

Verbal Communication Rubric

Name of Student:

Date Completed:

VERBAL COMMUNICATION OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
CONTENT: Clarity of Purpose	Does not state purpose or outcomes of presentation		States purpose of presentation and/or outcomes but they are ambiguous or vague		States clear purpose and outcomes of presentation
CONTENT: Structure	Has weak beginning, development, and/or conclusions; transitions are consistently awkward or deficient; presentation or transitions need significant improvement		Has adequate beginning, development, and conclusion; transitions are adequate; presentation or transitions could be improved		Has clear and appropriate beginning, development, and conclusion; transitions are also clear and appropriate
CONTENT: Knowledge Base	Seems uncomfortable with the content; cannot answer questions satisfactorily		Seems somewhat comfortable with the content; can answer only some questions satisfactorily		Seems completely comfortable with the content; can answer all questions satisfactorily
CONTENT: Context	Content of the presentation is meaningful and appropriate for some members of the audience; uses jargon or slang without explanation		Content of the presentation is meaningful and appropriate for most members of the audience; sometimes uses jargon or slang without explanation		Content of the presentation is meaningful and appropriate for all members of the audience; explains jargon or slang when it is used

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DELIVERY: Presentation Style(s)	Depends almost exclusively on one method of learning (visual, audio, kinesthetic) Presenter reads slides out loud; there is no difference between the slides and the presentation		Attempts to accommodate different learning styles by introducing and/or minimally using more than one method of learning (visual, audio, kinesthetic); presenter reads some slides out loud; they are occasionally relevant and sometimes emphasize key points		Consistently accommodates different learning styles by appropriately and regularly mixing different methods of learning (visual, audio, kinesthetic); presenter reads slides out loud only when relevant to the presentation
DELIVERY: Mannerism/Eye Contact	Does not have sufficient eye contact with audience; has nervous habits that distract		Has irregular eye contact with audience; has nervous habits that may be an occasional distraction		Consistently makes eye contact with various audience members; has no distracting nervous habits
DELIVERY: Understandable	Consistently speaks too slow or too fast; very distracting; is difficult to hear and/or does not enunciate well		Has varying rates of speech throughout the presentation and can distract; is sometimes easy to hear and/or sometimes enunciates well; inconsistent		Has a consistent and appropriate rate of speech and does not distract; is consistently easy to hear and enunciates well
DELIVERY: Audience Engagement	Does not field questions or check audience for signs of disengagement		Occasionally fields questions, or does not always allow enough time to respond; may be aware of disengagement but does not respond or does so only occasionally		Consistently fields questions and allows time for response; appropriately responds to audience signs of disengagement

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DELIVERY: Context	Does not adjust deference (respectful regard), clothing, language, and tone to align with audience characteristic		Has minimal or inconsistent adjustment of deference (respectful regard), clothing, language, and tone to align with audience characteristics		Appropriately adjusts deference (respectful regard), clothing, language, and tone, to align with audience characteristics
AUDIO-VISUAL AIDS: Mechanics of Written Material	Slides or handouts have many errors in word selection and use; sentence structure, spelling, punctuation, and/or capitalization distract from the content of the material		Slides or handouts have some errors in word selection and use; sentence structure, spelling, punctuation, and/or capitalization do not distract from the content of the material		Has slides or handouts with no errors in word selection and use, sentence structure, spelling, punctuation, and/or capitalization
AUDIO-VISUAL AIDS: Accessibility and Legibility	Consistently uses color schemes and/or font sizes that make the slides illegible or hard to read; no attention to accessibility (e.g. no alt-text for graphics, videos not captioned)		Occasionally uses color schemes and/or font sizes that make the slides illegible or hard to read; some attention to accessibility (e.g., some alt-text for graphics, some captioning)		Consistently uses color schemes and font sizes that make the slides legible and easy to read; thorough attention to accessibility (all graphics have alt-text, all videos are captioned)
AUDIO-VISUAL AIDS: Appropriate Number of Slides (Pace of Slides)	Skips or eliminates several slides due to time constraints; runs out of time before presentation is finished		Occasionally skips or rushes through a few slides in order to keep up with time; slides may not always keep pace with presentation		Spends an appropriate amount of time on each slide to cover material sufficiently

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AUDIO-VISUAL AIDS: Use of Graphics	Many graphics are irrelevant or distracting and reduce the effectiveness of the presentation		Some graphics are irrelevant or distracting; sometimes reduces the effectiveness of the presentation		Has graphics that are consistently relevant and complement the presentation
AUDIO-VISUAL AIDS: Added Value of Slides	Few slides or handouts add value to the presentation or emphasize key points		Most slides or handouts add value to the presentation and emphasize key points		All slides or handouts add value to the presentation, emphasize key points, and support the delivery of the presentation
ASSESSMENT: Feedback	Shows no interest in assessing the presentation		Displays a willingness to consider feedback from the audience		Solicits feedback from audience and others about the performance and the extent to which objectives were met
ASSESSMENT: Self-Evaluation	Is unsure about, or not interested in, reviewing the presentation		Is able to construct a reasonable review of the presentation and identify general ways for improvement		Is able to critically reflect on and evaluate the presentation based in part on feedback received and articulate specific ways to improve

COMMENTS: