

Oral Communication Rubric



Adapted from the National Communication Association, The Competent Speaker Speech Evaluation Form, 2nd Edition, 2007

Employers and society demand that college graduates demonstrate competence in oral communication. The National Association of Colleges and Employers, in their 2016 Job Outlook report, rated oral communication as the most important skill needed in the workforce. Also included among the most desirable skills in this report listed teamwork, problem-solving, and the ability to influence others. This assertion suggests that 4 of the top 10 skills demanded by the working world are in direct relation to and demand competence in oral communication (NACE, 2016).

Oral Communication Student Learning Objectives:

- **OC1** Context: Students will demonstrate the ability to narrow a topic appropriately for the audience & occasion.
- **OC2** Content: Students will demonstrate the ability to communicate a central idea/purpose & provide supporting material appropriate for the audience & occasion.
- **OC3** Organization: Students will demonstrate the ability to use an organizational pattern appropriate to the message.
- **OC4** Language: Students will demonstrate the ability to use pronunciation, grammar, and articulation appropriate to the audience and occasion.
- **OC5** Vocal Delivery: Students will demonstrate the ability to use vocal variety to heighten and maintain interest appropriate to the audience and occasion.
- **OC6** Nonverbal Delivery: Students will demonstrate the ability to use physical behaviors that support the verbal message.

| Oral Communication | Area of Opportunity | | Proficient | | SLO Reporting | |
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| | Ineffective (1) | Adequate (2) | Effective (3) | Exemplar (4) | Number of Students Assessed | Number of Students w/ Successfully Demonstrated Competency |
| OC1 Context: Students will demonstrate the ability to narrow a topic appropriately for the audience & occasion. | Content and/or style are frequently inappropriate to the audience and/or context. Presentation falls well outside time parameters. | Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside time parameters. | Content and/or style are consistently appropriate to the audience, and/or context. Presentation meets set time parameters. | Content and/or style are exceptionally appropriate and targeted to audience and context. Presentation makes effective use of time and stays within time parameters. | | |
| OC2 Content: Students will demonstrate the ability to communicate a central idea/purpose & provide support appropriate for the audience & occasion. | Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent. | Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions. | Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion. | Central idea/purpose is vividly stated; content is accurate, thorough and directly on point; strong support is provided for each assertion. | | |

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| OC3 Organization: Students will demonstrate the ability to use an organizational pattern appropriate to the message. | Little or no structure present. Presentation is confusing to the audience; no logical sequence or ideas; frequently off topic. | Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic. | Identifiable structure is present and consistently executed with few statements out of place. | Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused. | | |
| OC4 Language: Students will demonstrate the ability to use pronunciation, grammar, and articulation appropriate to the audience and occasion. | Grammar, pronunciation, and/or word choice are severely deficient. | Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility. | Presentation is free of serious errors in grammar, pronunciation, and/or word usage. | Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness. | | |
| OC5 Vocal Delivery: Students will demonstrate the ability to use vocal variety to heighten and maintain interest appropriate to the audience and occasion. | Vocal delivery is too soft to hear, too fast to understand and/or long unintended silences, & speech disruptions [repetitions; filled pauses, e.g., “um”] frequently distracts audience. | Vocal delivery is audible. Rate, volume, or speech disruptions only occasionally distract from audience comprehension. | Vocal delivery is clear and distinct. Rate, volume, and pitch facilitate audience comprehension. | Vocal delivery is varied and dynamic. Speech rate, volume, and pitch enhance listener interest and understanding. | | |
| OC6 NonVerbal Delivery: Students will demonstrate the ability to use physical behaviors that support the verbal message. | Eye contact, posture, attire, gestures, movement, and/or facial expressions are inappropriate and significantly distracting. | Eye contact, posture, attire, gestures, movement, and facial expressions neither enhance nor hinder effectiveness significantly. | Some, but not all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation. | Most or all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation. | | |