

## Fall 2013: Oral Communication Assessment Rubric

	<b>4—Advanced Proficiency</b>	<b>3—Proficiency</b>	<b>2—Some Proficiency</b>	<b>1—No/Limited Proficiency</b>
<b>Focus</b>	Thesis is very clearly stated and topic is very clearly narrowed. Purpose of speech is very clear. Specific audience is very clearly taken into account.	Thesis is clearly stated, topic is limited but not clearly narrowed. Purpose of speech may be clearly implied, but may not be explicit. Audience may be implied.	Thesis is unclear or vaguely implied. Purpose of speech may be unclear. Audience may be unclear or misjudged.	Topic and thesis are unclear. No effort to narrow focus. Student is indifferent to specific audience.
<b>Organization</b>	Organization is appropriate for topic and purpose. The speech has a clear introduction that catches the audience's attention. Effective transitions recap each main point. Conclusion is related to the speech.	Organization is appropriate, but may not be as effective at increasing knowledge, fostering understanding, or promoting change in audience. Introduction may not be clear. The speech has transitions.	Organization may be ineffective and not related to the whole. Logical plan must be inferred by audience. Ineffective or unclear transitions between ideas.	Organization is extremely unclear, or no attempt to organize ideas. No logical plan or transition between ideas.
<b>Style</b>	Language use is appropriate, very effective, and memorable. Tone is appropriate.	Most language is somewhat memorable. Language use is correct. Tone is usually appropriate.	Language use is generally accurate but not memorable or persuasive. Tone may be inappropriate for audience or type of speech.	Language is confusing, inaccurate, and/or inappropriate. Tone is inappropriate for audience.
<b>Physical Behaviors</b>	Eye contact is well established. Gestures and paralinguistic activity is effectively used at important points in the speech. Notes are referenced rarely.	Eye contact is somewhat established. Gestures are used occasionally or at points in the speech that are not as effective. Notes are referenced infrequently.	Almost no eye contact. Very few or ineffective gestures. Notes are referenced frequently.	Eye contact is not established. No attempt at gestures. Speech was read to the audience.
<b>Language Delivery</b>	Student is extremely articulate. Pronunciation is very clear and sophisticated. Uses vocal variety in rate, pitch, and volume appropriate to the audience and topic. Very limited use of vocalized pauses ("uh," "ah," etc.).	Student is articulate. There may be errors in pronunciation. Pitch, rate, and volume may not vary effectively. Use of vocalized pauses is noticeable.	Student is somewhat or intermittently articulate. Errors in pronunciation may obscure the meaning of points or make them less effective in increasing knowledge, fostering understanding, or promoting change. Use of vocalized pauses is noticeable enough to interfere with the message or authority of the speech.	Student is barely articulate or inarticulate. Serious, persistent errors in pronunciation. Vocalized pauses are pervasive. Pitch, tone, and volume may be overly distracting or unvarying.