

Rubric for Oral Communication Competency (students will become: *Clear, Creative, and Convincing Oral Communicators*)

Students will demonstrate the ability to:

*Adapted in part from AAC&U's VALUE Rubrics and the FSU Classics Department's rubrics

Invent, arrange, develop, and perform an argument.	generate, develop, organize, and convey original ideas orally, using language, presentation skills, and/or other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to different audiences and specific communication situations.	Score _____
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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet baseline (cell 1) level performance.

	High Achievement 4	Milestones		Baseline 1
		3	2	
Central Argument	The argument is easily identifiable, plausible, novel, sophisticated, and insightful. Supporting information comes from a variety of sources and provides persuasive and valid evidence to back the argument.	The argument is comprehensible, but not especially compelling. Supporting information comes from more than one source and attempts to take into account a variety of viewpoints.	The argument is basically understandable, but unfocused and not memorable. Points made are not the most relevant points, or are made in such a way that they do not connect with the topic. Supporting evidence is thin.	The speech is boring, and the listener cannot quite work out what its basic argument is supposed to be. The speaker's points have minimal relevance to the topic, and little or no evidence is added in support of them.
Organization	Speech flows beautifully: introduction helps listener to know what is coming, and conclusion summarizes (but this is done in a seamless manner). Speaker gives the impression that s/he could speak for twice the amount of time, but does not appear rushed.	Speech flows fairly well: introduction helps listener to know what is coming, and conclusion summarizes (but this is done in a fairly clunky manner). Speaker is able to fill time appropriately, but appears rushed and/or is forced to truncate speech.	Listener cannot tell why certain points come before others. Introduction and conclusion are mechanical, and simply restate main points. Speech is rushed, or ends before time.	Speech seems thrown together; listener cannot discern the main points or when speaker has moved to another topic. Introduction and conclusion are indistinguishable from body of speech. Speech is very rushed, or ends well before time.
Language and Style	The language is imaginative, memorable, and compelling, lovingly and carefully crafted, rhythmically engaging, artful where appropriate, playfully creative and poetic. The language is a joy to hear.	The language is thoughtful, effective, and occasionally clever, but not engaging. It is appropriate to the audience and the argument. Grammatical syntax is consistently sound.	The language is mundane and commonplace. It is appropriate to the audience and argument, but it may detract from the effectiveness of the presentation. Sentence structures and grammar are generally correct but elementary.	The language is unclear, does not support the effectiveness of the presentation of the argument, thoughtless. Grammatical errors and misused vocabulary.
Performance: verbal delivery	The speaker's volume, tone, and pronunciation are exemplary. The speaking pace is varied and effective with well-placed pauses and minimal vocal fillers (e.g., ah, um, like, etc.).	The speaker pronounces most words clearly and correctly. Both speaking pace and vocal expressiveness are varied and effective.	The speaker's enunciation and pronunciation are somewhat poor. The speaking rate is unvaried, and vocal expressiveness is minimal. The speaker may occasionally use vocal fillers.	The speaker mispronounces many words, and/or is difficult to hear. The speaker demonstrates little attention speaking rate or vocal expressiveness and makes frequent use of vocal fillers.
Performance: nonverbal communication	The speaker appears almost to be engaged in a casual conversation with audience. Speaker pays thoughtful attention to the entire audience, deliberately using eye contact, gestures, positioning, and movement in a way that involves them. The dress is appropriate—the speaker appears poised, polished, and confident.	The speaker is not visibly uncomfortable, and sometimes focuses on audience, but may display some verbal tics or nervousness. The speaker's appearance and demeanor are appropriate.	The speaker is visibly uncomfortable, and may display verbal tics or distracting gestures. There is no evidence of thoughtful uses of gestures, positioning, or movement, and eye contact and other interaction with the audience is minimal.	The speaker is very uncomfortable and makes little or no eye contact with the audience. The speaker is inappropriately dressed and appears timid and/or unprofessional.
Performance: use of technology and other supporting media	Support materials are easy to understand, and contribute to the speech as a whole. All materials are clear and easy to read. Nothing distracts the audience from the speaker or the speech.	Support materials are helpful to the presentation, but do not seem necessary. Some material may require some effort from the audience to read and/or interpret.	Support materials are not well related to the argument. Material may be difficult to read and distract the audience from the speaker or the speech. Written material has grammatical or spelling mistakes, and graphics/charts are confusing.	Support materials are either missing or very poorly related to presentation. The material is sloppy and significantly detracts from the argument. Written material has grammatical or spelling mistakes, and graphics/charts are confusing.