



# Oral Communication Rubric

WSU Tech is committed to educating students in preparation for performing in the 21st-century workforce. As such, all general education disciplines and technical programs utilize the standard rubric for the assessment of oral communication skills to measure performance in four areas: introduction, subject knowledge, eye contact, and voice/fluency. WSU Tech recognizes the importance of fostering excellent communication skills in our students, and why faculty seek authentic, relevant opportunities to integrate oral communication tasks into their program curricula. A score of 80% or better is considered proficient.

Criteria	Exemplary	Proficient	Emerging	Limited
<b>Introduction</b>	The student uses an effective strategy to generate a strong interest and enthusiasm about the topic, including a summary with clearly defined points of interest.	The student uses an effective strategy to capture the audience's attention. A good introduction to the topic. Main points are adequately previewed.	The student attempted an attention-getting strategy but did not seem to capture the audience's attention. The topic is clearly stated, but the main points are not clearly previewed.	The student did not attempt an attention-getting strategy. No clear or relevant connection to the topic. The student did not identify the main points.
<b>Subject Knowledge</b>	The student accurately explains all critical concepts by substantiating the main points with timely, relevant, and sufficient support.	The student explains most of the concepts by including timely, relevant, and sufficient supporting details.	The student provided some support for main points but needed to elaborate further with explanations, examples, and descriptions. Support is relevant but not timely.	The student provides irrelevant or no support. As a result, the explanation of concepts is inaccurate or incomplete.
<b>Eye Contact</b>	The student looks relaxed and confident and establishes eye contact with everyone in the room. Discreet use of speaker notes. Scanning of the audience to establish the zone of interaction.	The student establishes eye contact with everyone in the room. Discreet use of speaker notes.	The student noticeably uses speaker notes—only occasional, sporadic glances at the audience.	The student reads the speech from notes/manuscript. Avoids eye contact with the audience.
<b>Voice/Fluency</b>	The student speaks clearly and distinctly and effectively paused to improve meaning and/or dramatic impact.	The student's tone fits the verbal message, changing for emphasis at appropriate moments.	The student's tone is inconsistent and does not represent or support the message. Monotone in places and/or spoke too fast or too slow.	The student failed to maintain audience interest, the verbal message lacked meaning, and/or used monotone delivery.

