

Assessing Oral Skills

Faculty Interview

In a one-to-one interview, the student demonstrated as appropriate:

- **Critical thinking:** forming an argument, assessing the value of evidence, theorizing, coming to conclusions
- **Understanding:** summarizing, interpreting, exemplifying, analyzing, evaluating, comparing, classifying, critiquing, explaining
- **Participating:** asking and answering questions at appropriate times, absorbing and responding to information, working collaboratively to produce an informed position

Presentations and Speeches

Coherent structure. The introduction should outline the argument, the middle section should explicate the argument and the conclusion should provide a summation of the main points and further questions that the paper raises.

Critical analysis. The talk provides a critical appraisal of the material, shows attention to detail, and gives a sense of why the issue matters.

Time management. The presenter stays within the given time limit and apportions the right amount of time to the various parts of the presentation.

Engagement with audience. The presenter avoids reading from a text verbatim but is sufficiently familiar with the material to look directly at the audience. Varies pacing, volume, pitch, pauses as appropriate.

Student Self -Assessment

1. “Going Off Of”: Signalling Connections in Spoken Academic Discourse

Why did the previous statement make you think of what you are about to say? It's important to signal the relationship between your comment and the previous comment, if you intend to connect them. Here are a few phrases you can use to replace “jumping off of.” There is space to add your own, too... See if you can get a full house.

Phrase	Check
Your comment raises an interesting question...	
There is some further evidence we could add...	
I agree, and I would add...	

There is a further problem...	
Another way in which...	
If that's the case, then...	
That is similar to...because...	

2. Self-Report on Class Participation: Name of Student/Date

The list below indicates the variety of ways in which you can actively contribute to class discussion. Keep track of your own participation, and then check the kind of contribution you made each day on the chart below. See if there is a pattern and try new ways to contribute.

- _____ read all work before coming to class;
- _____ listened actively to the contributions of my classmates;
- _____ asked for clarification or evidence;
- _____ helped another student support, extend, or question his/her idea;
- _____ asked a pertinent question;
- _____ linked works and ideas with one another;
- _____ pointed out assumptions behind the work or idea;
- _____ raised an inconsistency with other students' or authors' positions;
- _____ disagreed with an author or an idea and made a different point;
- _____ synthesized the discussion at a certain point;
- _____ contributed 1+ times to class discussion;
- _____ did not dominate discussion.