and disjointed; does not flow; development of central themes are vague; no apparent logical order of presentation	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea needed	Themes are clearly stated and developed; specific examples are appropriate and clearly developed; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized	
<i>H. Creativity</i>	Repetitive with little or no variety; insufficient use of multimedia	Little or no variation; material presented with little originality or interpretation	Some originality apparent; good variety and blending of materials/media	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	
<i>I. Material</i>	Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another	Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to themes in presentation	Use of multimedia not as varied and not as well connected to themes in presentation	Balanced use of multimedia materials; properly used to develop themes; use of media is varied and appropriate	
<i>J. Speaking Skills</i>	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone	Some mumbling; little eye contact; uneven rate; little or no expression	Clear articulation but not as polished	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence	
<i>K. Audience Response</i>	Incoherent; audience lost interest and could not determine the point of the presentation	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination	Presented facts with some interesting "twists"; held the audience's attention most of the time	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	