

## Oral Communication Rubric The College at Brockport (SUNY)

The first three outcomes should be used to assess a student presentation. The fourth should be used to assess how well students evaluate a presentation given by a peer.

<b>Student Learning Outcome</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaches Expectations (2)</b>	<b>Fails to Meet Expectations (1)</b>
1) <i>Clarity:</i> Students will deliver information/ideas clearly in an oral presentation	Demonstrates near mastery in terms of clarity: presentation is nearly flawless relative to organization, pacing, enunciation, etc.	Demonstrates a high level of proficiency in terms of clarity: presentation exhibits only minor flaws in organization, pacing, enunciation, etc.	Demonstrates an incomplete proficiency in terms of clarity: presentation exhibits some significant flaws in pacing, organization, enunciation, etc.	Demonstrates little proficiency in terms of clarity: presentation exhibits numerous, serious problems in organization, pacing, enunciation, etc.
<b>Student Learning Outcome</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaches Expectations (2)</b>	<b>Fails to Meet Expectations (1)</b>
2) <i>Engagement:</i> Students will deliver information/ideas in an engaging fashion in an oral presentation.	Demonstrates near mastery in terms of audience engagement: presentation is nearly flawless with respect to eye contact, voice inflection, etc.	Demonstrates a high level of proficiency in terms of audience engagement: presentation exhibits only minor flaws with respect to eye contact, voice inflection, etc.	Demonstrates an incomplete proficiency in terms of audience engagement: presentation exhibits some significant flaws with respect to eye contact, voice inflection, etc.	Demonstrates little proficiency in terms of audience engagement: presentation exhibits serious problems with respect to eye contact, voice inflection, etc.
<b>Student Learning Outcome</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaches Expectations (2)</b>	<b>Fails to Meet Expectations (1)</b>
3) <i>Content:</i> Student will deliver information/ideas in a fashion that effectively achieves the goals set for an oral presentation.	Demonstrates near mastery in terms of content: presentation is nearly flawless with respect to accuracy, the development of a logical line of argument, its use of evidence, etc.	Demonstrates a high level of proficiency in terms of content: presentation exhibits only minor flaws with respect to accuracy, the development of a logical line of argument, its use of evidence, etc.	Demonstrates an incomplete proficiency in terms of content: presentation exhibits significant flaws with respect to accuracy, the development of a logical line of argument, its use of evidence, etc.	Demonstrates little proficiency in terms of content: presentation exhibits numerous, serious problems with respect to accuracy, the development of a logical line of argument, its use of evidence, etc.

Use the following to assess how well your students evaluated a peer’s presentation:

<b>Student Learning Outcome</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaches Expectations (2)</b>	<b>Fails to Meet Expectations (1)</b>
4). <i>Evaluation:</i> Student will evaluate an oral presentation according to established criteria.	Clearly articulates the strengths and weaknesses of the presentation. Provides specific examples that relate to the standards for effective presentations that were outlined in the course. Provides concrete suggestions for improvement or future action.	Identifies some strengths and weaknesses of the presentation. The critique is not consistently supported by examples that relate to the standards for effective presentations that were outlined in the course. Provides general suggestions for improvement or future action.	Identifies some strengths or weaknesses of the presentation. The critique is not informed by the standards for effective presentations that were outlined in the course. Comments may be vague or overly general and cannot be used for improvement or future action.	Critique is unclear or vague with minimal evaluation. Does not provide specific examples and there are no suggestions that can be used for improvement or future action.

**Note:** The rubric for outcome #4 assumes that the peer-evaluation guide includes some open-ended questions or prompts that require students to explain or justify their evaluations

**October 2017 Oral Communication (Y) General Education Rubric**