**Speaking (S) Course**

Core Assessment Summary Report Form

**Name of Faculty Member Submitting Data: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title, Course Number, and Section of Course where the core rubrics shown below were applied: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Speaking (S) Outcomes and Rubric**

All students graduating from Centenary College must take a course designated as an “S” (speaking) course. In this course, students are required to make at least 45 minutes of oral presentations. This is not the only course where Centenary students learn speaking skills. Since students, however, definitely speak in this course, the “S” course can serve as an entry point for the assessment of speaking skills learned in the Centenary curriculum.

As agreed upon by Centenary College’s Faculty, there are four areas upon which Centenary student speaking skills are evaluated: clarity, analytic skill, synthetic skill, and critical thinking. In the embedded assessment process used by the College, at least one student speaking activity in each “S” class is assessed against these skills for each student.

Please use the following rubric to assess student learning in your core course.

|  | **Clarity** | **Analytic Skill** | **Synthetic Skill** | **Critical Thinking** |
| --- | --- | --- | --- | --- |
| **Points****(3)** | * Clearly stated main idea
* Accuracy in the use of the English language
* Clearly stated beginning, main points, and conclusion
* Smooth transition between changing ideas
 | * Thorough statement of appropriate analytic techniques to employ
* Careful and complete explanation of relevant data
* Thoughtful identification of relevant variables for analysis
 | * Thorough, appropriate and well summarized work of others
* Unbiased discussion of differing views
 | * Valid and fully supported conclusion
 |
| **Points****(2)** | * Satisfactorily stated main idea
* Some grammatical errors in the use of the English language
* Contains an introduction and conclusion
* Speech shows limited planning in the presentation of ideas
 | * Identification of some analytic techniques to employ
* Some explanation of the means of data collection
* Identification of some relevant variables for analysis
 | * Some discussion of the work of others
* Incomplete discussion of the views of others
 | * Plausibly supported conclusion
 |
| **Points****(1)** | * Poorly or no developed main idea
* Excessive grammatical errors in the spoken word
* Poor or no introduction and poorly or no stated conclusion
* Little or no planning in the presentation of ideas.
 | * Poor or no identification of analytic techniques
* Poor or no data collection discussion
* Misidentification of relevant variables for analysis
 | * Poor or no discussion of the work of others
* Poor or no discussion of the views of others
 | * Missing or poorly supported conclusion
 |

**Please provide a summary description of the speaking activity or assignment to which the Faculty approved Speaking (S) Core rubric was applied. In the summary, please clearly and specifically identify the how the activity/assignment as a whole or in parts addressed each skill.**

**Please complete the requested information in the table shown below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class Department and Number****(n = number of students)** | **Clarity** | **Analytic Skill** | **Synthetic Skill** | **Critical Thinking** |
| Number and percent of students receiving a score of **3** |  |  |  |  |
| Number and percent of students receiving a score of **2** |  |  |  |  |
| Number and percent of students receiving a score of **1** |  |  |  |  |
| **Mean Student Score** |  |  |  |  |

**Do you have any additional observations, questions, or need for information?**

***As an example, a completed table might look like:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ECON 351****(n = 20)** | **Clarity** | **Analytic Skill** | **Synthetic Skill** | **Critical Thinking** |
| Number and percent of students receiving a score of 3 | 5 (25%) | 8 (40%) | 2 (10%) | 3 (15%) |
| Number and percent of students receiving a score of 2 | 10 (50%) | 12 (60%) | 4 (20%) | 6 (30%) |
| Number and percent of students receiving a score of 1 | 5 (25%) | 0 (0%) | 14 (70%) | 13 (55%) |
| **Mean Student Score** | 2.00 | 2.40 | 1.40 | 1.70 |