Rubric for the Oral Communication Graduation Standard

Competency	1	2	3	4
I. Clarity of Purpose	The purpose (or point) of the presentation is never made clear or the speaker is oblivious to the rhetorical situation; e.g. argumentative, celebratory, or explanatory.	The purpose (or point) of the presentation is ambiguous, or the speaker is occasionally unmindful of the rhetorical situation.	The purpose (or point) of the presentation is clear, and the presentation is appropriate and relevant to the rhetorical situation.	The purpose (or point) of the presentation is clear and the speaker is compelling and/or convincing.
II. Organization (including transitions)	Haphazard or no organization; transitions and continuity absent; flow disjointed.	Less effective organization; transitions may be poor or lacking; occasional irrelevant digressions.	Displays organization; transitions are present but may be awkward.	Sequentially organized, appropriate to topic; transitions are clear and flow easily.
III. Supporting Evidence	Opinion without supporting evidence undermining the credibility of the argument. There is no attempt to give credit for supporting information (plagiarism.)	Supporting evidence has some relevance but is insufficient and/or inaccurate. An attempt is made to give credit for supporting information, but the attempt is excessive or too narrow in scope	Supporting evidence is accurate, relevant and sufficient. However, there may be some extraneous irrelevant information.	Supporting evidence is accurate, relevant, compelling and/or convincing.
IV. Language and Syntax	▪Frequently uses words without understanding their meaning and/or does not use language appropriate to the discipline ▪Relies on excessive use of street language or colloquialisms	▪Uses language of the discipline but does not use it correctly ▪Uses street language frequently	▪Uses language of the discipline and uses it correctly most of the time ▪Infrequent use of street language	▪ Demonstrates mastery of the professional language ▪ Uses no street language or colloquialisms
V. Delivery	▪Uses excessive amounts of stall words or sounds such as "um", "ya know", "okay" (dysfluency) which disrupts the presentation. ▪Does not speak clearly enough to be heard or understood ▪Unable to complete presentation	▪Occasionally falls into dysfluency which disrupts the presentation ▪Usually speaks clearly enough to be heard and understood ▪Stiff presentation	▪Has few periods of dysfluency, but does not disrupt presentation; ▪Consistently speaks clearly and loudly enough to be heard and understood ▪Smooth presentation.	▪Speaks in a well-modulated, clearly articulated voice with no dysfluencies ▪Confident presentation
VI. Audience Engagement	Demonstrates unsuitable behavior toward audience; and/or oblivious to the audience's reactions or needs	Makes effort at eye-contact but mostly looks down or into space; and/or ignores the audience's reactions or needs; reads from notes or PowerPoint.	Makes eye contact; responds to the audience's reactions or needs.	Makes eye contact; appears comfortable; appropriate platform appearance; natural and appropriate movement and facial expressions; and the speaker effectively holds the audience.
VII. Use of Supportive Materials and Technology (if used)	Detracts from presentation.	Overuse of technology; creates redundancy and neither enhances nor detracts.	Contributes to effectiveness of presentation.	Enhances effectiveness of presentation.

revised March 2009