

GE Assessment Faculty Learning Community: Oral Communication Rubric (Faculty use this rubric to score each student's presentation)

Criteria		Performance Levels				
		Below Basic	Basic	Proficient	Exemplary	N/A
1	Central message and relevant content	Central message is not explicitly stated, and had to be inferred; No relevant or appropriate content is used to support the central message.	Central message is understandable, but not emphasized or memorable; Relevant or appropriate content is used scarcely to support the central message.	Central message is explicit and consistent; Relevant or appropriate content is used consistently to support the central message.	Central message is compelling and memorable; Relevant or appropriate content is used skillfully to not only support but enhance the central message.	
2	Organization and information presentation (e.g. specific introduction and conclusion, sequenced material within the body, and transitions)	Organizational pattern is not observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is clearly and consistently observable, and includes smooth transitions to make the presentation cohesive and the points well summarized.	
3	Appropriateness of language choices to audience and speaker background (e.g. demographic, cultural, linguistic) *Specify target audience	Language choices are unclear and minimally support the effectiveness of the presentation; Language choices are inappropriate to audience and speaker.	Language choices are mundane and commonplace, and only partially support the effectiveness of the presentation; Language is partially appropriate to audience and speaker.	Language choices are thoughtful and generally support the effectiveness of the presentation; Language is generally appropriate to audience, though explicit considerations to suit the audience and speaker are not observed.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation; Language is consistently appropriate to audience, and explicit considerations of language to suit the audience and speaker are evident.	
4	Non-verbal delivery (e.g. posture, gesture, eye contact, and vocal expressiveness)	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	
5	Supporting Material (e.g. visuals, explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)	Insufficient supporting materials make reference to information or analysis that minimally supports the presentation.	Supporting materials make appropriate reference to information or analysis that partially supports the presentation.	Supporting materials make appropriate reference to information or analysis that generally supports the presentation.	Supporting materials make appropriate reference to information or analysis that significantly supports the presentation.	

Audience Survey Items: (in addition to scoring each presentation with the rubric, students complete this short survey for each of their peers' presentations. If group presentation, all presenters in the group will be rated together.)

ITEM	CORRESPONDING RUBRIC CRITERIA	ITEM ADMINISTRATION	SCALE
1	The presenter was persuasive and easy to follow.	<i>Audience Engagement (focusing on the speaker's ability to engage the audience)</i>	Strongly Disagree -- Disagree -- Agree -- Strongly Agree
2	The presenter was engaging and captured my attention.	<i>For each presentation, each audience rate the presentation on these items.</i>	Strongly Disagree -- Disagree -- Agree -- Strongly Agree