

## Oral Communication Rubric

	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>Chooses and narrows a topic appropriately for the audience and occasion.</b>	Topic is well adapted to the specific audience, and time limits are met.	Topic is somewhat adapted to the specific audience, and is close within time limits.	Topic is not sufficiently adapted to the specific audience and does not meet time limit requirements.
<b>Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.</b>	Thesis is clear and fully developed in each point	Thesis is clear though not fully developed or supported.	Thesis is unclear, not developed or explained.
<b>Provides appropriate supporting material based on the audience and occasion</b>	Relationships between thesis, assertions, and evidence are consistently clear throughout speech.	Not all content is relevant or fully analyzed, support may be present though does not meet the standards of timeliness, relevance, or authority.	Support is lacking or ineffective.
<b>Uses an organizational pattern appropriate to topic, audience, and occasion.</b>	Main points are clearly stated using parallel language and transitions. Organization is logical. Sub-points develop and support the main points.	Main points and some sub-points are present. Sub-points do not always develop and support main points, organization is sometimes difficult to understand.	Main points are unclear or unstated. Sub-points are missing or lack coherence, unfocused, or are rambling.

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<p><b>Uses language that is appropriate to the audience, occasion, and purpose and demonstrates an ability to insert spontaneous comments in adapting ideas to the specific audience.</b></p>	<p>Language use is appropriate to the topic, audience, and occasion. Uses standard English, grammatically correct, and word selection is pitched to the correct level of formality. Language does not use jargon and is inclusive. Language is clear and vivid.</p>	<p>Language use meets most but not all requirements. Language is understandable, although not always grammatical and not completely adapted to the audience. Most words are at the correct level of formality, jargon, inclusion, clarity, and vividness.</p>	<p>Language use is difficult to understand, is used incorrectly, has not been adapted to the audience, topic, nor the occasion. Language uses jargon, is not inclusive, is not clear or vivid. Words are loaded and use inappropriate connotations.</p>
<p><b>Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest. Uses pronunciation, grammar, and articulation appropriate to designated audience.</b></p>	<p>Vocal qualities are effective for room and the occasion. Uses vocal variety in rate, pitch, and intensity. Uses correct pronunciation and articulation and volume.</p>	<p>Voice at appropriate level of volume and pitch. Few words pronounced incorrectly or mumbled or slurred. Few problems with rate.</p>	<p>Voice too quiet or loud, too fast or too slow. Monotone. Significant mispronunciations, mumbling or other articulation problems.</p>
<p><b>Uses physical behaviors that support the verbal message and communicates engagement with the audience through confidence, sincerity, and enthusiasm for the topic.</b></p>	<p>Speaker makes sustained eye contact. Body language and facial expressions are confident and appropriate to the presentation. Dress entirely suits the occasion and enhances the credibility of the speaker and is consistent with the content.</p>	<p>Speaker makes some eye contact with audience. Body language and facial expressions are mostly relaxed. Dress mostly suits the occasion, generally supports the message, and does not contribute or detract from the speaker's credibility.</p>	<p>Speaker fails to make eye contact, is reading from a script. Body language and facial expressions are ineffective or disruptive to the speech. Dress distracts from the content and detracts from the credibility of the speaker.</p>

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Responds to audience feedback and answers questions gracefully.	Allows ample time for questions. Speaker structures answers well and formulates a germane, focused response. Speaker acknowledges what s/he does not know. Speaker treats audience with respect and meets their needs.	Speaker acknowledges questions but does not always answer directly or in depth. Speaker is not always aware of the needs of the audience. Speaker treats audience with civility.	Speaker does not manage the time for questions. Does not respond directly to questions. Does not consider the rest of the audience. Does not respect the audience, responds with hostility or contempt. Does not check back to ensure understanding in the audience.

