

## PUBLIC SPEAKING

These rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for use in evaluating and discussing student learning, not for grading. The core expectations articulated in all of the VALUE rubrics can and should be translated into the language of individual disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

### Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or electronic communication for presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

Oral communication, in the context of public speaking, is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, and/or behaviors. Delivery techniques are appropriate to delivery context, e.g., face-to-face, group presentations, or electronic.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

Public Speaking (PS)	Capstone 4	Milestones		Benchmark 1
		3	2	
PS: Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
PS: Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is usually appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
PS: Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Listens and responds to audience's nonverbal cues effectively.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. Listens and responds to audience's nonverbal cues appropriately.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. Listens and responds to audience's nonverbal cues and is usually appropriate.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. Does not appear to listen or respond to audience's nonverbal cues.

<p><b>PS: Supporting Material</b></p>	<p>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</p>	<p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.</p>	<p>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.</p>	<p>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.</p>
<p><b>PS: Central Message</b></p>	<p>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</p>	<p>Central message is clear and consistent with the supporting material.</p>	<p>Central message is basically understandable but is not often repeated and is not memorable.</p>	<p>Central message can be deduced, but is not explicitly stated in the presentation.</p>

## INTERPERSONAL AND GROUP COMMUNICATION

The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for use in evaluating and discussing student learning, not for grading. The core expectations articulated in all of the VALUE rubrics can and should be translated into the language of individual disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

### Definitions

Oral communication, in the context of interpersonal communication, is communication between people who are in a close, interdependent relationship. Oral communication, in the context of group communication, is communication among people who have a mutual purpose and goal.

### Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate individual interactions or group presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately as well as collectively. This rubric is specifically designed to evaluate oral presentations of individuals or groups, and is best applied to live or electronic communication for presentations.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Effective Listening:** The active process of assigning meaning to a message and responding appropriately.
- **Ethical Communication:** Encourages truthfulness, accuracy, honesty, and reason as essential ingredients to the integrity of communication. Endorses freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society. Strives to understand and respect other communicators before evaluating and responding to their messages.
- **Communication Competence:** Communication that is effective and appropriate for a given situation.
- **Conflict Management:** The ability to effectively respond to conflict situations in both interpersonal and group situations. Conflict is a disagreement between interdependent parties who perceive that they have incompatible goals.
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

- Leadership: the skills of a person who performs the communication functions of clarifying or guiding members to help them to achieve individual or group goals.
- Problem-Solving: the ability to identify a problem and then to propose solutions to the problem based upon research and critical thinking skills.



<p><b>IPGC: Interviewing Skills</b></p>	<p>Knowledge and understanding about interview processes as a structured conversation with specific requirements and skills. This knowledge is evident in class work or behavior.</p>	<p>Knowledge and understanding about interview processes as a structured conversation with specific requirements and skills is observed with regularity.</p>	<p>Knowledge and understanding related to interview processes is intermittently observed in class work or behavior.</p>	<p>Knowledge and understanding about interview processes is not observable in class work or behavior.</p>
<p><b>IPGC: Effective Listening</b></p>	<p>Knowledge and understanding about listening as an active skill requiring attending, interpreting, and responding to messages from another person. This knowledge is evident in class work or behavior.</p>	<p>Knowledge and understanding that listening is an active skill requiring attending, interpreting and responding to messages from another person is frequently evident in class work or behavior.</p>	<p>Knowledge and understanding about listening as an active skill is observable now and then in class work or behavior.</p>	<p>Knowledge and understanding about listening as an active skill is not observable in class work or behavior.</p>
<p><b>IPGC: Supporting Materials</b></p>	<p>Uses a variety of types of supporting materials and makes appropriate reference to information or analysis that significantly supports a presentation or establishes the individual's credibility/authority on a topic.</p>	<p>Uses a variety of types of supporting materials and appropriately refers to them. Does not yet effectively demonstrate skill in organizing the material in a way that significantly supports the individual's credibility/authority on a topic.</p>	<p>Uses a limited variety of types of supporting materials and occasionally makes appropriate reference to information or analysis that significantly supports a presentation or establishes the individual's credibility/authority on a topic.</p>	<p>Does not use a variety of types of supporting materials and does not make appropriate reference to information or analysis that significantly supports a presentation or establishes the individual's credibility/authority on a topic.</p>
<p><b>IPGC: Leadership Skills</b></p>	<p>Knowledge and understanding of leadership functions as a person who performs the communication behaviors of clarifying or guiding members to help them to achieve individual or group goals. This includes task and relationship skills. This knowledge is evident in class work or behavior.</p>	<p>Knowledge and understanding of leadership functions. Is often able to demonstrate this understanding in class work or on a behavioral level.</p>	<p>Knowledge and understanding of leadership functions is minimal. Is rarely able to demonstrate this understanding in class work or on a behavioral level.</p>	<p>Knowledge and understanding of leadership functions is not evident and is not observable in class work or on a behavioral level.</p>