

# Oral Communication Rubric - High School

Oral communication involves the effective use of speaking for informal conversations, the elements of a strong presentation, and the conveying of knowledge and thinking in a formal presentation. Oral communication represents both strong individual and team dynamics when communicating together.



Project:

Name:

Date:

Group:

## Interpersonal Communication

*The ability to communicate knowledge and thinking through effective informal, pair, and small group conversations.*

	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
Listening & Comprehension	After listening, shows recall of some key details but limited understanding of main points		After listening, shows recall of some key details and main points		After listening, can synthesize main points and reference key details		After listening, can synthesize main points, reference key details, and evaluate the strength or value of the ideas
Clear Presentation of Ideas	Communicates ideas in an unclear way; ideas are difficult to follow		Communicates ideas clearly most of the time, occasionally ideas are difficult to follow		Communicates ideas clearly		Communicates ideas clearly, adjusting as needed to enhance clarity for audience
Asking Questions	Asks questions that repeat stated details or main points		Ask questions that help clarify a topic or a line of reasoning		Asks thoughtful questions that develop or challenge a topic or line of reasoning		Asks thoughtful questions that develop or challenge a line of reasoning and explore connections to a larger theme or idea

## Presentation

*The ability to communicate knowledge and thinking orally.*

Clarity	Central message is unclear or unstated		Central message can be deduced but may not be explicit		Presents a clear central message		Presents a central message that is clear and original
	Does not include alternate perspectives when appropriate		Includes alternate perspectives when appropriate		Addresses alternative or opposing perspectives when appropriate		Addresses alternative or opposing perspectives in a way that sharpens one's own perspective
Evidence	Draws on facts, experience, or research in a minimal way		Draws on facts, experience, and/or research inconsistently		Draws on facts, experiences and research to support a central message		Facts, experience and research are synthesized to support a central message
	Demonstrates limited understanding of the topic		Demonstrates an incomplete or uneven understanding of the topic		Demonstrates an understanding of the topic		Demonstrate an in-depth understanding of the topic

Organization	A lack of organization and/or transitions makes it difficult to follow the presenter's ideas and line of reasoning		Inconsistencies in organization and limited use of transitions detract from audience understanding of line of reasoning		Organization and transitions reveal the line of reasoning		Organization and transitions supports the line of reasoning
Use of Digital Media/Visual Displays	Digital media or visual displays are confusing, extraneous, or distracting		Digital media or visual displays are informative and relevant		Digital media or visual displays are informative and support audience engagement and understanding		Digital media or visual displays are polished, informative, and support audience engagement and understanding
<b>Delivery</b> <i>The ability to communicate knowledge and thinking orally.</i>							
Language Use	Uses language and style that is unsuited to the purpose, audience, and task		Uses language and style that is at times unsuited to the purpose, audience, and task		Uses appropriate language and style that is suited to the purpose, audience, and task		Uses sophisticated and varied language that is suited to the purpose, audience, and task
	Stumbles over words, interfering with audience understanding		Speaking is fluid with minor lapses of awkward or incorrect language use that detracts from audience understanding		Speaking is fluid and easy to follow		Speaking is consistently fluid and easy to follow
Presentation Skills	Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed		Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing		Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing		Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged
	Presenter's energy and affect are unsuitable for the audience and purpose of the presentation		Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses		Presenter's energy and affect are appropriate for the audience and support engagement		Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation
Interaction with Audience	Provides a vague response to questions		Provides an indirect or partial response to questions		Provides a direct and complete response to questions		Provides a precise and persuasive response to questions
	Demonstrates a minimal command of the facts or understanding of the topic		Demonstrates a partial command of the facts or understanding of the topic		Demonstrates an adequate command of the facts and understanding of the topic		Demonstrates an in-depth understanding of the facts and topic