

## Rubric: Oral Communication – Undergraduate

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor/Rater: \_\_\_\_\_ Rating Total: \_\_\_\_\_

CRITERIA	Unsatisfactory 1	Below Expectations 2	Meets Expectations 3	Above Expectations 4	Outstanding 5	COMMENTS	SCORE
<b>Personal Appearance.</b>	Appearance inappropriate.	Some problems with personal appearance.	Personal appearance is adequate.	Personal appearance generally appropriate.	Personal appearance appropriate; meets corporate and business standards of dress.		
<b>Professional Behavior.</b>	Body language reveals a reluctance to interact with the audience; eye contact is minimal.	Minor problems with eye contact and some aspects reflect a lack of sensitivity to the reaction of the audience.	Generally, reactive to the audience with some sensitivity the reaction of the audience.	Minor problems in body language and eye contact during delivery.	Speaker interacts with the audience using appropriate body language and professionalism.		
<b>Opening Statement of Purpose/Problem.</b>	No opening statement or the opening statement did not disclose relevant issues.	Opening statement identifies the purpose/problem clearly, addressing minor issues and organization.	Statement is clear and relevant with logical organization.	Clear statement reveals important issues and the organization of the presentation.	A clear and captivating opening statement reveals issues and is well organized.		
<b>Organization/Coherence.</b>	The listeners have difficulty following along, having loss of focus three or more times.	Presentation is generally clear with minor confusion, but listeners lose focus once or twice during the presentation.	Presentation is clear with little confusion and listener loss of focus is minimal.	Presentation is mostly organized and clear; easy to follow with trivial confusion.	Presentation is clear, logical, and organized. Listeners follow line of reasoning. Reinforced by media. Speaker and audience stay focused throughout presentation.		
<b>Content: Relevancy and Currency.</b>	The content is not current, is not relevant to the topic, or is inaccurate.	Content for the most part was current and relevant.	Content was adequate/sufficient. Content is mostly current and relevant.	Content was generally accurate and relevant.	Content is current and clearly relevant to the topic; includes new information, or information presented in a new way.		
<b>Appropriate Language and Grammar.</b>	Student uses slang or inappropriate references.	Language is generally acceptable.	Language is acceptable and displays some professionalism.	Language is appropriately professional.	Speaker interacts with the audience using appropriate verbal language and professionalism.		

<b>Concluding Statements.</b>	No concluding statements to summarize; no learning experiences stated.	Impromptu concluding statements to summarize; no learning experiences articulated.	Concluding remarks are not planned and are impromptu, but speaker refers to learning experiences.	Concluding remarks are planned and stated; speaker refers briefly to what was learned.	Well-stated concluding statements with expressed learning experiences.		
<b>Voice Quality, Clarity, and Pace.</b>	Tone of voice does not reflect confidence; words were not clear and the pace was too slow or fast; voice was too inaudible or loud.	Tone of voice reflects a problem with confidence or clarity; pace of presentation is at times too slow/ too fast. The presenter seems slightly uncomfortable at times.	The presenter seems somewhat comfortable and keeps on past most of the time. Tone of voice shows confidence through most of the presentation.	Tone of voice is appropriate for the level of presentation; minor errors with regard to pace; speaker is confident; audience was generally engaged.	Tone of voice reflects confidence; words are clear, and the pace is effective for the time allowed and for engaging the audience.		
<b>How Well the Supporting Media Contributes to the Presentation.</b>	There are too few or no visual aids; they are not relevant to the topic; they show no creativity.	Visual aids are not clear or appropriately paced with the presentation; some material is omitted or is poorly designed.	Visual aids are adequate regarding design. Most visual aids are clear and relevant to the topic.	Visual aids support points in the presentation, follow good design rules, and contribute clarity to the topic.	Visual aids add content, thereby enhancing the quality of the presentation, follow good design rules, and show creativity.		
<b>Message Appropriate to Audience.</b>	Speaker does not engage audience, seems uninterested, or topic is not appropriate.	Speaker involves audience by referring to common experiences, connecting to course materials or previous learning.	Speaker involves audience drawing from their own experiences and relating it to course material.	Speaker involves audience by identifying or soliciting a set of audience expectations.	Audience is invited to identify its needs; speaker addresses those needs in presentation.		

\*Good design rules: readable font size, consistency throughout presentation related to color and information charts, appropriate utilization of media schemes. To be used for Reporting in PD II class but available to all professors wishing to assess Oral Communication. Reviewed Nov 2012.