

# LLU PROFESSIONAL INSTITUTIONAL LEARNING OUTCOME: ORAL COMMUNICATION RUBRIC

*Based on the AAC&U Oral Communication VALUE Rubric, [value@aacu.org](mailto:value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>1</sup>.*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, *not for grading*. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The LLU Learning Outcomes Committee developed this rubric to be applicable for practice in a variety of settings to include programs with clinicals, practica, and field experiences. The type of oral communication most likely to be included in a collection of student experiences in these settings is an oral interaction, and therefore is the focus for the application of this rubric.

## Definition

Oral communication is a purposeful interaction designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

## Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate professional oral interaction with patients and their families, colleagues and/or staff. This rubric best applies to oral communication in professional settings.

## Notes on Uses of the Rubric

- **Zero Score:** Evaluators are encouraged to assign a zero to any interaction that does not meet level one performance.
- **Contextualizing the Rubric:** Programs may further modify this rubric to fit their unique disciplines' needs.
- **More Assessment Information:** <http://home.llu.edu/academics/academic-resources/educational-effectiveness/assessment>

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<sup>1</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>

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### Definition

Oral communication is a purposeful interaction designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level-one performance.*

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<b>Trust Building Skills</b>	Consistently encourages partnership, respect, and rapport between others and self.	Frequently encourages partnership, respect, and rapport between others and self.	Occasionally encourages partnership, respect, and rapport between others and self.	Rarely encourages partnership, respect, and rapport between others and self.
<b>Listening/ Empathy Skills</b>	Consistently attentive and responds with understanding to others' ideas, values, and feelings.	Frequently attentive and responds with understanding to others' ideas, values, and feelings.	Occasionally attentive and somewhat responsive to others' ideas, values, and feelings.	Rarely attentive and responds superficially to others' ideas, values, and feelings.
<b>Verbal Skills</b>	Consistently communicates clearly and consistently with appropriate word choices that are memorable, compelling, enhancing the effectiveness of the dialogue.	Frequently communicates clearly, thoughtfully and effectively; speaker appears comfortable and adjusts message when others do not understand.	Occasionally communicates inappropriately; speaker appears tentative.	Rarely communicates appropriately or effectively; speaker appears uncomfortable.
<b>Non-Verbal Skills</b>	Consistently uses culturally-appropriate body language including: eye contact, vocal tone and facial expressions.	Frequently uses culturally-appropriate body language including: eye contact, vocal tone and facial expressions.	Occasionally uses culturally-appropriate body language including: eye contact, vocal tone and facial expressions.	Rarely uses culturally-appropriate body language including: eye contact, vocal tone and facial expressions.
<b>Response to Conflict</b>	Consistently addresses conflict constructively; helps to manage/resolve issues in a way that strengthens the relationship.	Frequently addresses conflict constructively; helps to manage/resolve issues in a way that strengthens the relationship.	Occasionally addresses conflict constructively; helps to manage/resolve issues in a way that strengthens the relationship.	Rarely addresses conflict; has difficulty managing/resolving issues.

<sup>2</sup> AAC&U - <http://www.aacu.org/value/metarubrics.cfm>; LLU Office of Educational Effectiveness - <http://www.llu.edu/central/assessment/index.page>