

Courtesy of Nishani Singh, Faculty of Professions, University of Adelaide
Rubrics for Business Communications Course
Academic Discussion Assessment Profile

Content (Group 40)			
Very good to excellent 31-40	Good to very good 21-30	Satisfactory 11-20	Unsatisfactory 0-10
<ol style="list-style-type: none"> 1. Content is factually correct and various interpretations are provided 2. Level and depth of content is appropriate 3. Content is focussed and contains only relevant information 4. Main argument is strongly supported by references, which are effectively integrated 5. Raises key, critical questions 6. Critically analyses and makes valid judgements, compares perspectives of different authors 7. Expresses clear opinions on issues, demonstrates creativity 	<ol style="list-style-type: none"> 1. Content is factually correct and an interpretation is provided 2. Level and depth of content is appropriate 3. Content is focussed and contains only relevant information 4. Main argument is supported by references 5. Raises some important questions 6. Critically analyses and makes valid judgements, compares perspectives of different authors 	<ol style="list-style-type: none"> 1. Content is factually correct but may contain some interpretation 2. Level and depth of content is usually appropriate 3. Content is usually focussed but may contain irrelevant information 4. Argument is usually supported by references 	<ol style="list-style-type: none"> 1. Content contains many factual errors 2. No interpretation provided 3. Level and depth of content is inappropriate 4. Content is not focused and contains irrelevant material

Academic Discussion Assessment Criteria

Group Discussion skills (40)			
Very good to excellent 40-31	Good to very good 21-30	Satisfactory 11-20	Unsatisfactory 0-10
<p>1. Dynamic discussion occurs, always at a group level</p> <p>2. All members actively involved in discussion, members make an equally meaningful contribution to discussion</p> <p>3. All members listen attentively to each other</p> <p>4. Members use effective and appropriate strategies for emphasising, questioning, seeking clarification, repetition, interjecting, showing agreement, disagreement, moving the discussion forward when it remains at one point and take the floor from and gives the floor over to other participants</p>	<p>1. Discussion occurs and usually at a group level</p> <p>2. All members involved in discussion, though some more actively than others</p> <p>3. Members usually attentive of each other</p> <p>4. Members use appropriate conventions for discussion such as emphasising, questioning, seeking clarification, repetition, interjecting, showing agreement, disagreement, moving the discussion forward when it remains at one point, take the floor from and give the floor over to other participants, with minor lapses</p>	<p>1. Discussion occurs but it may not always be at a group level</p> <p>2. All members contribute, though one or two may make a greater contribution than others</p> <p>3. Members not always attentive to each other</p> <p>4. Members use of conventions and utterances required of an academic discussion such as emphasising, questioning, seeking clarification, repetition, interjecting, showing agreement, disagreement, moving the discussion forward when it remains at one point and taking the floor from and giving the floor over to other participants, is limited</p>	<p>1. Little group level interaction</p> <p>2. Only some members contribute, discussion staggers</p> <p>3. Members pay little attention to what others say</p> <p>4. Members use of utterances required of an academic discussion such as emphasising, questioning, seeking clarification, repetition, interjecting, showing agreement, disagreement, moving the discussion forward when it remains at one point and take the floor from and gives the floor over to other participants, is inappropriate</p>

Academic Discussion Assessment Criteria

Presentation skills 10			
Very good to excellent 9-10	Good to very good 7-8	Satisfactory 5-6	Unsatisfactory 0-4
<p>Excellent audience contact</p> <ol style="list-style-type: none"> 1. Regular eye contact with audience and group members 2. Audience is continually attentive. 3. Voice is always clear and audible with appropriate changes of expression 4. Body language and gestures used effectively 	<p>Good audience contact</p> <ol style="list-style-type: none"> 1. Regular eye contact with audience and group members 2. Audience is usually attentive 3. Voice is always clear and audible and usually with appropriate changes in expression 4. Body language and gestures are used occasionally 	<p>Limited audience contact</p> <ol style="list-style-type: none"> 1. Occasional eye contact with audience and group members 2. Audience is usually attentive 3. Voice is usually clear and audible with occasional changes in expression 	<p>Unable to establish contact with audience.</p> <ol style="list-style-type: none"> 1. No eye contact with audience or group members 2. Audience is restless 3. Voice is not clear and audible, monotone 4. Group member has habits, which distract from the presentation

Language use 10			
Very good to excellent 9-10	Good to very good 7-8	Satisfactory 5-6	Unsatisfactory 0-4
<ol style="list-style-type: none"> 1. Simple constructions used, without error. 2. Complex constructions used predominantly, usually without error 3. Meaning is communicated by varied sentence structures 4. Sophisticated use of extensive vocabulary 5. Appropriate register, no errors in word order 	<ol style="list-style-type: none"> 1. Simple constructions used, without error. 2. Complex constructions used, usually without error 3. Meaning is communicated by varied sentence structures 4. Good use of broad vocabulary 5. Appropriate register, no errors in word order 	<ol style="list-style-type: none"> 1. Simple constructions used, usually without error. 2. Complex constructions attempted 3. Meaning is communicated by basic sentence structures 4. A good vocabulary is used 5. Appropriate register, word order usually correct 	<ol style="list-style-type: none"> 1. Simple constructions used with frequent errors 2. Sentence structures do not communicate meaning 3. Poor use of a limited vocabulary 4. Inappropriate register, word order usually incorrect