|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **AU UNDERGRADUATE ASSESSMENT RUBRIC** | | | |  | EXPECTED DEVELOPMENT FOR **FRESHMEN** | |  |
| ORAL COMMUNICATION | | |  | EXPECTED DEVELOPMENT FOR **SOPHOMORES** | |  |  |
|  | | | EXPECTED DEVELOPMENT FOR **JUNIORS** | |  |  |  |
|  |  | EXPECTED DEVELOPMENT FOR **SENIORS** | |  |  |  |  |
| **Category** | **6 - Exceptional** | **5 - Advanced** | **4 - Proficient** | **3 - Intermediate** | **2 - Fundamental** | **1 - Emerging** | **0 – No evidence** |
| 1.  **Physical Actions** | Meets all criteria of level 5 and exhibits proficiency beyond college level | Uses arms and hands naturally; gestures are used only to reinforce or complement spoken words. Has good eye contact with individuals in audience. Stands comfortably. | Relatively few distracting gestures. Usually has good eye contact with individuals in audience. Appears reasonably comfortable. | Some distracting gestures, but not to a great degree. Uses some natural and dynamic body movement along with eye contact. Some mild signs of nervousness or discomfort. | At times, keeps hands in pockets or arms in unnatural position. Exhibits distracting gestures. Looks down at notes for extensive periods of time. Seems uncomfortable. | Arms and hands are frequently held in an unnatural position. Frequently makes distracting gestures. Does not have good eye contact with audience. Appears uncomfortable. | No evidence |
| 2.  **Voice and Delivery** | Meets all criteria of level 5 and exhibits proficiency beyond college level | Voice is well modulated and audible. Words are enunciated clearly. Rarely or never uses crutches. Speech is always clear, concise, and convincing. | Voice is usually well modulated and audible. Words are usually enunciated clearly. Occasionally uses crutches. Speech is usually clear, concise, and convincing. | Voice is generally articulate but may vary throughout presentation. Some issues with enunciation and vocal delivery. | Voice is sometimes audible; has a monotone quality. Words are not always enunciated clearly. Speech is not always clear or well thought out. At times includes superfluous detail. Sometimes lacks conviction. | Voice is frequently inaudible and has a monotone quality. Words are frequently not enunciated clearly. Speech is frequently unclear. Speech includes superfluous detail. Lacks conviction. | No evidence |
| 3.  **Language** | Meets all criteria of level 5 and exhibits proficiency beyond college level | Speaks fluently, with a varied vocabulary suited to the audience. Avoids clichés, junk words, and fad words. Always speaks in well-constructed sentences with excellent spoken grammar. | Speaks with a relatively varied vocabulary. Usually avoids clichés, junk words, and fad words. Usually speaks in well-constructed sentences and good spoken grammar. | Speaks with a generally effective vocabulary with some instances of poorly-chosen words or awkward sentences. Some minor lapses in spoken grammar, but does not detract from meaning. | Speaks with a limited vocabulary. Sometimes avoids clichés, junk words, and fad words. Uses some rambling or incomplete sentences; issues with spoken grammar. | Speaks with a vocabulary that distracts the audience and detracts from the meaning of the speech. Frequent use of clichés and junk words or incomprehensible language. Spoken grammar is poor. | No evidence |
| 4.  **Organization and Transitions** | Meets all criteria of level 5 and exhibits proficiency beyond college level | Gave an effective preview and clear purpose of presentation with excellent conclusion. Excellent transitions between points. Flow was smooth. | Gave a relatively effective preview and purpose of presentation with satisfactory conclusion. Transitions handled relatively well. Flow could have been smoother. | Preview and summary of points are present but may be unclear or unsatisfactory in some ways. A mix of effective and ineffective transitions between points. | Gave an unclear preview and/or vague summary. Purpose of presentation might not have been included. Choppy transitions. Poor movement between points. | No preview or purpose of presentation given. Lack of a summary or call to action. Jumped right into the content. Lacked transitions. | No evidence |