

**Oral Communication
General Education Evaluation Rubric
March 10, 2006**

* The letter in parentheses refers to the General Education Goals

Category	4-Excellent	3-Acceptable	2-Partial (unacceptable)	1-Poor
CONTENT				
Attention Statement (A.1)	Speaker's initial statement offers a creative method of introducing topic AND speaker specifically identifies some motivating rationale for the audience to listen to the speech.	Speaker's initial statement uses some rhetorical device to gain attention AND she/he identifies a general motivating rationale for the audience to listen.	Initial attention statement is poorly constructed. For example, it is not relevant to audience, statement is trite/clichéd, and/or statement is not relevant to topic or purpose of speech.	No attention statement is identifiable.
Central Idea (A.2)	Central idea is stated in a single declarative sentence that specifically identifies the main idea that is developed in the speech.	Central idea is stated in a single declarative sentence and presents a general theme or idea that is developed in the speech.	Central idea is implied or alluded to but not specifically stated.	No identifiable central idea can be found in the speech, OR a central idea appears to be stated but is not, indeed, developed in the speech
Preview (A.3)	A specific statement appears that includes identifies each main point to be developed in support of the thesis.	A statement appears that identifies the general themes to be developed in the speech but does not specify the main points.	A general statement is made about the contents of the body of the speech but fails to identify all of the main points or themes covered in the body of the speech.	No preview is identifiable.
Adaptation to Audience (D.1)	Speaker specifically adapts messages to the immediate audience throughout the speech.	Speaker adapts some messages specifically to the immediate audience and adapts other message more generally to the audience type throughout the speech.	Speaker does not specifically adapt messages to the immediate audience and/or does not adapt messages throughout the speech.	Speaker does not adapt messages to the audience.

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Organization (B.1)	The speech follows a clear and well-structured organizational pattern that is appropriate for the topic of the speech and goal(s) of the assignment.	Main points are arranged appropriately for the topic and goal of the speech but are not clearly identifiable.	Organizational pattern is inappropriate for the topic or goal of the speech. This includes under-developed main points, too many main points, or using sub-points as main points.	No clearly identifiable organization pattern is used in developing the ideas in the body of the paper.
Connectives (B.2)	Speaker uses adequate and appropriate connectives to establish a clear relationship among ideas.	Use of connectives is appropriate but the speech may fail in one or two instances to establish a clear relationship among ideas.	Some connectives are present; the speech fails to establish a clear relationship among ideas.	The speech lacks adequate and appropriate connectives.
Number of Sources (C.1)	6 or more sources cited	5 sources cited	4 sources cited	3 or fewer sources cited
Types of Sources	4 or more sources cited	3 sources cited	2 sources cited	1 source cited
Authoritative evidence (C.2)	All evidence comes from credible, unbiased experts in the field.	All evidence comes from credible, unbiased sources, but not established experts in the field.	Two pieces of evidence is not credible and/or comes from biased sources.	Three or more pieces of evidence is not credible and/or biased.
Accurate evidence (C.3)	All evidence is consistent with known facts, recent (when timeliness is essential), and reported correctly.	All evidence is consistent with known facts and reported correctly, but one source is not recent.	A piece of evidence is not consistent with known facts; 2 sources are not recent, or a piece of evidence is reported incorrectly.	Two or more pieces of evidence are not consistent with known facts; 3 or more sources are not recent, or two pieces of evidence are reported incorrectly.
Source Citation (C.4) (Each source should be scored on the following scale and the overall source citation score should be the median of all of the sources cited)	Speaker specifically identifies sources of information and, when needed, explains the expertise/credibility of the source (e.g., "The March 27th edition of the New York Times quotes nuclear energy expert Adam White	Speaker provides general identity of source (e.g., "An article in the New York Times states").	While speaker mentions that a source exists, s/he does not give any information about the source of information (e.g., "An expert on nuclear energy said..."). OR Student makes blanket	Sources are not cited.

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	as saying...").		citation of sources without further reference to them.	
Appeals (E)	Speaker makes multiple, effective appeals to logos, pathos, and ethos throughout the speech.	Speaker makes effective use of appeals to logos, pathos, and ethos.	Speaker fails to make effective appeals to one of the appeals to logos, pathos, or ethos.	Speaker fails to make effective appeals to two or more of the appeals logos, pathos, or ethos.
Signals the End of the Speech (F.1)	Student effectively employs verbal and nonverbal cues that signal s/he is moving to the conclusion.	Student has an effective verbal or nonverbal cue that signal the ending.	Student signals the end inaccurately (before s/he has completed the body of the speech or after providing a summary).	Speaker fails to provide any indication (verbal or non-verbal) to signal the conclusion.
Summarizes Main Points (F.2)	A specific statement appears that identifies each main point developed in support of the thesis.	A statement that identifies the general themes developed in the speech but does not specify the main points.	A general statement is made about the contents of the body of the speech but fails to identify all of the main points or themes covered in the body of the speech.	No summary is identifiable.
Memorable/Vivid Ending (F.3)	Speaker uses rhetorical device such as quotation, narrative, etc., that is both vivid and reinforces the central idea.	Speaker uses some device at the end of the speech but it is either trite/clichéd or is not strongly linked back of the central idea of the speech.	Final statement is not related to the speech topic or is inappropriate.	Speaker finishes speech without any device to reinforce message.
DELIVERY				
Eye Contact (G.1)	Speaker maintains eye contact with the entire audience throughout the speech.	Speaker maintains eye contact but focuses on only a few audience members throughout the speech. OR Speaker makes eye contact with entire audience but frequently consults notes (roughly 25% of time is looking at notes).	Speaker makes intermittent eye contact but reads or consults notes for about 25% -50% of the speech.	Speaker reads or consults notes for more than half of the speech.

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Body Movement (G.2)	Speaker uses body movement strategically to enhance the overall quality of the speech.	Speaker avoids distracting movements/mannerisms but does not strategically utilize movement to add to the quality of the speech.	Speaker engages in some distracting mannerisms or movements that detract from the overall quality of the speech.	Speaker engages in excessive movements or mannerisms so distracting that the audience has difficulty comprehending the intended message.
Rate (G.3.a)	Rate of speech is strategically varied to maximize the impact of the message.	Rate of speech is varied but does not add to the impact of the message.	Excessive non-strategic fluctuation in rate detracts from the impact of the message or rate does not vary.	Rate is so fast or so slow as to be a significant distraction from the message.
Volume (G.3.b)	Volume is strategically varied to maximize the impact of the message.	Volume is varied but not in a way that adds to the impact of the message.	Excessive non-strategic fluctuation in volume detracts from the impact of the message.	Volume is so low or high as to be a significant distraction from the message.
Fluency (G.3.c)	The speaker's voice is conversational and the speech is free of pauses or qualities that detract from the message	The speaker's voice is conversational, but s/he has a few pauses or vocal qualities that detract from the message.	Speaker's has a number of distracting pauses or vocal qualities that call attention to them and away from the message.	Speaker has so many distracting pauses or vocal qualities that audience has difficulty comprehending the intended message.
Language and audience (H.2)	Level of formality, vocabulary, and grammar are appropriate for the audience throughout the speech.	No more than 2 cases of language depart from appropriate level of vocabulary, formality, or grammar.	Speaker uses 3 or more examples of inappropriate language.	Language choice is not appropriate for the audience.