# ASSESSEMENT RUBRIC FOR ORAL COMMUNICATION

| Dimension | 1 Undeveloped (Unaware, no evidence of exposure) | 2 Developing (Some ability, awareness or exposure) | 3 Competent (Knowledge or skill level is acceptable) | 4 Mastery (Exemplary performance) |
|---|---|---|---|---|
| | Unsatisfactory | | Satisfactory | |
| **O1: Technical Content** | **Depth** • No reference to relevant literature, theories, or technical knowledge<br><br>**Accuracy** • Presentation is thoroughly riddled with errors and inaccuracies • Thoroughly unreliable as source of information | **Depth** • Explanation or application of theories or concepts are inaccurate or incomplete • No attempt to tie theory to practice **Accuracy** • Knowledgeable listener is distracted by errors and inaccuracies • Presentation might be useful if one could determine reliable info | **Depth** • Explns of concepts & applications of theory or concepts are accurate, only minor problems • Some helpful examples are offered **Accuracy** • No significant errors. • Any errors made are the result of nervousness or oversight | **Depth** • Accurate & complete explanation of main concepts, and theories • Applications included to illuminate issues and demonstrate real insight **Accuracy** • Information included is consistently accurate |
| **O2: Organization & Structure** | **Introduction** • Intro, if present, is brief • Topic or purpose of talk is omitted<br><br>**Body** • Clearly unorganized, speaker rambles • Difficult if not impossible to understand due to shifts in topic<br><br>**Topic Development** • Supporting material, if present, is clearly insufficient and/or inappropriate<br><br>**Conclusion** • Undeveloped, fails to summarize the talk, poorly connected to body of talk, etc. | **Introduction** • Introduces topic but does not fully capture attention • Purpose not clearly stated • Abrupt shift to body **Body** • Main points, while present, are difficult to identify • This lack of organization hinders understanding<br><br>**Topic Development** • Some supporting material is inappropriate and/or significantly lacking in development<br><br>**Conclusion** • Abrupt and /or inadequate summary of presentation | **Introduction** • Captures attention • Statement of purpose • Explicit transition to body<br><br>**Body** • Easy to follow but some points may not be completely clear and/or clearly prioritized • Main ideas evident but organizational structure may need improvement **Topic Development** • Supporting material relevant but may be lacking in originality or some minor problems concerning adequate development **Conclusion** • Summarizes talk clearly • Presents final thoughts or suggestions | **Introduction** • Creatively captures attention • Clear statement of purpose • Smooth transition<br><br>**Body** • Makes main points clear (e.g., defining a problem, methods for solving, results, etc.) • Logically organized, fully prioritized, clear, and easy to understand **Topic Development** • Pts. emphasized in proportion to import. • Supporting material is original, logical, and relevant.<br><br>**Conclusion** • Summarizes talk (e.g., relates result to the orig. problem) clearly and concisely • Offers memorable final thought or message |
| **O3 Multimedia** | • No aids are used or if used seriously detract from the message • Aids, if used are of consistently poor quality (e.g., too much info, unimportant info highlighted, font too small, etc.) | • Insufficient • Most aids used are superfluous and/or distracting • The aids are of inconsistent quality | • Multimedia aids are related to the content of presentation and generally enhance message • Quality of aids are consistently good | • Creative, well integrated, and enhance the message • High quality (vivid, simple, complete, easy to comprehend, minor or no errors, font size appropriate, details minimized to highlight main points, etc.) |
| **Continued** | | | | |

# ASSESSEMENT RUBRIC FOR ORAL COMMUNICATION (Cont.)

| Dimension | 1<br>Undeveloped<br>(Unaware, no evidence of exposure) | 2<br>Developing<br>(Some ability, awareness or exposure) | 3<br>Competent<br>(Knowledge or skill level is acceptable) | 4<br>Mastery<br>(Exemplary performance) |
|---|---|---|---|---|
| | Unsatisfactory | | Satisfactory | |
| **O4:**<br>**Delivery &**<br>**Presentation**<br>**Skills** | **Verbal**<br>• No pacing or pace interferes w. undrstnding, mumbling, serious mispronunciations, and overall disjointed and/or monotonous pres.<br>**Non-Verbal**<br>• No eye contact<br>• Posture terrible and facial expressions inappropriate<br>• Gestures and movements excessive and seriously distracting<br>• Reading str. from notes | **Verbal**<br>• Uneven rate, unclear and/or trembling voice, mispronunciation of terms, and little or no expression<br><br>**Non-Verbal**<br>• Little or no eye contact<br>• Poor posture<br>• Inappropriate facial expressions<br>• Gestures and movements distracting<br>• Over dependence on notes | **Verbal**<br>• Steady pace, clear voice, minimal pronunciation problems, and stiff presentation or excessively rehearsed.<br><br>**Non-Verbal**<br>• Some effective eye contact<br>• Posture, facial expressions, gestures, and movements do not detract from the presentation | **Verbal**<br>• Pace varies effectively to emphasize points, dynamic voice that enhances message, precise pronunciation of terms, fluid, confident.<br>**Non-Verbal**<br>• Good eye contact<br>• Posture and facial expressions indicate confidence/willingness to communicate<br>• Gestures and movements enhance overall presentations |
| **O5:**<br>**Presentation**<br>**Length** | **Time - Exceeded**<br>• Significantly longer than allotted time<br>• Too much extraneous information and/or relevant topics overly developed given the time<br>• Excess use of time may also be due to delivery problems caused by little or no rehearsal<br>**Time - Underutilized**<br>• Significantly shorter<br>• Lacking much essential information for adequate topic development within the given time constraints.<br>• Again, problems may be due to lack of rehearsal, e.g. talking too fast. | **Time - Exceeded**<br>• Somewhat longer than allotted time<br>• Some extra information included and/or relevant topics developed a little beyond what is necessary<br>• Excess use of time may also be due to delivery problems resulting from lack of practice<br>**Time - Underutilized**<br>• Somewhat shorter<br>• Missing some essential information for adequate topic development within time constraints<br>• Alternatively, time problem may be due to lack of practice. | **On-time**<br>• Minor or no deviations from time limit<br>• Problems with over or underdevelopment of topic are minor<br><br>• Some minor, awkward or inappropriate manipulation of delivery to meet time constraints – Examples might include rushing the talk, skipping through slides, etc. | **On-time**<br>• Minor or no deviations from allotted time<br>• Topic is appropriately developed in a coherent fashion with essential, relevant information.<br>• No awkward manipulation of delivery to meet time constraints of the presentation |
| **O6:**<br>**Questions** | • Unable to answer even rudimentary questions | • Uncomfortable with information<br>• Only able to answer the most basic questions | • Comfortable control of content<br>• Able to provide some examples, elaboration, and explanations | • Clear mastery<br>• Capable of answering all questions using appr. examples, explanations, and elaboration<br>• No distractions |