

## Oral Communication Rubric

Criterion	Rating Poor	Rating Needs Improvement	Rating Satisfactory	Rating Good	Rating Excellent	Score
	Points 1-2	Points 4-3	Points 5-6	Points 7-8	Points 9-10	
Introduction	Meets one or none of the criteria.	Meets two of the five criteria but has problem with at least one of them.	Meets three of the five criteria has problem One may have problem.	Meets any four of the five criteria but has problem with at least one of them.	(1) Gets attention (2) Clearly identifies topic (3) Establishes credibility (4) Previews the main points (5) Introduction is memorable	
Body/ Organization	Audience cannot understand presentation because no logical sequence exists. Main points are difficult to identify. Transitions are needed.	Audience has difficulty following presentation because student jumps around three or more times. One or more points is unclear. Few transitions exist.	Presents information in mostly logical sequence which audience can follow and only loses place once or twice transitions are mostly in place.	Presents information in logical sequence which audience can follow and only loses place once or twice. Main points are obvious and transitions are in place.	Student presents information in logical, interesting sequence which audience can follow. Main points are well stated. Transitions are flawless	
Knowledge	Fails to cite and cannot answer at least three questions. Fails to cite throughout speech. Student seems not to understand topic.	Does not have complete grasp of information/ cannot answer three or more questions about subject. Few sources are cited. Citations are attributed incorrectly and/ or three omissions exist.	Student is uncomfortable with information and is unable to expound on two or more questions. Citations are introduced and attributed appropriately with one or two omissions.	Student is at ease and answers most questions with explanations and some elaboration. Citations are introduced and attributed appropriately and accurately.	Demonstrates full knowledge by answering all questions with explanations and elaboration. Citations are introduced and attributed appropriately and accurately. Supporting material is original, logical and relevant.	
Conclusion	Speech finishes with "That's it". Speech ends without any conclusion at all.	Brings closure but only reviews one point.	Brings closure, reviews at least two points and ending is memorable.	Reviews all main points, brings closure but ending is abrupt and without transitions.	(1) Reviews main points (2) Brings closure (3) Memorable	
Eye Contact	Reads off notes for 90% or more of the time.	Eye contact with audience less than 75% of the time	Little or no eye contact for over 50% but less than 75% of speech	Eye contact - 75% -90% of the time.	Eye contact with audience virtually all the time (except for brief glances at notes)	
Use of Language	Ten or more grammatical errors. Language is inappropriate. Vocalized pauses through more than 50% of speech.	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting. More than five grammatical errors.	The presentation has more than five (but less than ten) grammatical errors. Language is generally appropriate but may not work well with either topic or audience.	The presentation has four or five grammatical errors. Language is mostly appropriate for audience and topic. Pauses are minimal.	The presentation has three or fewer grammatical errors. Language is tailored perfectly for topic and audience. Virtually no pauses.	
Non-verbal	Body language is closed, unnatural, and/or completely distracting to for 90% of speech. Monotone throughout entire speech.	Employs distracting mannerism at least five times or for more than 75% of allotted time. Speaker varies voice very little.	Distracts audience with body movement four or more times or for over 50% of presentation. Speaker's frequently uses a monotone.	Audience barely notices speaker's gestures. Distractions account for three or fewer moments or less than 25% of time. Mostly varies voice.	Body language, gestures, and facial expressions Adds greatly to the message. Speaker makes two or less awkward movements during presentation. Speaker varies tone of voice.	
Clarity	Often mumbles or cannot be understood with more than six mispronounced words	Often mumbles or cannot be understood with more than three mispronounced words	Speaks clearly and distinctly most of the time with no more than two mispronounced words	Speaks clearly and distinctly nearly all the time with no more than one mispronounced word	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Visual Aids	Unable to load visual aids. not related to speech, and not cited.	Visual aids are distracting. Speaker is unable to present without help. Not cited.	Significant problems with visual aids but still related to speech and are cited.	Minor problems with visual aids, but work well with speech and are cited.	Visual aids well chosen, well presented, and cited.	
Time	Exceeds or is under allotted time by 50%	Exceeds or is under allotted time by 40-50%	Exceeds or is under allotted time by 20- 30%	Exceeds or is under allotted time by over 10-20%	Within allotted time or less than 10% over/under	
<b>Total</b>						