

## Oral Communication Rubric – SMSU Liberal Education Plan (January 2012)

Speaking Competencies	Not Present	Emerging	Developing	Advanced
I. <u>Invention</u> : Effective selection, restriction, research and focus of topic appropriate to audience and purpose.				
A. Determine the purpose of oral discourse.	Shows no evidence that the purposes for oral discourse have been understood.	Demonstrates minimal understanding of the three purposes (i.e. to inform, to persuade, to entertain/to mark a special occasion) for discourse.	Demonstrates moderate understanding of the three purposes for discourse and the inter-related nature of them. Analyzes topics and determines for which purpose they are appropriate.	Demonstrates extensive knowledge of the various purposes for and contexts of discourse and the similarities and differences among them. Articulates a clear purpose for the discourse and masterfully relates it to the topic and context.
B. Choose a topic and restrict it according to the purpose and the audience.	Is unable to choose a topic appropriate for self, audience, or purpose.	Selects subjects which are of interest to self with little regard for the needs/desires of the audience or expectations of the context. Topic may not be sufficiently narrowed and thesis may lack focus.	Identifies and selects subjects which are unique and creative. Considers needs of audience and occasion in topic selection. Develops a clear thesis appropriate to the purpose of the presentation.	Demonstrates the ability to choose a subject that is relevant to the speaker's role, knowledge, concerns and interests. Selects subjects which are creative, unique and appropriate for their audience. Narrows the topic adapting it to the purpose and time constraints for communicating. Develops and adapts clear thesis appropriate to the purpose, topic, and context of the presentation.
C. Locate and evaluate information resources effectively.	Is unable to locate and evaluate sources of information.	Identifies, locates, and uses primary and secondary sources to gather information about the topic or working thesis. Recognizes that some sources are more relevant than others.	Gathers information from primary and secondary sources; evaluates its relevance to the topic or working thesis; evaluates the credibility and quality of sources and determines the need for further research.	Utilizes and synthesizes information from a variety of primary and secondary sources; evaluates its relevance to the topic or working thesis; evaluates the credibility and quality of sources; sifts, evaluates, and selects useful content making connections across sources and developing new insights; and determines the need for further research.
D. Utilize appropriate and adequate supporting material.	Does not utilize supporting material or evidence.	Recognizes the available forms of support (example, statistics, testimony, etc.) and uses them properly in the speech. Oral documentation/source citation may be incomplete.	Recognizes the available forms of support (example, statistics, testimony, etc.) and uses them properly in the speech. Oral documentation/source citation is clear and complete. Employs visual aids as needed to reinforce assertions in the presentation.	Demonstrates understanding of the available forms of support and provides appropriate support for assertions in the presentation. Uses effective forms of visual aids as support in appropriate ways in order to reinforce the message and not detract from it. Incorporates clear and comprehensive oral documentation of supporting material. Evaluates quality of supporting material and chooses support for maximum effect on topic, audience, context and purpose.

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E. Utilize effective audience analysis in preparation.	Exercises ego-centric preparation and delivery.	Demonstrates minimal understanding of audience knowledge, attitudes, beliefs and values are crucial to effective preparation of the presentation. Gaps in relating topic to audience's needs are evident.	Completes basic audience analysis and utilizes results to develop the topic and prepare the presentation. Attempts to adapt topic to audience's needs.	Shows evidence of audience analysis and uses it to select and adapt the topic to the audience, develop thesis, guide language choices, and plan the presentation.
F. Work effectively in a group context to complete the invention process.	Is unable to achieve invention competencies in a group context.	Achieves the outcomes above while working in a small group context.	Achieves the outcomes above while working in a small group context.	Achieves the outcomes above while working in a small group context.
<b>II. Organization:</b> Demonstration of the necessity of sound structural elements in effective discourse.				
A. Utilize suitable and effective organizational strategies.	Presentation lacks a defined organizational strategy.	Selects an organizational pattern (e.g. topical, spatial, chronological, problem-solution, etc.) appropriate to purpose, develops main and supporting points and develops an introduction and conclusion for a presentation.	Selects an organizational pattern (e.g. topical, spatial, chronological, problem-solution, etc.) appropriate to the purpose, develops main and supporting points based on audience prior knowledge and interests; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas, restates thesis, and leaves a strong impression on the audience.	Utilizes an organizational pattern (e.g. topical, spatial, chronological, problem-solution, etc.) appropriate to purpose, develops main and supporting points based on audience prior knowledge and interests; uses effective transitions; develops an introduction that engages audience attention and previews presentation content; and develops a conclusion that summarizes main ideas, restates thesis, leaves a strong impression on the audience, and is coordinated with the introduction and general purpose of the speech.
B. Provide effective transitions.	Does not utilize transitions.	Understands the types and functions of transitions in presentations.	Uses signposts, internal summaries and previews effectively to establish connectedness, signal movement from one idea to another and to clarify relationships among ideas in the presentation.	Uses creative and consistent transitions (signposts, internal summaries, previews, spotlights, bridges) to unify the message of the speech resulting in the intended goals/purpose of the presentation.
C. Work effectively in a group to organize a presentation.	Is unable to achieve organization competencies in a group context.	Achieves the outcomes above while working in a small group context. Minimal coordination is evident; may appear as separate presentations given together.	Achieves the outcomes above while working in a small group context. Some basic coordination of individual contributions is evident.	Achieves the outcomes above while working in a small group context. Extensive coordination of individual contributions that results in a well integrated presentation.

