Rubric Template for FYE Oral and Visual Communication

**Learning Outcome:** ability to analyze and interpret sophisticated texts and ideas through oral presentations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Insufficient Achievement | Minimum Acceptable Achievement | Intermediate Achievement | Exceptional Achievement | N/A  Not part of assignment |
| Form: Organization and Structure  *Organizational Pattern: introduction, conclusion, sequenced body material, and transitions* | Organizational pattern is not observable/ present or seems to lack any sense of intentionality. Any structure that exists is ill-suited for the content of the presentation. | Organizational pattern is intermittently observable, seems largely arbitrary, or unrelated. A disconnect exists between the presentation’s structure and content. | Organizational pattern is present, observable, and illustrates intentionality. The structure of the presentation is suitable for the presentation’s content. | Organizational pattern is explicitly and skillfully employed and illustrates thoughtful design. The presentation’s structure enhances the quality of the presentation’s content. |  |
| Oral Communication: Language, Delivery  And Audience Engagement  *Modes of Communication: visual, aural, gestural, spatial, and linguistic* | Choices in language and delivery detract from the presentation’s content. There is a failure to incorporate the modes of communication needed for a coherent presentation. There is no sense of connection between presenter and audience. The presenter is unable to address or answer audience comments and questions due to unease, poor listening skills, and/or lack of content knowledge. | Choices in language and delivery do not contribute, and may even occasionally detract, from the quality of the presentation content. Connection between presenter and audience is ineffective. Presenter problematically handles audience comments and questions through a lack of content knowledge, poor listening skills, and/or uneasiness. | Choices in language and delivery effectively contribute to create an informative and interesting presentation. Connection is created between presenter and audience through intentional decisions made through all aspects of the presentation. The presenter adeptly handles audience comments and questions by demonstrating a comfortable and knowledgeable demeanor. | Choices in language and delivery enhance the quality of the presentation’s content. A variety of modes of communication create dynamic and  compelling presentation. There is a clear rapport established between presenter and audience. The presenter expertly handles audience comments and questions by demonstrating a confident, insightful, and informed demeanor. |  |
| Visual Communication | Visual elements do not follow design principles. Textual elements overwhelm the visuals to the point of distraction and redundancy. The visuals are ill-suited for the substance of the presentation. | Visual elements inconsistently follow design principles. Textual elements tend to dominate the visuals. A disconnect exists between the visuals and the key points of the presentation. | Visual elements adhere to basic design principles and any textual elements are used in moderation. The visuals help to illustrate key claims made in the presentation. | Visual elements reflect a skillful understanding of design principles that enhance the presentation. Any textual elements in the visuals are used in moderation. The visuals help to illustrate key claims made in the presentation. |  |
| Content: Analysis and Synthesis | There is a vague, obvious, or pedestrian claim that raises little debate and/or the claim is not central to the presentation. There is a lack of connections and/or insight due to a failure to see relationships between elements such as assumptions, data, contexts, and evidence. | There is a moderately effective and/or intermittently complex claim offered; however, focus may stray at times. Inconsistent or occasionally problematic connections and insights are made, often without clear reference to relevant assumptions, data, contexts, and evidence. | Clear and appropriately complex claims drive the presentation. Sufficient connections and insights are directly made through logical consideration and interpretation of most of the relevant assumptions, data, contexts, and evidence. | Clear, significant, relevant, and appropriately complex claims drive the presentation. Meaningful connections and insights are explicitly made through careful consideration and interpretation of all relevant assumptions, data, contexts, and evidence. |  |
| Supporting Materials: Evidence and Media  *Aspects of the Presentation: form, communication, content, supporting materials, engagement* | Materials, sources, and supplemental aids and/or tools are absent entirely or so poorly incorporated that they do not provide the needed information, evidence, and persuasive support. These resources do not contribute to any—and may diminish all—aspects of the presentation. | Materials, sources, and supplemental aids and/or tools are used to provide some information, evidence, and persuasive support; however, they need to be more diverse and/or better incorporated. These resources do not contribute to all—and may diminish some—aspects of the presentation. | A variety of materials, sources, and supplemental aids and/or tools are used regularly to provide information, evidence, and persuasive support. These resources generally support and contribute to all aspects of the presentation. | A variety of materials, sources, and supplemental aids and/or tools are used thoughtfully and intentionally to provide information, evidence, and persuasive support. These resources are well-chosen and significantly enhance all aspects of the presentation. |  |