Oral Communication Rubric for BYU-Hawaii Institutional Learning Outcomes Assessment (Draft 12/16/2015)

Attribute	(1) Initial	(2) Emerging	(3) Developed	(4) Highly Developed
CONTENT Oral communication displays effective communication through • clear and coherent message, • strong support for the information presented, • transitioning between ideas (e.g., first, second, next, then), and • appropriate content for the audience and the occasion.	Lacks a clear purpose and audience, and support or uses irrelevant, ineffective, or unclear support. Little or no transitions between ideas.	Has a general sense of purpose with a vague audience, and employs some support that may occasionally be irrelevant or ineffective. Sporadic use of transition between ideas.	Has a fairly clear purpose and audience, and accomplishes the purpose with support that is mostly relevant. Mostly uses transitions between ideas.	Has a clear purpose and audience and accomplishes this purpose with effective and appropriate support. Consistently uses smooth transitions between ideas.
LANGUAGE USE Oral communication follows linguistics conventions such as • acceptable pronunciation, • grammar, • word choice, and • avoidance of filler words (e.g., umms, ahhs, err, like, so).	Uses language in repetitive, confusing, or inappropriate ways. Frequently contains grammatical or pronunciation errors that interfere with meaning. Excessive use of filler words.	Uses language that is vague or general, and lack specificity or appropriateness. Use of filler words that are distracting to the listener. May contain grammatical or pronunciation errors that interfere with meaning.	Uses some context specific language but may have some problems with appropriateness. Little to no use of filler words. Contains frequent minor grammatical or pronunciation errors that do not interfere with meaning.	Uses context specific and appropriate language. Little to no use of filler words. May contain some minor grammatical or pronunciation errors that do not interfere with meaning.
DELIVERY Oral communication is supported by • speaking with confidence • vocal variety (including speaking volume, pausing, and pacing), • appropriate non-verbal communication (including attire, movement, and podium use), • appropriate use of visual aids and props when used, and • management of public speaking anxiety.	Uses presentation skills in a monotonous voice. Demonstrates hesitation, pausing, choppiness, and a lack of confidence in speaking. Lacks eye contact with the audience. Public speaking anxiety is obvious and distracting. Visual aids or props interferes with the delivery. Nonverbal communication interferes with the message.	Uses presentation skills with minimal vocal variety. Demonstrates minor hesitation, pausing, choppiness, and a lack of confidence in speaking. Occasional eye contact with the audience. Public speaking anxiety is obvious and somewhat distracting. Ineffective use of visual aids or props. Nonverbal communication somewhat interferes with the message.	Uses vocal variety. Demonstrates minimal hesitation, pausing, choppiness, and shows some confidence in speaking. Maintains eye contact with the audience. Public speaking anxiety is obvious but not distracting. Use of visual aids or props supports the delivery. Nonverbal communication does not interfere with the message.	Has strong vocal variety. Demonstrates little or no hesitation, pausing, or choppiness, and shows confidence in speaking. Maintains eye contact with the audience. Little to no evidence of public speaking anxiety. Use of visual aids or props enhances the delivery. Nonverbal communication enhances the message.