

EKU General Education Oral Communication Rubric

Integrated with QEP Fall 2018

	4- Accomplished	3- Competent	2- Developing	1- Beginning
Structure GE Objective 1	<i>Clearly</i> and strategically organized introduction, main points, and conclusion; unfolds <i>logically</i> . Skillful use of transitions.	<i>Clearly</i> organized introduction, main points, and conclusion; unfolds <i>logically</i> . Skillful use of transitions.	Somewhat organized introduction, main points, and conclusion; unfolds somewhat <i>logically</i> but listener(s) must put effort into following speaker. Some use of transitions.	Overall disorganization. Difficult to follow <i>logic</i> . Poor or no use of transitions.
Content GE Objectives 1, 3 QEP Comprehension & Synthesis	Demonstrates <i>accurate, clear, and precise</i> comprehension of <i>significant</i> concepts in the text(s) through the integration of <i>relevant, accurate,</i> and recent information/research with <i>significant</i> breadth, depth, and creativity. Displays sensitivity when discussing ethical issues with perceptivity and insight. <i>Clearly</i> and <i>accurately</i> cites sources throughout the presentation.	Demonstrates accurate of <i>significant</i> concepts in the text(s) through the integration of <i>relevant, mostly accurate,</i> and recent information/research with sufficient <i>breadth</i> and <i>depth</i> . Displays sensitivity when discussing ethical issues. <i>Clearly</i> and <i>accurately</i> cites sources in some portions of the presentation.	Demonstrates limited or inexact comprehension of <i>significant</i> concepts in the text(s). Integrates some information/research but may at times be <i>irrelevant, inaccurate,</i> or outdated. Displays some sensitivity when discussing ethical issues. Cites sources in some portions of the presentation.	Fails to demonstrate comprehension of <i>significant</i> concepts in the text(s). Does not integrate information/research. Displays little or no sensitivity when discussing ethical issues. No sources cited.
Context GE Objectives 1, 3	Exceeds expectation of the presentation goals (informative, persuasive, ceremonial, etc.). Offers novel approach to the goals of the presentation. Adheres to proper time limits. Message suitable to occasion.	Meets expectation of the presentation goals (informative, persuasive, ceremonial, etc.) Adheres to proper time limits. Message suitable to occasion.	Marginally meets expectation of the presentation goals (informative, persuasive, ceremonial, etc.) Problems adhering to proper time limits. Message suitable to occasion.	Fails to meet expectation of the presentation goals. Does not adhere to time limits. Message not suitable to occasion.

	4- Accomplished	3- Competent	2- Developing	1- Beginning
Audience Awareness GE Objective 3	Masterfully makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops strong rapport with audience.	Makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops rapport with audience.	Occasionally makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops some rapport with audience.	Fails to make content <i>relevant</i> to audience. Develop little or no rapport with audience.
Oral Delivery GE Objective 2	Language is not only free of serious errors in grammar, pronunciation, articulation, and word usage, but language use is vivid, unusually interesting, and thought provoking.	Language is free of serious errors in grammar, pronunciation, articulation, and word usage.	Language may contain some errors in grammar, pronunciation, articulation, and word usage.	Language contains several serious errors in grammar, pronunciation, articulation, and word usage.
Nonverbal Delivery tone, volume, pitch, gestures, rate, posture, eye contact, facial expression, vocal variety, fluency, vocalized pauses (ums, ahs, like, you know, etc.) GE Objective 2	Exceptional use of nonverbal cues to emphasize, highlight and enhance language. Absence of vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are appropriately used to support the language. Few vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are used to support the language, but are sometimes incongruent or distracting.	Nonverbal cues do not support the language and are distracting.
Presentation Aids GE Objective 1	Presentation aids vividly and memorably enhance, reinforce, illustrate, and support presentation but do not substitute for the speech. Aids are well-designed, <i>clear</i> , and skillfully incorporated. Speaker does not read from the presentation aid.	Presentation aids enhance, reinforce, illustrate, and support presentation but do not substitute for the speech. Aids are well-designed, <i>clear</i> , and skillfully incorporated. Speaker does not read from the presentation aid.	Presentation aids somewhat support presentation. Speaker sometimes reads from presentation aid.	Presentation aids fail to support presentation or are poorly designed or implemented. Aids distract from presentation. Speaker reads from presentation aid.

*Revision: Evaluation language aligned with Elder & Paul (2007) intellectual standards. Intellectual standards are italicized in table, and defined on page 3.

Applying the Intellectual Standards

Clarity: Understandable; the meaning can be grasped

Feedback: Could you elaborate further? Could you give an example? Could you illustrate what you mean?

Accuracy: Free from errors or distortions; true

Feedback: How could we check on that? How could we find out if that is true? How could we verify or test that?

Precision: Exact to the necessary level of detail

Feedback: Could you be more specific? Could you give more details? Could you be more exact?

Relevance: Relating to the matter at hand

Feedback: How does that relate to the problem? How does that bear on the question?

Depth: Containing complexities and multiple interrelationships

Feedback: What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?

Breadth: Encompassing multiple viewpoints

Feedback: Do we need to look at this from another perspective? Do we need to consider another point of view? Does we need to look at this in other ways?

Logic: The parts make sense together; no contradictions

Feedback: Does this all make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?

Significance: Focusing on the important; not trivial

Feedback: Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?

Fairness: Justifiable; not self-serving or one-sided

Feedback: Do you have any vested interest in this issue? Are you sympathetically representing the viewpoints of others?