

Common Learning Outcome:

Students should be able to demonstrate a high level of oral communications skills as necessary for their future profession through prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Learning Outcomes specific to Oral Communication competency

Students should be able to:

Organization

- organize and deliver content

Delivery

- deliver content using verbal and non-verbal techniques

Supporting Material

- utilize materials that support the presentation

Central Message

- share a central message throughout the presentation

Interaction (if appropriate to assignment)

- listen and respond to their audience

Level Criteria	Arrived - 4	Arriving - 3	Approaching - 2	Progressing - 1
Organization Discover, organize and deliver content that is structured and cohesive (specific introduction and conclusion, sequenced material within the body, and transitions)	Organizational pattern is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is inconsistent but still observable within the presentation.	Attempts to create an organizational pattern but lacks a clear observable pattern or structure within the presentation.
Delivery Use appropriate verbal and non-verbal communication delivery techniques (e.g. gestures, posture, eye contact, language, engagement with audience, volume, inflection, elocution).	Delivery techniques make the presentation compelling, and the speaker appears polished and confident.	Delivery techniques make the presentation interesting, and the speaker appears comfortable.	Delivery techniques make the presentation understandable, however the speaker appears tentative. (ex.- reading directly from slides)	Delivery techniques detract from the understandability of the presentation, or the speaker appears uncomfortable. (ex. - facing away from audience)
Supporting Material A variety of materials provide appropriate support for the information or analysis in the presentation (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)	A variety of types of supporting materials make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials make reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message Identifies key details	Central message is compelling throughout the	Central message is clear, consistent, and memorable	Central message is stated and basically	Central message can be deduced but is not

that lead the audience to the lesson or intended message	presentation (precisely stated, appropriately repeated, memorable, and strongly supported) while providing clear purpose and depth.	in the presentation with the supporting material.	understandable. But the message is not often repeated in the presentation and is not memorable	explicitly stated with the presentation. Purpose and/or subject is vague, not well stated.
Interaction Listen actively and respond thoroughly and thoughtfully to questions. (if applicable as determined by faculty prior to sharing rubric with students)	Demonstrates extensive knowledge by answering all questions with explanations and elaboration.	Answers all questions but is done without relevant elaboration.	Partially addresses questions or is able to answer only rudimentary questions.	The student struggles to answer questions about subject or fails to understand the nature of the questions.
Overall Rating ILSLO- Oral Communication Mark the appropriate level (4, 3, 2, 1)	(4.00)	(3.99-3.00)	(2.99-2.00)	(1.99-1.00)

This rubric was initially adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics. The original VALUE rubrics may be accessed on their website at <http://www.aacu.org/value-rubrics> Reviewed Fall 2015