

CETYS University System.
Academy of Institutional Learning Outcomes
Assessment rubric from RAI#1 of Effective and Clear Communication (presentations).
Mexicali, B.C., September 24, 2008



Introduction

The following rubric is proposed to evaluate the outcomes of institutional learning of effective and clear communication concerning presentations. The rubric is analytic and considers 5 aspects of analysis and presents 4 criteria for learning assessment. Regarding to the use of the rubric, the expectation is that most of Bachelor Students obtain a performance of **at least sufficient** in the first three semesters of their curriculum; of **at least improvable** among 4th, 5th, and 6th semester; and **outstanding** from 7th semester on. However, there can be courses in which it is justifiable to demand students for a superior performance due to having the potential to do so. Thus, for example in an advanced communication in Spanish course it is justified to ask for an outstanding performance. For postgraduate students it is intended that the majority obtains a performance of **at least improvable** in all the courses of the curriculum before the presentation of their application project, master's thesis or doctoral dissertation. In these last three cases an **outstanding** performance will be intended.

RAI#1: Clear and Effective Communication

Upon completing the program students will be able to:

- 1.1. Write a well-expressed, well-structured and well-organized personal essay in Spanish.
- 1.2. Write an essay in Spanish in response to a written argument, article or book.
- 1.3. Write a research report in Spanish in a standardized academic format.
- 1.4. Write in Spanish and within course content, an adequate report of their application or final project.
- 1.5. To carry out an effective oral presentation (logical, coherent and credible), using supporting materials (visual or physical) about a specific idea and before a general audience.**
- 1.6. To carry out an effective oral presentation about an area, aspect, application or final project or research about their major before an audience.**

Because of the style of writing presented in RAI#1, the institutional rubric would apply for the last two items because it is in them where writing learning products are mentioned. For the rest of the items a rubric for written assignments has been elaborated. The term **institutional** means that this learning assessment tool will be applied without variants in all CETYS University System and that there is an **academy** responsible of updating it with the **feedback** provided by the instructors that use it. The real acid test of these instruments is the ability that they have to facilitate and orientate students learning.

Institutional Rubric for effective and clear communication in Spanish

Students Name:
Name and type of assignment:
Course name:

Analyzed Aspect	Assessment Criteria				Points Obtained
	INsufficient(0-69 points)	SUfficient(70–79 points)	IMprovable (80–89 points)	OUtstanding (90-100 points)	
1) Ideas and content.	The selected information doesn't refer to the presentation's topic, project, objective, thesis or hypothesis. The presentation objective, the thesis or hypothesis isn't clearly defined.	There is a fair amount of information that is not connected or related to the topic, project, thesis or hypothesis. There is certain ambiguity in the information and the content reveals a lack of mastery and understanding of the topic and/or the objective of the presentation.	The topic, project, thesis or hypothesis is supported by sufficient relevant information. Many positive points identifiable: there is logic in the sequence of ideas; however, there is not enough variety in the information sources.	The topic, objective, thesis or hypothesis of the presentation is well-developed and effectively supported with appropriate information related to the learning activity. There is diversity in the information sources and logic in the progression of ideas.	
Assigned value: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
2) Organization.	The presentation lacks organization. It doesn't show a clear objective and it is hard to tell where a part starts and ends. The transitions are not so obvious and if they are, they don't follow an apparent logic. In general, the presentation shows deviations of an appropriate sequence in the introduction. The attention of the audience is not obtained or it is partially obtained (the presenter's voice is low, there is no eye contact with the audience and the management of this is very limited.	The presentation shows a weak level of organization with a discernible topic and ideas and support concepts whose connections are not quite clear. The flow and organization of the presentation are inconsistent.	The presentation shows a clear and defined organization. The ideas and concepts are presented mostly in a logical sequence, an improvement of the transitions among the different parts of the presentation is required. It is appropriately concluded. It is not clear if the purpose of the presentation has been achieved.	The presentation is clearly organized in its different parts: introduction, body and conclusion which are effective and are clearly connected with well established transitions. There is an evident structure of the presentation, as well as a reinforcement of the relevant points. The presenter uses an appropriate sequence (greeting, name, sympathy, purpose, subject and importance) and accomplishes the objective of the presentation.	

