Mountwest General Education Rubric

Outcome 1-B: Oral Communication

The student will communicate verbal and nonverbal messages appropriate to the audience and situation.

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|  | (1) | (2) | (3) | (4) |
| Organization | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the  presentation. | Organizational pattern (specific introduction  and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the  presentation cohesive. |
| Language | Language choices are unclear and minimally support the effectiveness of the  presentation. Language in presentation is  not appropriate to audience. | Language choices are mundane and  commonplace and partially support the  effectiveness of the presentation. Language in presentation is appropriate to  audience. | Language choices are thoughtful and  generally support the effectiveness of t he  presentation. Language in presentation is  appropriate to audience. | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to  audience. |
| Delivery | Delivery techniques (posture, gesture, eye contact, listening skills, and vocal expressiveness)  detract from the understandability of the presentation, and speaker appears  uncomfortable. | Delivery techniques (posture, gesture, eye contact, listening skills, and vocal expressiveness) make the presentation understandable, and  speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, listening skills, and vocal expressiveness) make the presentation interesting, and speaker  appears comfortable | Delivery techniques (posture, gesture, eye contact, listening skills, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. |
| Supporting Material | Insufficient supporting materials (explanations, examples, illustrations,  statistics, analogies, quotations from  relevant authorities) make reference to  information or analysis  that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations,  examples, illustrations, statistics, analogies,  quotations from relevant authorities) make appropriate reference to information or analysis  that partially supports the presentation or establishes the presenter's  credibility/ authority on the topic. | Supporting materials (explanations,  examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis  that generally supports the presentation or establishes the presenter's credibility/ authority on the topic. | A variety of types of supporting materials  (explanations, examples, illustrations,  statistics, analogies, quotations from  relevant authorities)  make appropriate  reference to information or analysis that significantly supports the presentation or  establishes the presenter's credibility/ authority on the topic. |
| Central Message | Central message can be deduced, but is not explicitly stated in the presentation. | Central message is basically understandable but is not often repeated  and is not memorable. | Central message is clear and consistent  with the supporting material. | Central message is compelling (precisely  stated, appropriately repeated, memorable,  and strongly supported.) |