

BASIC RUBRIC FOR ORAL COMMUNICATION LITERACY

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media (state definition.)

Criteria	3 - Exemplary	2 - Proficient	1- Unacceptable
PURPOSE (CLAIM / THESIS)	Claim stated clearly, appropriate to purpose, audience and occasion; Substantive/ significant claim is well established / expressed.	Claim stated clearly; appropriate to purpose, audience and occasion; substance/ significance is established.	Claim not clear to the audience; purpose/ claim lacks clear appropriateness to audience or occasion; purpose/ claim lacks significance or is a previously known fact.
DEVELOPMENT OF IDEAS (CONTENT OR EVIDENCE)	Idea/s well developed; an abundance of examples and evidence clearly related to purpose; outstanding use of examples in support of claim.	Idea/s are developed; sufficient information, evidence, and examples that relate to purpose.	Superficial ideas presented without development; lack of sufficient examples and information/ evidence to support the purpose/claim.
COHERENCE	Unity achieved with introduction & conclusion; examples appropriate, clearly related, and logically presented; smooth transitions connect ideas.	Introduction and conclusion present, but may not clearly unify the presentation; examples appropriate and related to purpose; examples presented logically but sometimes lack transition.	Lacking clear introduction and conclusion that unifies the presentation; presentation is choppy and disjointed; examples are not clearly connected to the central purpose.
DELIVERY	Articulation clear; delivery outstanding for audience expectations (no reading or distracting vocalized pauses); media used to support claim; eye contact with audience exceptional; body language displays confidence and assists in making points.	Articulation clear (understandable; occasional vocalized pauses); delivery appropriate for expectations (little/no reading); media used for examples and supporting information most of the time; eye contact with audience good; body language does not distract.	Articulation not clear; vocalized pauses (um, well, like) distracting; delivery poor (refers to notes often, reads information); presentation dependent on media; eye contact with audience minimal or nonexistent; body language displays uneasiness and/or apprehension.
(Insert Discipline Criterion)			

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Note: Additional criteria can be added by departments as needed.