



Oral Communication Assessment

(to be completed by **each committee member** after seminar presentation)

Please return to Academic Program Coordinator



This instrument is only used for outcomes assessment. It is not intended to be part of your evaluation of this student's qualifications. It will not become part of the student's records. Your responses will be kept anonymous with respect to the student.

Evaluator's Name				
Student's Name				
Date of Assessment				
Degree Program of Student	M.S.(Crops)	M.S.(Soil)	Ph.D. (Crop Science)	Ph.D. (Soil Science)

DIRECTIONS: Please respond to each of the statements below using a scale of 1 (poor) to 5 (excellent). Comments are included with each statement indicating how your rating may be interpreted.

SCORE		(1) poor	(5) excellent
	A	Content/language: <ul style="list-style-type: none"> Content generally does not address the topic or is not appropriate for the audience. Major ideas not developed. Vague language, inappropriate use of colloquialisms. Information is inadequately documented. 	<ul style="list-style-type: none"> Content is well developed and appropriate for the topic and audience. Language/word choice is accurate, specific, and appropriate. Little or limited use of colloquialisms. Clearly defined audience. Sources of information are well documented.
	B	Organization: <ul style="list-style-type: none"> Topic is unclear or poorly identified to the audience. Little evidence of sequence or sequence markers. 	<ul style="list-style-type: none"> Topic/thesis is clearly stated. Argument proceeds in an orderly and identifiable manner with appropriate sequences and sequence markers.
	C	Presentation Skills: <ul style="list-style-type: none"> Much of the presentation is hard to hear. Lots of excess verbiage ("you know," "um"). Lack of appropriate eye contact. Makes little effort to establish rapport with audience. Inappropriate dress or physical movements. Incorporation of visual aids detracts from rather than adds to the presentation. 	<ul style="list-style-type: none"> Presentation audible to all members of the audience. No excess verbiage. Eye contact with all parts of the audience. Establishes rapport with audience. Physical movements, gestures, enunciation compatible with audience and setting. Dress is appropriate for the setting. Effective use of visual aids.
	D	Visual Aids: <ul style="list-style-type: none"> Lacks visual aids or aids are inappropriate for audience, purpose, and setting. Difficult to see or interpret. Contain inappropriate information. Distracting design, movement. 	<ul style="list-style-type: none"> Appropriate for the audience, purpose, and setting. Easy to see. Effectively incorporated into the presentation. Appropriate information. No distracting "eye candy".
	E	Questions from the Audience: <ul style="list-style-type: none"> Does not ask audience for questions. Shows poor listening skills (misinterprets questions, interrupts). Does not repeat questions for the audience or address the response to the audience. Some answers are incomplete, wordy, or off the topic of the question. Does not check adequacy of answer. 	<ul style="list-style-type: none"> Announces when questions will be taken. Listens to questions carefully without interrupting. Involves the audience by repeating the question as necessary and addressing the answer to the audience. Answers completely and concisely. When appropriate, checks to be sure question has been addressed satisfactorily.