

## Rubric for Weekly Oral Reports

Level of Achievement			
Criteria	4 Exemplary	2 Satisfactory	0 Unacceptable
<b>Punctuality</b>	The student attends the meeting at the scheduled time or makes arrangements for an alternate time before the meeting. The professor does not have to wait for the student.	The student is usually prompt but occasionally keeps the professor waiting. If he/she cannot attend the meeting as scheduled, the student usually calls the professor ahead of time.	The student frequently keeps the professor waiting or misses scheduled meetings.
<b>Preparation for the Meeting</b>	Without prompting, the student provides the professor with the following information: 1) project accomplishments during the week, 2) areas of concern, and 3) clearly formulated plans for the next week.	With prompting from the professor, the student can discuss project events that occurred during the past week as well as areas of concern. General plans for the next week have been formulated.	Even with prompting, the student's descriptions of the week's project events are vague and the student does not report where he/she is having difficulty. Plans for the next week are not shared or they are too vague to guide subsequent activities.
<b>Report Focus</b>	Objectives of the past week are clearly stated in relation to project goals, and the report is structured around their accomplishment. This results in a focused, student-initiated report where accomplishment of the objectives can be determined.	With prompting, the student discusses the objectives of the past week and, for the most part, they are in alignment with project goals. Their accomplishment can be determined.	The objectives of the past week are not clearly stated resulting in a report that is unfocused. Because of the lack of clarity, it cannot be determined if the objectives are accomplished.

<b>Documentation</b>	The student provides written documentation that clarifies his/her accomplishments, problems and plans.	Written documentation is generally complete, but occasional omissions create some lack of clarity.	There is no supporting written documentation.
<b>Listening</b>	The student pays attention to what the professor is saying and thinks about what is said. Responses are related to the professor's comments and reveal understanding. The discussion is a mutual dialogue.	For the most part, the discussion is a mutual dialogue, but occasionally the student does not seem to hear or understand what the professor is saying. Some responses seem unrelated to what has been said.	The student uses pauses in the conversation to share preplanned ideas. Comments do not seem related to the topic the professor is trying to discuss. The conversation is "talking in turn" rather than a mutual dialogue.