

ORAL PRESENTATION COMPREHENSIVE RUBRIC FOR INSTRUCTION AND EVALUATION

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Clarity of organization

	(4) Exemplary	(3) Proficient	(2) Developing	(1) Beginning
<i>Introduction:</i> The introduction previewed the topic and organization of the presentation.				
<i>Main point:</i> The central claim of the presentation was easy to identify.				
<i>Grouping of ideas:</i> The presentation was organized into clearly-identifiable sections with an explicit organizational pattern (e.g., chronological, problem-solution, analysis of parts, etc.).				
<i>Conclusion:</i> The conclusion reinforced the central claim of the presentation.				

Effectiveness of substantive content

	(4) Exemplary	(3) Proficient	(2) Developing	(1) Beginning
<i>Main point:</i> The central claim of the presentation was clear, concise, and compelling.				
<i>Supporting points:</i> Each section of the presentation conveyed a supporting claim that advanced the central claim.				
<i>Evidence:</i> The amount and variety of supporting material (e.g., examples, statistics, quotes from authorities, analogies) made the supporting claims compelling.				
<i>Sources:</i> The sources cited in the presentation were reliable and appropriate to the subject.				
<i>Language:</i> The language characterizing the presentation was grammatical, vivid, appropriate to the subject and occasion, and free from bias.				
<i>Visual aids:</i> Visual aids (e.g., PowerPoint slides, handouts, charts, graphs) were introduced when needed, were easy to understand, and augmented the content of the presentation without overwhelming the oral component.				
<i>Topical significance:</i> The presentation addressed a substantive topic worthy of the attention of the listeners.				
<i>Overall effectiveness of content:</i> In general, the presentation was informative and/or persuasive.				

Connection to the audience

	(4) Exemplary	(3) Proficient	(2) Developing	(1) Beginning
<i>Relevance of topic:</i> The presentation was explicitly related to the interests and/or experiences of the listeners.				
<i>Audience-appropriateness of language:</i> Word choices were suitable to the audience; unfamiliar terms were introduced only when necessary and defined if they were used.				
<i>Credibility of supporting material:</i> The presentation included evidence and sources that the audience would find credible.				
<i>Transitions:</i> The presentation included transitions and “signposts” (enumeration, alliteration, parallel phrasing, etc.) to help listeners follow along.				
<i>Responsiveness:</i> The speaker restated or clarified audience questions and provided concise, relevant, and knowledgeable responses.				
<i>Respect:</i> The speaker conveyed respect for the opportunity to exchange ideas with the audience through speaking and listening.				

Appropriateness to the occasion

	(4) Exemplary	(3) Proficient	(2) Developing	(1) Beginning
<i>Speaker’s appearance:</i> The speaker’s clothing, grooming, stance, and physical movements were suitable for the occasion.				
<i>Presentation length:</i> The content of the presentation fit the available time.				
<i>Tone:</i> The speaker’s decisions about word choice, sources, the use of humor, and personal references to him/herself or others, demonstrated sensitivity to the occasion, the topic, and the purpose of the presentation.				
<i>Adhering to relevant conventions:</i> The speaker observed appropriate norms or conventions in the use of any disciplinary terms, concepts, or formats for visual aids.				

Representation of self

	(4) Exemplary	(3) Proficient	(2) Developing	(1) Beginning
<i>Confidence:</i> The speaker displayed little or no “stage fright” or reticence to speak.				
<i>Originality:</i> The speaker’s analysis, synthesis, arguments and word choices were distinct and compelling.				
<i>Preparation:</i> The speaker appeared to know the content of the presentation well and to have practiced its delivery, without simply reading his or her notes or the visual aids.				
<i>Ownership:</i> The speaker demonstrated sincerity of purpose and commitment to the message of the presentation.				

Effectiveness of delivery

	(4) Exemplary	(3) Proficient	(2) Developing	(1) Beginning
<i>Posture:</i> The speaker stood comfortably, neither slouching nor being too stiff, and without distracting movements (fidgeting, shifting weight, etc.).				
<i>Eye contact:</i> The speaker maintained eye contact with listeners around the entire room.				
<i>Volume:</i> The speaker was easy to hear without being too loud.				
<i>Enunciation:</i> The speaker’s words were enunciated clearly but without exaggeration.				
<i>Pacing:</i> The speaker spoke slowly enough to be followed easily, but did not drag.				
<i>Expressiveness:</i> The volume, pace, and pitch of the speaker’s voice varied, but without being overly dramatic.				
<i>Pauses:</i> The speaker used pauses to maintain interest and enhance understanding of key points.				
<i>Gestures:</i> The speaker used gestures to maintain interest and enhance understanding, but without distraction.				
<i>Flow:</i> The speaker seldom relied on vocal fillers (“um,” “uh,” “like,” “you know,” etc.)				
<i>Overall effectiveness of delivery:</i> In general, the delivery of the presentation enhanced understanding and sustained interest.				