Assigned value: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
Analyzed aspect	Assessment Criteria				
	INsufficient(0-69 points)	SUfficient (70–79 points)	IMprovable (80–89 points)	OUtstanding (90-100 points)	Points Obtained
3) Verbal and non-verbal effectiveness and audience managing	Student shows little interest in getting involved with the audience, he doesn't make eye contact with its members, and he reads most of the text he is presenting. He speaks too low or too loudly, making it difficult to understand. His rhythm is too slow or too fast, there is monotony in his way of communicating. Audience tends to get distracted.	Student presents clear articulation but little polished, almost in every moment his volume is adequate and keeps eye contact most of the time, but frequently looks at his notes. The delivery of the presentation is done with energy and enthusiasm.	Student uses adequate tone of voice and articulation, communicating interest to the audience. His language is appropriate but some words are not precise. Eye contact is achieved most of the time and student rarely checks his notes. The presentation is done in a dynamic and enthusiastic way.	Student presents a clear articulation, with adequate volume; relaxed rhythm but steady, good posture and eye contact with the audience. He shows trust and enthusiasm. He keeps the audience attention all the time. Student uses a vivid and precise language with analogies and metaphors to present his ideas.	
Assigned value: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
4) Visual and physical support.	Doesn't use visual or physical support, they are not visible or are used in an inefficient way and their quality is poor.	Some of the graphics and images used seemed to be unrelated with the topic and in general they don't support the presentation. Visual or physical support materials are used, but they are scarce or occasional and/or they poorly support the text and the presentation. The transitions and animations are used scarcely.	Visual or physical supports are adequate to the discourse projected to the audience. The audience can follow and understand the flow of the information presented. The used materials are appropriate. Graphics are related to the text of the presentation. Transitions and animations used are appropriate for the presentation.	Physical or visual supports significantly clarify the presentation. Excellent images and graphics in dimensions and resolution are included. There is a perceivable consistent visual theme. The materials clarify and highlight the presentation. The graphics explain and reinforce the text and objective of the presentation. Transitions and animations employed stand out and complement the material.	
Assigned value: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	

5) Length of the presentation	Presentation was too long or too short. It had a length of ± 10 minutes from the assigned time.	Presentation had a length of ± 5 minutes from the assigned time.	Presentation had a length of ± 3 minutes from the assigned time.	Presentation was done according to assigned time or with a variation of ± 2 minutes.	
Assigned value: 20 points	Maximum 10 points	Maximum 15 points	Maximum 17 points	Maximum 20 points	
Global outcome of RAI#1 assessment: IN, SU, IM or OU:				Total points obtained in the written assignment:	

Course assessment outcome concentration chart

#	ID Number	Name	Gender (F/M)	Written Assignment Grade	Achieved Learning (IN; SU, IM or OU)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Instructions to use the rubric

❶ Identify the nature of the presentation to evaluate in order to determine if the scale applied to each cell of the rubric should be modified. This scale can be modified but not the points assigned to each one of the 5 criteria to assess learning. All the levels of the rubric must be considered. Neither can be discarded because that would prevent the integration of the outcomes of different instructors.

❷ Calibration of rubric. In order for the assessment outcomes to be more objective and for students to obtain some **–feedback–** to help improve their learning, it is necessary for instructors to calibrate the use of criteria in the rubric. That is, it is necessary for two or more instructors to practice the use of the rubric on the same learning product in order to then compare the outcomes and contrast differences. This contrast and discussion of the outcomes will allow them to homogenize and fine tune their evaluation criteria, which will reduce variation and inconsistencies of the outcomes.

❸ Use this rubric to communicate to students the outcomes of their evaluations. This way they will begin to identify their own level of learning, the level of improvement that is expected from them, and most importantly: clarify where and how learning can be improved.

❹ Document any difficulties identified in the use of this rubric and communicate them to the Academy of Institutional Learning Outcome (ARI):

- ❖ Adriana López (TJN Campus): alopez@tij.cetys.mx
- ❖ Teresita Higashi (MXL Campus): thigasi@cetys.mx
- ❖ Cecilia Tagliapietra (MXL Campus): ceciliat@cetys.mx
- ❖ Héctor Vargas (MXL Campus): skef@cetys.mx

The frequent use of a rubric leads to its improvement and mastery of its application. It is accepted that this is only a good beginning and that with the cooperation of all the users it will be improved.

❺ Once the rubric is employed to assess the learning products, the next step is to summarize the outcomes in the attached chart of the total analyzed students. This table concentrates the data of each student and the outcomes of his learning assessment. **This information and the learning evidence/product will be deposited in the Institution Electronic Portfolio or they will be delivered to the main office of the corresponding school.**

❻ The contributions of Instructor Margarita Rubio from ENS Campus were included in the formulation and updating of this rubric.