ORAL COMMUNICATION VALUE RUBRIC

This rubric was developed by an interdisciplinary team of faculty representing Texas Southmost College (TSC) through a process that examined and modified the AACU Communication Value Rubric and the Stephen F. Austin's (SFA) Communication Rubric to meet the needs of TSC's core curriculum assessments. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institution –level use in evaluating and discussing student learning.

Definitions

Oral communication is, most generally, a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. In some disciplines, oral communication is a direct interaction between a "professional" speaker and specific audience (such as nurse to patient, in clinical or therapeutic settings), where the effect of the presentation of ideas is to foster understanding or learning.

Framing Language

Oral communication takes many forms. This rubric is designed to evaluate different types of presentations (single speaker, video recorded, group presentations etc.) This rubric may serve to measure the effectiveness of oral communication. The use of this rubric best applies to presentations of sufficient length such that a central message or purpose is conveyed; presentations should be supported by one or more forms of appropriate documentation, secondary materials, or visual aids, and should include purposeful organization and content.

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	Exemplary 4	Proficient 3	Developing 2	Beginning 1	Non-Evident 0
Organization	Organizational development is clearly and consistently observable; skillfully makes content and expression of ideas in the presentation cohesive.	Organizational development and expression of ideas are clearly and consistently observable within the presentation; content is expressed reasonably well as a result.	Organizational development and expression of ideas are observable within the presentation.	Organizational development and expression of ideas are occasionally observable.	Organizational development and/or expression of ideas are not observable within the presentation; lack of coherence and unity exist.
Language	Language choices are imaginative, memorable, and compelling; choices enhance presentation effectiveness. Language is appropriate to audience and aids the clear expression of ideas.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language is appropriate to audience and is useful to the expression of ideas.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation and the expression of ideas.	Language choices are sometimes unclear and minimally support the effectiveness of the presentation. Language appropriateness is inconsistent. Expression of ideas is hindered.	Language choices are unclear and fail to support the effectiveness of the presentation. Language is not appropriate to audience; ideas are not expressed clearly.
Delivery (Oral)	Delivery techniques make the presentation compelling; speaker appears polished and confident; speaker energy and emphases foster interpretation of ideas expressed. Dependency upon notes, if applicable, is not evident or intrusive. Non-verbal cues aid significantly.	Delivery techniques make the presentation interesting, and speaker appears comfortable; speaker tends toward conversational tone, and dependency upon notes is minimally noticeable. Nonverbal cues are appropriate and useful.	Delivery techniques make the presentation understandable; speaker appears tentative; speaker tends to be a bit casual, as evidenced in word choices; non-verbal cues do not particularly elevate audience's level of understanding or interpretation.	Delivery techniques sometimes detract from audience comprehension; speaker appears uncomfortable; speaker seems unenthusiastic, monotonic, or hesitancies suggest unpreparedness. Verbal cues include unnecessary gestures and purposeless body language.	Delivery techniques are either distracting from understandability of the presentation or fail to be effective; the speaker is clearly uncomfortable or unprepared.
Evidence-based Support	Supporting materials make appropriate reference to information or analysis and significantly enhance development; materials establish presenter's credibility/authority.	Supporting materials make appropriate reference to information or analysis and generally supports development; presenter's credibility/authority is clear but evidence-based support could be stronger.	Supporting materials make appropriate reference to information or analysis but only partially fosters development and presentation of ideas. Presenter's credibility/authority could benefit from more careful exploration of evidence	Insufficient supporting materials provide minimal information or analysis; presenter's credibility/authority on the topic is not particularly clear.	Supporting materials are virtually nonexistent, or the supporting materials are not credible.
General Purpose	Purpose is compelling, precisely stated, appropriately repeated, memorable, and strongly supported. Purpose and evidence are aligned well.	Purpose is clear and consistent; purpose and evidence are appropriately aligned.	Purpose is understandable but is neither reinforced nor memorable; purpose and evidence are generally aligned.	Purpose can be deduced, but is not explicitly stated in the presentation. Alignment of purpose and evidence is not always clear.	Purpose is absent; the presentation does not seem to know what it is about. Unifying principles do not exist.