

# Oral Communication Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Skill Score

	<b>Advanced</b> <b>4</b>	<b>Proficient</b> <b>3</b>	<b>Needs Improvement</b> <b>2</b>	<b>Inadequate</b> <b>1</b>	<b>Score</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>The presentation's content thoroughly addressed the assignment.</li> <li>The presentation was appropriate for the given audience.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation's content adequately addressed the assignment.</li> <li>The presentation was mostly appropriate for the given audience.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation's content addressed only parts of the assignment.</li> <li>The presentation was rarely appropriate for the given audience.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation's content failed to address the assignment.</li> <li>The presentation was inappropriate for the given audience.</li> </ul>	
<b>Eye Contact and Posture</b>	<ul style="list-style-type: none"> <li>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.</li> <li>The student maintained a confident posture without distracting slouching, rocking, or nervous gestures</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The student usually maintained a confident posture, but with occasional distracting slouching, rocking, or nervous gestures</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The student sometimes had a confident posture, but it was interrupted by frequent distracting slouching, rocking, or nervous gestures.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Frequent and distracting slouching, rocking, or nervous gestures detracted from the presentation as a whole.</li> </ul>	
<b>Flow</b>	<ul style="list-style-type: none"> <li>The presentation was almost never impeded by lagging speech and "fill-in" sounds such as "um" and "uh."</li> <li>The presentation had a smooth, logical progression.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation was mostly free of lagging speech and "fill-in" sounds such as "um" and "uh."</li> <li>The presentation had minor organizational issues.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation contained some lagging speech and "fill-in" sounds such as "um" and "uh."</li> <li>The presentation had organizational issues that impacted the overall message.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained lagging speech and "fill-in" sounds such as "um" and "uh" hindered the presentation.</li> <li>The presentation had organizational issues that made the overall message unintelligible.</li> </ul>	
<b>Voice Variation</b>	<ul style="list-style-type: none"> <li>The student employed the careful use of voice inflection, tone, projection and articulation.</li> <li>The student used his/her voice to command the audience's attention and engage them.</li> </ul>	<ul style="list-style-type: none"> <li>The student employed adequate use of some of the following: voice inflection, tone, projection or articulation.</li> <li>The student used his/her voice to usually maintain the audience's attention.</li> </ul>	<ul style="list-style-type: none"> <li>The student occasionally used some of the following: voice inflection, tone, projection or articulation.</li> <li>The student used his/her voice to occasionally maintain the audience's attention.</li> </ul>	<ul style="list-style-type: none"> <li>The student rarely used any of the following: voice inflection, tone, projection or articulation.</li> <li>The student rarely used his/her voice to maintain the audience's attention.</li> </ul>	
<b>Skill Proficiency Rating</b>	16-14	13-10	9-6	5-0	<b>Total score</b>

A score of proficient or better meets the WHS oral communication learning expectation.

## Assignment Score


**Skill Proficiency Rating:**

**Assignment Score:**