

## General Education Outcome Communication – Oral Communication

(Utilize verbal and written language  
to discuss and comprehend information,  
incorporating a variety of technologies, such as texts, data, and images.)

### Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Introduction/Thesis	<input type="checkbox"/> Introduction contains an excellent attention getter.  <input type="checkbox"/> Main points are previewed in the speech.  <input type="checkbox"/> Credibility is effectively established by speaker.  <input type="checkbox"/> Detailed background information is given when needed.  <input type="checkbox"/> Speaker gives a persuasive incentive to listen.  <input type="checkbox"/> Thesis clearly states a significant and compelling central idea of the topic.	<input type="checkbox"/> Introduction contains a weak attention getter that does not compliment the topic of the speech.  <input type="checkbox"/> Some main points are previewed in the speech.  <input type="checkbox"/> Credibility is established by speaker.  <input type="checkbox"/> Background information is given when needed.  <input type="checkbox"/> Speaker gives an incentive to listen.  <input type="checkbox"/> Thesis is clear.	<input type="checkbox"/> Introduction does not contain an attention getter.  <input type="checkbox"/> Main points in the speech are not previewed.  <input type="checkbox"/> Credibility is not established.  <input type="checkbox"/> No background information is given when needed.  <input type="checkbox"/> Speaker does not give an incentive to listen.  <input type="checkbox"/> Thesis is vague or unclear.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Body	<input type="checkbox"/> Speech contains a minimum of 3 main points accompanied by 2 supporting points for each main point.	<input type="checkbox"/> Speech contains 1 or 2 main points accompanied by 2 supporting points for each main point.	<input type="checkbox"/> Speech does not contain any main points nor support for main points.	<input type="checkbox"/> N/A

	<input type="checkbox"/> Speech maintains flow when transitioning to different points.  <input type="checkbox"/> Speech contains a minimum of 3 Scholarly Sources.  <input type="checkbox"/> Speech contains at least one visual aid that effectively compliments the presentation to help the audience better understand the topic.	<input type="checkbox"/> Speech maintains some flow when transitioning to different points.  <input type="checkbox"/> Speech contains 1 or 2 Scholarly Sources.  <input type="checkbox"/> Speech contains at least one visual aid that compliments the presentations topic.	<input type="checkbox"/> Speech does not maintain flow when transitioning to different points.  <input type="checkbox"/> Speech does not contain any Scholarly Sources.  <input type="checkbox"/> Speech does not have any visual aids or contains a visual aid that does not compliment the presentation topic.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A
Delivery	<input type="checkbox"/> Speech is given with care for non-verbal distractions, voice clarity, and other elements of speech delivery (i.e. no verbal fillers, no distracting hand gestures or swaying, appropriate voice projection, appropriate speech for the audience, etc.).	<input type="checkbox"/> Speech is given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. few verbal fillers, few distracting hand gestures or swaying, voice projects well, appropriate speech for the audience, etc.).	<input type="checkbox"/> Speech is not given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. many verbal fillers, distracting hand gestures or swaying, voice does not project well, speech not appropriate for the audience, etc.).	<input type="checkbox"/> N/A
Conclusion	<input type="checkbox"/> Main points are reviewed.  <input type="checkbox"/> Conclusion has a compelling clincher to the central idea.  <input type="checkbox"/> Speaker initiates Q&A.	<input type="checkbox"/> A few but not all of the main points are reviewed.  <input type="checkbox"/> Conclusion has a clincher to the central idea.  <input type="checkbox"/> Speaker has Q&A but is initiated by student.	<input type="checkbox"/> Main points are not reviewed.  <input type="checkbox"/> Conclusion does not have an appropriate clincher to the central idea.  <input type="checkbox"/> No Q&A.	<input type="checkbox"/> N/A  <input type="checkbox"/> N/A  <input type="checkbox"/> N/A

## Score Overview

### Exemplary (2)

Introduction contains an excellent attention getter. Main points are previewed in the speech. Credibility is effectively established by speaker. Detailed background information is given when needed. Speaker gives a persuasive incentive to listen. Thesis clearly states a significant and compelling central idea of the topic. Speech contains a minimum of 3 main points accompanied by 2 supporting points for each main point. Speech maintains flow when transitioning to different points. Speech contains a minimum of 3 Scholarly Sources. Speech contains at least one visual aid that effectively compliments the presentation to help the audience better understand the topic. Speech is given with care for non-verbal distractions, voice clarity, and other elements of speech delivery (i.e. no verbal fillers, no distracting hand gestures or swaying, appropriate voice projection, appropriate speech for the audience, etc.). Main points are reviewed. Conclusion has a compelling clincher to the central idea. Speaker initiates Q&A.

### Met (1)

Introduction contains a weak attention getter that does not compliment the topic of the speech. Some main points are previewed in the speech. Credibility is established by speaker. Background information is given when needed. Speaker gives an incentive to listen. Thesis is clear. Speech contains 1 or 2 main points accompanied by 2 supporting points for each main point. Speech maintains some flow when transitioning to different points. Speech contains 1 or 2 Scholarly Sources. Speech contains at least one visual aid that compliments the presentations topic. Speech is given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. few verbal fillers, few distracting hand gestures or swaying, voice projects well, appropriate speech for the audience, etc.). A few but not all of the main points are reviewed. Conclusion has a clincher to the central idea. Speaker has Q&A but is initiated by student.

### Unmet (0)

Introduction does not contain an attention getter. Main points in the speech are not previewed. Credibility is not established. No background information is given when needed. Speaker does not give an incentive to listen. Thesis is vague or unclear. Speech does not contain any main points nor support for main points. Speech does not maintain flow when transitioning to different points. Speech does not contain any Scholarly Sources. Speech does not have any visual aids or contains a visual aid that does not compliment the presentation topic. Speech is not given with care for non-verbal distractions, voice clarity, and other element of speech delivery (i.e. many verbal fillers, distracting hand gestures or swaying, voice does not project well, speech not appropriate for the audience, etc.). Main points are not reviewed. Conclusion does not have an appropriate clincher to the central idea. No Q&A.