

**EKU General Education Oral Communication Rubric
For PROGRAM ASSESSMENT**

CRITERIA	4-Accomplished <i>Exceeds Expectations For Graduating Senior</i>	3-Competent <i>Meets Expectations For Graduating Senior</i>	2- Developing <i>Incomplete in Meeting Expectations For Graduating Senior</i>	1- Beginning <i>Does Not Meet Expectations For Graduating Senior</i>
Structure	<i>Clearly</i> and strategically organized introduction, main points, and conclusion; unfolds <i>logically</i> . Skillful use of transitions.	<i>Clearly</i> organized introduction, main points, and conclusion; unfolds <i>logically</i> . Skillful use of transitions.	Somewhat organized introduction, main points, and conclusion; unfolds somewhat <i>logically</i> but listener(s) must put effort into following speaker. Some use of transitions.	Overall disorganization. Difficult to follow <i>logic</i> . Poor or no use of transitions.
Content	Integrates <i>relevant, accurate</i> , recent information/research with significant breadth, depth with significant breadth, depth and creativity. Displays sensitivity when discussing ethical issues with perceptivity and insight. Sources <i>clearly</i> and <i>accurately</i> cited throughout presentation.	Integrates <i>relevant, accurate</i> , recent information/research with sufficient <i>breadth</i> and with sufficient <i>depth</i> . Displays sensitivity when discussing ethical issues. Sources <i>clearly</i> and <i>accurately</i> cited in some portions of presentation.	Integrates some information/research but may at times be <i>irrelevant</i> at times be <i>irrelevant, inaccurate</i> , or outdated. Displays some sensitivity when discussing ethical issues. Sources cited in some portions of presentation.	Does not integrate information/research. Displays little or no sensitivity. Displays little or no sensitivity when discussing ethical issues. No sources cited.
Context	Exceeds expectation of the presentation goals (informative, persuasive, ceremonial, etc.). Offers novel approach to the goals of the presentation. Adheres to proper time limits. Message suitable to occasion.	Meets expectation of the presentation goals (informative, persuasive, ceremonial, etc.) Adheres to proper time limits. Message suitable to occasion.	Marginally meets expectation of the presentation goals (informative, persuasive, ceremonial, etc.) Problems adhering to proper time limits. Message suitable to occasion.	Fails to meet expectation of the presentation goals. Does not adhere to time limits. Message not suitable to occasion.

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Audience Awareness	Masterfully makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops strong rapport with audience.	Makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops rapport with audience.	Occasionally makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops some rapport with audience.	Fails to make content <i>relevant</i> to audience. Develop little or no rapport with audience.
Oral Delivery	Language is not only free of serious errors in grammar, pronunciation, articulation, and word usage, but language use is vivid, unusually interesting,	Language is free of serious errors in grammar, pronunciation, articulation, and word usage.	Language may contain some errors in grammar, pronunciation, articulation, and word usage.	Language contains several serious errors in grammar, pronunciation, articulation, and word usage.
Nonverbal Delivery tone volume pitch tone, volume, pitch, gestures, rate, posture, eye contact, facial expression, vocal variety, fluency, vocalized pauses (ums, ahs, like, you know, etc.)	Exceptional use of nonverbal cues to emphasize, highlight and enhance language and enhance language. Absence of vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are appropriately used to support the language Few vocalized the language. Few vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are used to support the language, but are sometimes incongruent or sometimes incongruent or distracting.	Nonverbal cues do not support the language and are distracting distracting.
Presentation Aids	Presentation aids vividly and memorably enhance, reinforce, illustrate, and support presentation but do not substitute for the speech. Aids are well-designed, <i>clear</i> , and skillfully incorporated. Speaker does not read from the presentation aid.	Presentation aids enhance, reinforce, illustrate, and support presentation but do not substitute for the speech. Aids are well-designed, <i>clear</i> , and skillfully incorporated. Speaker does not read from the presentation aid.	Presentation aids somewhat support presentation. Speaker sometimes reads from presentation aid.	Presentation aids fail to support presentation or are poorly designed or implemented. Aids distract from presentation. Speaker reads from presentation aid.

Applying the Intellectual Standards

Clarity: Understandable; the meaning can be grasped

Feedback: Could you elaborate further? Could you give an example? Could you illustrate what you mean?

Accuracy: Free from errors or distortions; true

Feedback: How could we check on that? How could we find out if that is true? How could we verify or test that?

Precision: Exact to the necessary level of detail

Feedback: Could you be more specific? Could you give more details? Could you be more exact?

Relevance: Relating to the matter at hand

Feedback: How does that relate to the problem? How does that bear on the question?

Depth: Containing complexities and multiple interrelationships

Feedback: What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?

Breadth: Encompassing multiple viewpoints

Feedback: Do we need to look at this from another perspective? Do we need to consider another point of view? Does we need to look at this in other ways?

Logic: The parts make sense together; no contradictions

Feedback: Does this all make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?

Significance: Focusing on the important; not trivial

Feedback: Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?

Fairness: Justifiable; not self-serving or one-sided

Feedback: Do you have any vested interest in this issue? Are you sympathetically representing the viewpoints of others?