

Oral Communication Rubric

Name: _____

Date: _____



Skill Score

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
Content	<ul style="list-style-type: none"> ▪ The presentation's content thoroughly addressed the assignment. ▪ The presentation was appropriate for the given audience. 	<ul style="list-style-type: none"> ▪ The presentation's content adequately addressed the assignment. ▪ The presentation was mostly appropriate for the given audience. 	<ul style="list-style-type: none"> ▪ The presentation's content addressed only parts of the assignment. ▪ The presentation was rarely appropriate for the given audience. 	<ul style="list-style-type: none"> ▪ The presentation's content failed to address the assignment. ▪ The presentation was inappropriate for the given audience. 	
Eye Contact and Posture	<ul style="list-style-type: none"> ▪ The student sustained a link between speaker and audience by making constant eye contact, visually accounting for as much of the audience as possible, and almost never reading from notes, slides, etc. ▪ The student maintained a confident posture without distracting slouching, rocking, or nervous gestures 	<ul style="list-style-type: none"> ▪ The student usually sustained a link between speaker and audience by making eye contact, visually accounting for the audience, and rarely reading from notes, slides, etc. ▪ The student usually maintained a confident posture, but with occasional distracting slouching, rocking, or nervous gestures 	<ul style="list-style-type: none"> ▪ The student sometimes sustained a link between speaker and audience by making eye contact, visually accounting for the audience, and sometimes reading from notes, slides, etc. ▪ The student sometimes had a confident posture, but it was interrupted by frequent distracting slouching, rocking, or nervous gestures. 	<ul style="list-style-type: none"> ▪ The student rarely sustained a link between speaker and audience by not making eye contact, not visually accounting for the audience, or by constantly reading from notes, slides, etc. ▪ Frequent and distracting slouching, rocking, or nervous gestures detracted from the presentation as a whole. 	
Flow	<ul style="list-style-type: none"> ▪ The presentation was never impeded by lagging speech and "fill-in" sounds such as "um" and "uh." ▪ The presentation had a smooth, logical progression. 	<ul style="list-style-type: none"> ▪ The presentation was mostly free of lagging speech and "fill-in" sounds such as "um" and "uh." ▪ The presentation had minor organizational issues. 	<ul style="list-style-type: none"> ▪ The presentation contained some lagging speech and "fill-in" sounds such as "um" and "uh." ▪ The presentation had organizational issues that impacted the overall message. 	<ul style="list-style-type: none"> ▪ Sustained lagging speech and "fill-in" sounds such as "um" and "uh" hindered the presentation. ▪ The presentation had organizational issues that made the overall message intelligible. 	
Voice Variation	<ul style="list-style-type: none"> ▪ The student employed the careful use of voice inflection, tone, projection and articulation. ▪ The student used his/her voice to command the audience's attention and engage them. 	<ul style="list-style-type: none"> ▪ The student employed adequate use of some of the following: voice inflection, tone, projection or articulation. ▪ The student used his/her voice to usually maintain the audience's attention. 	<ul style="list-style-type: none"> ▪ The student occasionally used some of the following: voice inflection, tone, projection or articulation. ▪ The student used his/her voice to occasionally maintain the audience's attention. 	<ul style="list-style-type: none"> ▪ The student rarely used any of the following: voice inflection, tone, projection or articulation. ▪ The student rarely used his/her voice to maintain the audience's attention. 	
Skill Proficiency Rating	16-14	13-10	9-6	5-0	_____ Total score

Assignment Score

Skill Proficiency Rating:

Assignment Score: