

RUBRIC on ORAL Communication	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	BELOW EXPECTATIONS (2)	NOT ACCEPTABLE (1)
PURPOSE (O1)	Thesis or objective stated clearly and precisely at start. Speaker stays on task.	Thesis or objective stated at start. Speaker stays on task.	Thesis or objective stated vaguely or at some point other than start. Speaker strays from task.	No thesis or objective stated or inferable. Speaker off-topic half the time.
CONTENT (O2)	Sophisticated, complex use of discipline-specific evidence (e.g., data, statistics, facts, quotations) to support conclusions; relevant to purpose. Appropriate style, tone, vocabulary, and complexity chosen for audience and situation.	Straightforward use of discipline-specific evidence to support conclusions; relevant to purpose. Largely appropriate style, tone, vocabulary, and complexity chosen for audience and situation.	Simplistic use of discipline-specific evidence to support conclusions; content irrelevant or thin. Speaker misses the mark due to misreading of situation or audience; level of discourse sometimes too high or low.	Minimal or no use of discipline-specific evidence to support conclusions; overall poor reasoning; content does not serve purpose. Seriously inappropriate choices made in style, tone, vocabulary, and complexity for audience or situation.
STRUCTURE (O3)	PRESENTATION Clear beginning, middle, and end with smooth signposting and transition. Appropriate intentional design used effectively: e.g., chronological, spatial, topical, problem-solution, cause-effect.	PRESENTATION Beginning, middle, and end with signposting and transition. Appropriate intentional design used acceptably.	PRESENTATION Sections out of scale or proportion for no apparent reason; clumsy signposting and little transition. Hard to follow. Intentional design ill-chosen or with organizational problems.	PRESENTATION Order not apparent; beginning, middle, or end missing; no signposting. No intentional design apparent; time-management problems.
	DIALOG OR DISCUSSION Student actively works to balance participation among all and contributes equal share. Student engages in obvious active listening: asking questions, accurately paraphrasing to gauge understanding, looking attentive.	DIALOG OR DISCUSSION Student contributes equal share to task. Student engages in some active listening: asking questions, attempting to paraphrase to gauge understanding, looking attentive.	DIALOG OR DISCUSSION Student dominates task, preventing others from participating equally. Student engages in passive listening or uses body language that signals lack of attention.	DIALOG OR DISCUSSION Student contributes nothing or almost nothing to task. Student intentionally distorts arguments or ignores strengths (ambushing) for advantage. Student's body language indicates disengagement or contempt.
INFORMATION (O4)	Accurate, responsible use of wide range of discipline-specific sources that are valid (correct, current, from reliable sources and authorities).	Accurate, responsible use of adequate range of valid discipline-specific sources.	Accuracy or ethical use of valid sources fails at two or more points; limited range of valid sources used.	Inaccurate, unethical use of valid sources the prevailing trend; invalid sources the prevailing trend.
DOCUMENTATION (O5)	Graceful, clear crediting of sources in a manner appropriate to the discipline, when necessary.	Clear crediting of sources in a manner appropriate to the discipline, when necessary.	Clumsy or vague crediting of sources.	No crediting of sources when necessary; plagiarism.
DELIVERY (O6)	Appropriate speed of speaking; clear enunciation; appropriate use of vocal, postural, spatial, or gestural emphasis; words pronounced correctly. Eye contact with audience every 1–15 seconds. When relevant: visuals deployed effectively.	Three out of four: appropriate speed, clear enunciation, appropriate emphasis, correct pronunciation. Eye contact with audience every 16–30 seconds. When relevant: visuals deployed acceptably.	Two out of four acceptable: speed, enunciation, emphasis, pronunciation. Eye contact with audience every 31–45 seconds. When relevant: poor visuals: small text or images, low resolution, bad contrast, etc.	One or none acceptable: speed, enunciation, emphasis, pronunciation. Minimal eye contact: student talks to screen or notes. When relevant: distracting visuals: irrelevant, incorrect, inappropriate; none used when really needed.

ADDITIONS TO RUBRIC (Programs)	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	BELOW EXPECTATIONS (2)	NOT ACCEPTABLE (1)

Institutional SLO for Oral Communication

Graduates will demonstrate the ability to engage in effective oral communication by being able to deliver a presentation or engage in a dialogue centered on discipline-specific content illustrating the following features:

- O1. Clear purpose;
- O2. Content that supports the purpose adapted to the audience/group and discipline;
- O3. Structure that supports the purpose:
 - In the case of a presentation, structure is an intentional design, with a clear beginning, middle, and end;
 - In the case of dialogue, structure involves balancing participation and engaging in active listening;
- O4. Information and knowledge used in an accurate and ethical manner;
- O5. When applicable, correct documentation appropriate to the discipline.
- O6. Delivery that supports purpose.