

## Rubric for Oral Communication

### General structure, clear beginning, middle & end

|                  | <b>Mastered (4)</b>   | <b>Accomplished (3)</b>                                    | <b>Developing (2)</b>                     | <b>Beginning (1)</b>                          |
|------------------|---|--|---|---|
| Attention Getter | Thought provoking, entertaining, aroused interest               | Somewhat successful at gaining attention, piquing interest | Attempt made                              | No attention getter                           |
| Organization     | Natural flow, organization was unnoticeable during presentation | Progression was predictable & successful                   | Mostly followed a predictable pattern     | Jumped around                                 |
| Conclusion       | Natural, apparent & successful close                            | Apparent, successful conclusion                            | Attempted a conclusion, somewhat apparent | Dropped off, no natural close, "That's it..." |

### Delivery

|               | <b>Mastered (4)</b>   | <b>Accomplished (3)</b>   | <b>Developing (2)</b>  | <b>Beginning (1)</b>  |
|---------------|---|---|--|---|
| Visual Aid    | Well chosen content, effective aid, used effectively, added significantly to the presentation   | Well chosen content, effective aid, created interest in the presentation                          | Visual aid(s) present, somewhat added to the presentation                                    | No visual aid   |
| Eye Contact   | Continuous, made eye contact with every person in the audience  | Frequent, looked at each member of the audience for most of the speech                            | Sporadic, looked at most of audience members   | Seldom, never looked at most of audience  |
| Voice         | Strong, natural pace, well-placed pauses. Every word clear & distinct   | Strong, some unplanned pausing or indistinct words or phrases                                     | Some unplanned pausing, volume somewhat quiet or too loud. A few indistinct words or phrases | Difficult to hear, awkward pauses. Some words or phrases unclear.                         |
| Body Language | Confident, natural, good use of floor space   | Some movement, somewhat confident   | Awkward movement, sporadic, unnatural  | Stiff, no movement  |
| Language      | Language choice is imaginative, memorable and compelling, enhancing the presentation.   | Language choice is thoughtful and contributes to an effective presentation.                       | Language choices are commonplace and contributed somewhat to an effective presentation.      | Language choices contributed to ineffective presentation and are unclear or inappropriate |
| Poise         | Student calm and confident<br>No distracting behaviors  | Student calm & confident<br>A few distracting behaviors that did not diminish overall performance | Somewhat ill at ease<br>Occasionally distracting   | Ill at ease<br>Many repeated & distracting behaviors detracting from performance          |
| Gestures      | Excellent use of hands for descriptive emphatic purposes. Facial expressions added to message<br>Body language contributed to message | Good use of hands<br>Some facial gestures<br>Some body language                                   | Some hand gestures<br>Facial & body language minimal   | No gestures<br>No use of body motions or floor space                                      |

|                            |                         |                                |                              |                                      |
|----------------------------|-------------------------|--------------------------------|------------------------------|--------------------------------------|
| Time range target<br>— - — | Within time requirement | Under or over by full ½ minute | Under or over by full minute | Under or over by more than 2 minutes |
|----------------------------|-------------------------|--------------------------------|------------------------------|--------------------------------------|

Criteria specific to assignment

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Additional comments

Grade

