

Student: _____

Reviewer: _____

Date: _____

**Rubric for Assessing PhD Students' Written Communication Skills
(PhD Dissertation Proposals/ PhD Seminar Papers)**

Dimensions	Conventional Form	Clarity and Coherence	Focus, Organization, Style/Tone and Content
3 - Accomplished	Writing is essentially error-free in its mechanics. Its format is well-adapted to the assignment and leads the reader to the writer's conclusions.	The writing flows smoothly from idea to idea. The writer helps the reader follow the logic of the ideas presented.	Choices related to focus, organization, style/ tone, and content make the piece easy to read. Writing could be used as a positive example or model for other students.
2 - Competent	Paper follows normal conventions and has been carefully proofed. Style and format are easy to follow. Documentation of sources is thorough and follows convention.	Sentences are well-structured and words are chosen to communicate ideas clearly. Sequencing of ideas and transitions between paragraphs and sections make the writer's meaning easy to grasp.	Focus, organization, style/ tone, and/ or content result in effective communication. The purpose and focus of the piece are clear to the reader. Organization and content achieve the writer's purpose well. The requirements of the assignment are fulfilled.
1 - Novice	Contains multiple errors: subject/verb agreement, tense, sentence structure. Writing doesn't follow conventional style and/ or format. Source documentation is incomplete or doesn't follow convention.	Sentence structure and/ or word choice interfere with and obscure meaning. Sequencing of ideas and transitions between paragraphs and sections make following the writer's meaning difficult to understand.	Focus, organization, style/ tone, and/ or content interfere with clear communication. The writer's purpose isn't fully achieved, and parts of the assignment may not be fulfilled.
Score (circle one)	1 2 3	1 2 3	1 2 3
			Total -

Student: _____

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**Rubric for Assessing PhD Students’ Oral Communication Skills
(PhD Dissertation Proposals/ PhD Seminars/Conferences)**

Dimensions	Content	Organization	Delivery
3 - Accomplished	Student is able to go beyond the presentation’s immediate content to interact fluently on the topic and/or put it into a wider context. Student provides in-depth elaboration on aspects of the content.	Student meets #2 plus presents clear transitions and summary information at appropriate points during the presentation. Visuals are unusually well-designed and rely on graphic images in addition to word charts and tables of numbers.	Student is unusually fluent in his/her use of English, individualizes contact with audience members while being inclusive of the whole audience. Presents him/her self in a way that keeps the audience’s attention on the message of the presentation. Could be used as a model for other presenters.
2 - Competent	Student demonstrates thorough understanding of his/her information and is able to respond readily to relevant questions.	Student provides a “road map” for the presentation and develops his/her topic in a way that is easy to follow. Any visuals used are clear and reinforce the presenter’s message.	Student can be easily understood, maintains contact with audience members throughout the presentation, and engages in physical movement that positively reinforces his/her message (and is not distracting).
1 - Novice	Student demonstrates a rudimentary grasp of his/her information and has difficulty answering questions related to presentation content.	Student neither communicates a clear structure or “road map” for the presentation nor provides an introduction that helps the audience anticipate the content and flow of the presentation.	Student engages in distracting behavior during the presentation: is hard to hear or understand, does not stay in contact with the audience, and engages in physical movement that distracts from his/her message.
Score (circle one)	1 2 3	1 2 3	1 2 3
			Total -