

OFFICE OF ASSESSMENT
General Education Rubric OBJECTIVE: *Communicate effectively orally (pilot)*

OUTCOME	RATING					
	4	3	2	1	0	N/A*
Ideas are organized and consistent with the central message and has an identifiable introduction, main points bridged by transitions, and a conclusion	The central message is clear and strong, the introduction is developed and attention grabbing, the main points are clear and strongly support the central message, the transitions are smooth and the conclusion is well-rounded and satisfying.	The central message is clear, the introduction is evident, the main points are obvious, the transitions are present but awkward, and the conclusion is adequate but uninteresting.	The central message is weakly evident, the introduction is undeveloped, the main points are intermittently observable, the transitions are inconsistent, and the conclusion is limited and abrupt.	The central message is not clear, there is no definable introduction, the main points are not identifiable, the transitions are not clear and there is no conclusion.	There is no central message attempted. There are no main points, transitions, or conclusion demonstrated.	Not applicable to the assignment.
Nonverbal message in delivery along with supplementing visuals supports are consistent with the verbal message	Delivery is natural and confident. Eye contact is sustained, vocal rate and volume are consistent with the message, and gestures are fluent. Fillers (“ums”) are not present and articulation is crisp overall. Speaker’s visuals are well designed and supplement the message without detracting from oral presentation.	Delivery is smooth overall with comfortable eye contact, but hesitations in speech and lack of natural gestures detract from message. Speaker avoids fillers (“ums”), vocal pace and volume are adequate, and articulation is generally clear. Speaker utilizes visuals appropriately but some are deficient in design quality.	Eye contact is attempted but speaker reads too much without looking at audience. Speech has some fillers (“ums”), gestures are awkward, articulation needs improvement, and voice at times too soft and/or fast. Speaker can look less at visuals and rely less on visuals to carry primary message.	Delivery detracts from message. Eye contact is limited, speech is laced with fillers (“ums”), gestures are missing, articulation is sloppy, and voice is too soft or fast. Speaker relies too much on visuals, looks at visuals too much, or visuals are poorly designed.	There is little to no eye contact, gestures are missing, and vocal level is too low to be audible. Visuals detract from message.	Not applicable to the assignment.
Supporting materials (explanations, examples, illustrations, statistics, analogies, testimonies) are relevant to points referenced and significantly back up the content	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, testimonies) significantly support the presentation. Sources are cited confidently with knowledge of the subject matter.	Supporting materials are referenced and are sufficient for information presented but are not varied in type. Sources, for the most part, are spoken in a manner that flows with the content.	Supporting materials are referenced but are insufficient for information presented. Sources are cited awkwardly and do not flow with the content being spoken.	Supporting materials are missing from the presentation in key areas or information is referenced without being appropriated cited.	Supporting materials are missing. No information is referenced.	Not applicable to the assignment.

***NOTE: If the artifact is “not applicable” for all outcomes listed, then it is likely that the artifact is not appropriate for the assessment of this objective.**