Rubric for Oral Communication Competency

Public Speaking Outcome: The student will demonstrate effective public speaking skills.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Acceptable</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Categories to be considered:

**Organization:**

1. Introduction: Rate (1-5) __________
   Speaker gained/maintained audience attention and oriented the audience to the topic.
   Comments:

2. Body: Rate (1-5) __________
   Main ideas were clear, transitions good.
   Comments:

3. Conclusion: Rate (1-5) __________
   Speaker summarized key points in a meaningful and effective way.
   Comments:

**Delivery:**

1. Audience Orientation: Rate (1-5) __________
   Speaker was audience-centered, adapted to the listeners and maintained the appropriate time limit.
   Comments:

2. Verbal Delivery: Rate (1-5) __________
   Speaker delivered the presentation with effective tone of voice relative to the content of speech and eye contact relative to the use of presentational aids (when applicable) and the audience.
   Comments:

3. Nonverbal Delivery: Rate (1-5) __________
   Speaker demonstrated appropriate attire, gesture, good posture, and meaningful body movement.
   Comments:
Oral Communication

Competency Level Guidelines

The scale for measuring speech performances is:

5 = outstanding  4 = Good  3 = Acceptable  2 = Fair  1 = Poor

Guidelines relative to each performance level are:

Outstanding:   Students will have obvious confidence and the enjoyment of public speaking demonstrated by:

- Speaking in meaningful, strategic, deliberate, fluid and controlled sentences or phrases.
- No vocalized pauses will be performed.
- Gestures, facial expressions and tone will be appropriate, deliberate and meaningful.
- Direct and powerful eye contact with the entire audience is evident and effective.
- The student’s delivers a presentation having a strong, definite beginning and ending.
- The student speaks with purpose, demonstrating a demeanor of accomplishment at the end of the speech.

You would like to hear this presentation again based on the verbal and non-verbal presentation of the speaker.

Good:   Students will have obvious confidence and the enjoyment of public speaking demonstrated by:

- Speaking in meaningful and controlled sentences or phrases.
- No vocalized pauses will be performed.
- Gestures, facial expressions and tone will be appropriate and meaningful, but not necessarily powerful.
- The student’s presentation has a good beginning and ending.
- The student speaks with some purpose, demonstrating some demeanor of accomplishment at the end of the speech. However, stronger delivery in both oral and on-verbal skills is needed. This would be accomplished through more practice and time on task.

You would like to hear this presentation again based on the verbal and non-verbal presentation of the speaker, believing the student would likely perform it better.

Acceptable:   Students will display knowledge of better public speaking and begin to demonstrate many of the preferred skills.

- The student will make some meaningful eye contact with the entire audience.
- The student’s vocal tone and body language are appropriate but not powerful; they seem unpracticed.
- The student uses a few vocalized pauses or mispronounced words.
- The student will attempt an organized and purposeful beginning and ending, but will perhaps not deliver it with polish and conviction.
- The speech was interesting but perhaps not well executed.

Although you could hear this speech attain, you are somewhat OK with not having enough time for another performance of it.

**Fair:** Student does not seem comfortable verbally or non-verbally during the speech.

- While speaking, the student does not make meaningful eye contact with the entire audience, but looks at just a few people.
- The student’s vocal tone is nervous and ineffective; the tone is soft or strained.
- Word choices are random and delivered awkwardly.
- The student reads part of the speech and looks down often.
- Vocalized pauses are awkward, distracting and many in number.

Neither you nor the student wants to “do” this speech again.

**Poor:** Student does not seem comfortable verbally or non-verbally during the speech.

- While speaking, the student does not make eye contact with the audience.
- The student uses inappropriate gestures, raps or rocks the podium or keeps hands in pockets.
- The student reads the speech to the audience rather than perform extemporaneously.
- The student uses inappropriate language, vocalized pauses or speaks too softly or too loudly.
- The student fails to make a point or finish the speech.

Student and evaluator agree that it would hurt to “do” this speech again.

**Goal:** 70% of students will score 18 points or higher on the rubric.