Communication Beyond Carolina – Course Development Guide
Examples of Oral Presentation Grading Rubrics

Please note: Of course, the grading rubric can be adjusted in numerous ways in light of the specific goals of the instructor and the contours of the assignment. There are, however, recommended best practices. For example, it helps to utilize a combination of quantitative and qualitative feedback. It also helps to strike an optimal middle ground between overly broad categories and reductively narrow objectives. Finally, notice the absence of categories such as "**content**." Such terminology exacerbates the misconception that content comes first and communication comes second. In reality, we see that the quality of the presentation remains indivisible to the rhetorical choices on which it rests. In other words, knowledge is never devoid of communication.

Introduction   _____
1. Grabs audience's attention with prepared opening statement
2. Piques audience investment by addressing problem/urgency
3. Clearly states thesis/solution, main points and context

Invention   _____
1. Clearly defines material for intended audience
2. Provides ample and effective examples
3. Utilizes a variety of informational strategies/cogent arguments
4. Anticipates and addresses audience questions/concerns

Arrangement   _____
1. Logical division of main points
2. Fluid progression of material and rhetorical moves
3. Clear topic and transitional statements
4. Coherent overarching narrative

Delivery   _____
1. Extemporaneous, i.e., conversational, yet prepared
2. Appropriately suited to audience and situation
3. Strong vocal variety, diction and projection
4. Deliberate tempo/pacing/pauses

Style   _____
1. Engaging command of tropes
2. Measured generation of pathos
3. Repertoire of rhetorical devices
4. Balance of rhetorical appeals

Conclusion   _____
1. Restates thesis and summarizes main points
2. Reemphasizes social significance and urgency
3. Leaves audience with memorable clincher

Keep up: _____   **Citations:** _____

Work on: _____   **Time**: _____

Consider: _____   **Total:** _____

Rubric for Formal Oral Communication

Components	3-Sophisticated	2-Competent	1-Not yet Competent
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
Use of Communication Aids	Communication aids enhance presentation. • The font on the visuals is readable. • Information is represented and organized to maximize audience comprehension. • Details are minimized so that main points stand out.	Communication aids contribute to the quality of the presentation. • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids.	Communication aids are poorly prepared or used inappropriately. • Font size is too small to read. • Too much information is included. • Details or some unimportant information is highlighted, and may confuse the audience.
Content Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Accuracy of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.

Components	3-Sophisticated	2-Competent	1-Not yet Competent
Use of Language			
Grammar and Word Choice	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, agism, etc.,)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
Responsiveness to Audience			
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience questions and needs. Misses some opportunities for interaction.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.
Rhetorical Choices	Speaker clearly identifies and addresses points of stasis/impasse with the audience, e.g., lack of information, lack of motivation, disagreement with central claims, etc. Uses rhetorical devices designed to frame and communicate message with this particular audience and situation.	Speaker generally recognizes the points of stasis/impasse with the audience but could go further to directly and effectively engage them.	Speaker does not yet demonstrate awareness concerning points of stasis/impasse with the audience, resulting in sometimes talking past the audience on key issues.

Scoring Rubric for Oral Scientific Presentations

Level of Achievement	Excellent 16-20 points	Good 11-15 points	Marginal 6-10 points	Inadequate 0-5 points
Organization	• Well thought out with logical progression • Use of proper language • Significance clearly stated • Content level appropriate for audience • Abstract and bibliography are well constructed	• Talk easy to follow • Use of proper language • Significance clearly stated • Content level not always appropriate • Abstract and/or bibliography have some errors	• Talk somewhat disorganized • Shows some effort to use proper language • Significance somewhat unclear • Includes some irrelevant content and inappropriate content level • Abstract and bibliography are not well constructed	• Talk difficult to follow • Unclear language • Does not understand significance of work • Inadequate content • Abstract and bibliography lack proper content and construction
Understanding of Scientific Content	• Identifies the research question/research field • Has advanced understanding of the experimental approach and significance • Critically evaluates results, methodology and conclusions • Scientifically rigorous and well researched	• Identifies the research question/research field • Has basic understanding of the experimental approach and significance • Limited evaluation of results, methodology and conclusions • Well researched	• Research question/research field somewhat unclear • Description of experimental approach somewhat confusing • Results and conclusions stated but not critically evaluated • Does not integrate outside readings	• Does not understand the research • Does not understand the experimental approach • Does not understand conclusions or recognize implications for future work

Style/Delivery	• Uses time wisely • Speaks with good pacing and enthusiasm • Makes eye contact and does not read information • Uses engaging tone and appropriate vocabulary	• Speaks well, but often repeats comments • Exhibits few disfluencies ("ahs", "uhms", etc.) • Makes eye contact • Uses good vocabulary and tone	• Presentation poorly timed • Some hesitation and uncertainty are apparent • Exhibits many disfluencies • Makes little eye contact and looks at notes • Monotone and non-engaging delivery	• Presentation poorly timed • Makes no eye contact and reads from notes • Hesitation and uncertainty are very apparent • Speaks too quietly or quickly for audience to hear and understand
Use of Visual Aids	• Tables/graphs summarize data and/or conclusions • Size and labels are clear • Very little text • Figures and images explained and described well • Presentation has no misspellings or grammatical errors • Makes limited and effective use of laser pointer • AV set up properly	• Text appropriately sized • Very little text • Most figures and images explained and described well • Presentation has an occasional misspelling or grammatical error • Uses laser pointer effectively • AV set up properly	• Labels and legends somewhat unclear • Text size somewhat small • Too much detail on slides • Blocks of text on slides • Figures are explained • Presentation has multiple misspellings and/or grammatical errors • Uses laser pointer unnecessarily • AV mishaps resolved	• Labeling is not clear • Size is too small to see • No logical placement of information • Mostly text and very few images • Figures are not explained • Presentation has numerous misspellings and/or grammatical errors • Use of laser pointer is distracting • AV mishaps unresolved
Ability to Answer Questions	• Anticipates audience questions • Understands audience questions • Can integrate knowledge to answer questions • Thoroughly responds to questions	• Does not anticipate audience questions • Understands audience questions • Can integrate knowledge to answer questions • Thoroughly responds to most questions	• Does not anticipate audience questions • Makes an effort to address question • Can address some questions • Often responds poorly to questions	• Either makes no effort to respond to questions or does so poorly

Foreign Language Oral Presentation Rubric	Points (7.5 points)
Content: (including everything required; well researched; not obviously long or short)	1.5 1 0.5 0
Efforts of Applying Prior Knowledge (using phrases/patterns and cultural concepts learned this semester)	1.5 1 0.5 0
Comprehensibility: (pronunciation; tones; understandable grammar; appropriate vocabulary)	1.5 1 0.5 0
Clarity & Fluency: (no English explanation or reading notes/slides; succinct; transitions; relatively formal language)	1.5 1 0.5 0
Manner: (cultural and linguistically appropriate, including beginning and ending of the presentation; non-verbal communication; responding to relevant audience cues)	1.5 1 0.5 0

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	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.	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 intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is 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 unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	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.	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.	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.	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.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.