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III. <u>Delivery</u> : Transmit the message by using delivery skills suitable to the topic, purpose, and audience.				
A. Demonstrates vocal variety and appropriate diction.	Lacks vocal variety; voice may be monotone; problems with diction deter intelligibility.	Understands that vocal characteristics (paralanguage) contribute to the effectiveness of the presentation; demonstrates knowledge of proper diction of the American English language; speaks clearly. Vocalized pauses and stuttering may be intrusive.	Uses appropriate and natural vocal variety (i.e. rate, pitch, volume, quality/tone) when presenting; understands the effect vocal characteristics have on proper diction; speaks clearly using proper diction. Vocalized pauses may be present but are not intrusive	Uses appropriate and natural vocal variety (i.e. rate, pitch, volume, quality/tone), vocal pauses where and if appropriate to establish his/her credibility and contribute to the effectiveness of the presentation. Achieves congruence between verbal and nonverbal elements of the message. Speaks clearly with appropriate and proper articulation, pronunciation and enunciation.
B. Demonstrate nonverbal behavior that supports the verbal message.	Absence of effective non-verbal elements; adaptive behavior (i.e. fidgeting) is distracting.	Understands that kinesic elements (posture, gesture, facial expression) and appropriate clothing contribute to the effectiveness of the presentation.	Uses appropriate kinesic elements and clothing to enhance the effectiveness of the presentation.	Uses appropriate kinesic elements and clothing to enhance the effectiveness of the presentation; adapts these to audience feedback during the presentation; achieves congruence between verbal and nonverbal elements of the message.
C. Manage communication anxiety effectively.	Anxiety issues significantly affect the presentation.	Understands that presentation events often produce anxiety and makes attempts to manage that anxiety that may not always be successful.	Recognizes the symptoms of communication anxiety and uses strategies to manage that anxiety (e.g. preparation, deep breathing, relaxation techniques, visualization, positive self-talk).	Anticipates and prepares for communication anxiety, recognizes specific symptoms signaling communication anxiety, and selects specific strategies to manage that anxiety and channels anxious energy to heighten communicative effectiveness.
D. Utilize presentation aids effectively.	Does not utilize presentation aids or does so ineffectively.	Demonstrates understanding of the role that delivery modes (i.e. impromptu, extemporaneous, manuscript, memorization) and presentation aids (notes, handouts, audio-visual aids) play in the presentation.	Demonstrates moderate skill in the selection and execution of presentation aids. Chooses and uses appropriate mode of presentation to the purpose, occasion, and expectations; uses presentation aids satisfactorily; employs a variety of audio-visual aids appropriately as supporting material.	Skillfully uses appropriate mode of presentation to enhance message effectiveness; utilizes variety of audio-visual presentation aids as supporting material and adapts their use to the needs of presentation.
E. Work effectively in a group to deliver a presentation.	Is unable to achieve delivery competencies in a group context.	Achieves the outcomes above while working in a small group context. Presentations may appear as though comprised of several separate presentations.	Achieves the outcomes above while working in a small group context. Presentations reflect some basic integration of presentation segments.	Achieves the outcomes above while working in a small group context. The result is a coordinated and integrated presentation that involves all members in a synergistic way with members referring to each others components, etc.
IV. <u>Style/Language Use</u> : Employ language appropriate to the designated audience and purpose.	Does not employ effective language use in oral presentations.	Recognizes the difference between oral language and written language and makes language choices appropriate for the presentation.	Recognizes the difference between oral language and written language and makes language choices appropriate for the presentation. Makes language choices based on analysis of audience. Selects language that avoids sexism, racism and other forms of prejudice.	Employs precise vocabulary, compelling verbs, figurative language (e.g. metaphors, sensory images, etc.) and rhetorical devices (e.g. rhetorical questions, parallelism, coordination, subordination, repetition, etc.) to establish credibility and authority, suggest an attitude toward the subject matter, clarify ideas, and appeal to the audience's interests.

