

Undergraduate Student Learning Goal 5b: Oral Communication Rubric

(for use 2021-22)

Students are able to communicate effectively orally and in new media to a wide variety of audiences. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Oral communication abilities develop through iterative experiences across the curriculum.

| Oral Communication | What is being assessed | Beginning 1 | Developing 2 | Proficient 3 | Exemplary 4 |
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| 5B.1 Organizational Pattern | Clear, consistent and recognizable structure (specific introduction and conclusion, sequenced material within the body, use of transitions) | Is not recognizable | Is intermittently recognizable | Is clear and consistent | Enhances the content |
| 5B.2 Language Choices | Effectiveness and appropriateness to audience; choices support the effectiveness of the presentation | Are unclear and not appropriate to audience | Are mundane, commonplace, and partially supportive | Are thoughtful and generally supportive | Are imaginative, memorable, and compelling |
| 5B.3 Delivery and Composure | Posture, gestures, eye contact, and vocal expressiveness; impression of composure and confidence | Detract from the understandability of the presentation or speaker appears uncomfortable | Makes the presentation understandable or speaker appears tentative | Makes the presentation interesting and speaker appears composed | Makes the presentation compelling and speaker appears polished and confident |
| 5B.4 Supporting Materials | Information in the form of explanations examples, illustrations, statistics, analogies, quotations from relevant authorities; used to support speaker's claims and analysis; establishes speaker's credibility or authority on the presentation topic | Are insufficient and minimally supports speaker's arguments and credibility | Has little variety and partially supports speaker's arguments and credibility | Has sufficient variety and generally supports the speaker's arguments and credibility | Has interesting variety and enhances the speaker's arguments and credibility |
| 5B.5 Visual Aids | Visible, attractive, and comprehensible visual display materials (PowerPoint and Prezi, overheads, handouts, use of blackboard or whiteboard, etc.); support major points or themes; appropriate to situation; design and handling add to effectiveness of presentation and speaker's credibility | Do not support main points and/or detract from or overwhelm the presentation | Provide basic support for main points with minimal contribution to effectiveness of presentation | Enhance the effectiveness of the presentation | Increase the effectiveness of the presentation, add insight to main points, and augment speaker's credibility |
| 5B.6 Central Message and Content Development | Primary message is memorable, explicit, and supported throughout the presentation; content is appropriate, relevant, and shows knowledge of subject; conclusions are well-supported, credible, and reasonable | Are simplistic or not explicit with little content development | Is recognizable but underdeveloped | Is clear and demonstrates understanding of subject | Is compelling and development shows subject mastery |

Adapted from [Association of American Colleges & Universities \(AAC&U\) VALUE rubric](http://www.aacu.org/value-rubrics) [http://www.aacu.org/value-rubrics] on oral communication.