

# AREA A-1 ORAL COMMUNICATION ASSESSMENT INDIVIDUAL RUBRIC (5-1-14 VERSION)

<b>GOALS &amp; LEVEL OF ACHIEVEMENT</b>		
<b>EFFECTIVE</b> Good or better, above average level of achievement <b>3</b>	<b>ADEQUATE</b> Proficient or average level of achievement <b>2</b>	<b>UNACCEPTABLE</b> Below adequate or average level of achievement <b>1</b>

<b>ORGANIZATION</b>		
<ul style="list-style-type: none"> <li>● Speech uses necessary structure (intro, body, conclusion, transitions) in an effective manner</li> <li>● Structure can be organized in a creative/interesting manner, in addition to being very clear and logical</li> <li>● Meaningful theme/thesis used to coordinate content</li> <li>● Points distinct, flow easily from one to the next</li> </ul>	<ul style="list-style-type: none"> <li>● Speech uses some aspects of the basic structure (intro, body, conclusion, transitions), some more helpful than others</li> <li>● Content is organized with a clear or basic thesis/theme</li> <li>● Parts of the speech are distinct, some blur together</li> </ul>	<ul style="list-style-type: none"> <li>● Basic aspects of structure lacking overall</li> <li>● Content lacks a clear thesis/theme</li> <li>● Points lack coordination or logic</li> </ul>

<b>CONTENT</b>		
<ul style="list-style-type: none"> <li>● Content contains good or better information</li> <li>● Explanations enhance audience understanding, clear, helpful logic is used</li> <li>● Content includes multiple, relevant sources, quantitative details, types of evidence and/or useful information for support</li> <li>● Content is accurate, provides clear details based on a solid understanding of the information used and cites sources consistently, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Content contains sufficient, information</li> <li>● Some explanations are included, some helpful, some not, maybe a couple logic flaws</li> <li>● Content includes some sources or more than one type of evidence or support or information</li> <li>● Content is mostly accurate and sources are cited at times, when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Content is not sufficient</li> <li>● Lacks explanation or clarity, logic problems</li> <li>● Content is too general, vague, not well selected</li> <li>● Content includes inaccurate information, is not well understood, and sources are rarely cited, if at all.</li> </ul>

<b>DELIVERY</b>		
<ul style="list-style-type: none"> <li>● Speaker's delivery style/use of notes (manuscript or extemporaneous) is effective, the speaker maintains a focus on the audience</li> <li>● Displays mostly consistent and audience-focused non-verbals that enhance parts of the speech (eye-contact, facial expressions, gestures, body movement, vocal quality, pace)</li> <li>● Confidence, interest, enthusiasm/energy is evident</li> <li>● Speaker consistently adjusts to the audience (choice of language, adjusts or rephrases, answers questions), when necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Speaker's delivery style/use of notes (manuscript or extemporaneous) are average, inconsistent focus on audience</li> <li>● Displays basic competence in non-verbals, some aspects of speech are enhanced (eye-contact, facial expressions, gestures, body movement, vocal quality, pace)</li> <li>● Moderate degree of energy or interest present</li> <li>● Shows some evidence of adjusting to the audience (choice of language, adjusts or rephrases, answers questions), when necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Speaker's delivery style/use of notes (manuscript or extemporaneous) is not adequate, lacks focus on audience</li> <li>● Lack of competence in the non-verbals, flaws distract from speech (eye-contact, facial expressions, gestures, body movement, vocal quality, pace)</li> <li>● Lack of interest or energy</li> <li>● Speaker fails to adjust to the audience (choice of language, adjusts or rephrases, answers questions), when necessary</li> </ul>