<b>Listening Competencies</b>	<b>Not Present</b>	<b>Emerging</b>	<b>Developing</b>	<b>Advanced</b>
I. Listen for literal comprehension (Active Listening)	Hears content but does not effectively understand the intended meaning.	Uses limited strategies to listen actively to comprehend and remember messages. Recognizes both the verbal and nonverbal elements of the message. Recognizes the speaker's purpose, thesis and main ideas.	Uses a variety of strategies to listen actively including monitoring changing purposes for listening, focusing attention, taking notes, making connection to prior knowledge and personal experiences and asking questions. Uses a variety of strategies to enhance comprehension of literal and implied information and recall of messages. Identifies speaker's purpose, thesis, main ideas and supporting details.	Monitors listening and makes physical and cognitive adjustments to maintain engagement through active listening. Uses a variety of strategies to enhance comprehension and recall of complex messages (e.g. listening for contextual clues, interpreting figurative language, interpreting nonverbal cues, listening to distinguish among main ideas and details, listening for transitions, noting sequence and organization of ideas, extending speaker's ideas based on prior knowledge and personal experience, determining need for further information or research, visualizing, summarizing and synthesizing). Evaluates effectiveness of selected strategies.
II. Listen for critical comprehension (Critical Listening).	Accepts information without careful testing and analysis; may be resistant to ideas that are contrary to their own opinions.	Attends with an open mind. Determines the speaker's specific purpose, thesis and argument. Recognizes speaker's opinions about the topic and explains why he or she agrees or disagrees with a speaker's arguments.	Attends with an open mind. Monitors the progression of an argument and uses a variety of strategies to analyze and evaluate a message (e.g. listening for main ideas and arguments, identifying flaws in arguments, distinguishing statements of fact and opinion, distinguishing between logical and emotional arguments, analyzing reasoning and evidence used to support main ideas). Analyzes speaker credentials, arguments, and support to determine speaker credibility. Gives basic constructive feedback on the message.	Attends with an open mind. Monitors the progression of an argument and uses a variety of strategies to analyze and critique a message (e.g. listening to critique main ideas and arguments, distinguishing facts, opinions and inferences; evaluating the connections between claims and supporting evidence; evaluating evidence for timeliness, relevance and credibility; identifying logical (logos), authoritative (ethos) and emotional (pathos) arguments and evaluating their effectiveness (noting logical fallacies). Analyzes speaker credentials, language use, preparation, and delivery to determine speaker effectiveness. Frames and determines appropriate verbal and nonverbal feedback to the speaker's message. Is able to synthesize the speaker's ideas and connect with the message.
III. Manage barriers to effective listening.	Is unaware of barriers to effective listening and makes no attempt to manage them effectively.	Recognizes that internal variables, language (semantics), and the physical setting can pose barriers to effective listening and uses a limited number of strategies to manage these barriers.	Recognizes that internal variables, language (semantics), and the physical setting can pose barriers to effective listening and uses a limited number of strategies to manage these barriers. Recognizes the positive and negative implications of language and explains how it can affect listeners in different ways. Determines what elements of the physical setting must be changed to improve effective listening and how to make those changes.	Analyzes internal variables that can pose barriers to effective listening; monitors and adjusts the use of a variety of appropriate and effective strategies to manage them prior to listening and while listening to prevent misinterpretation and distortion. Analyzes how language represents and constructs how listeners perceive messages. Anticipates and prepares for external variables that may pose barriers to effective listening; determines and employs effective strategies to prevent or overcome them.