**MSU Denver Oral Communication Rubric**

*Description:* Students learn to perform effective and ethical oral communication that is appropriate to

diverse audiences, settings, media, and goals.

*Evaluators are encouraged to assign a zero to any work, sample, or collection of work that does not meet introductory (1) level performance.*

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| **Student Learning Outcome** | **0** | **Introductory**  **1** | **Developing**  **2** | **Advancing**  **3** | **Capstone**  **4** |
| **Develop a message—**Develop a clear, purposeful message with coherent and effective content. | Not evident. | Central message may be determined but is not explicitly stated and uses insufficient supporting material. Organizational strategy lacks a clear, observable pattern or structure, distracting from the central message. | Central message is understandable but is not consistent with the supporting material. Organizational strategy is inconsistent, but observable and is appropriate to the central message. | Central message is clear and consistent with the supporting material. Organizational strategy is clearly / consistently observable and serves the central message. | Central message is clear and compelling as well as consistent with the supporting material. Organizational strategy is clearly observable, skillful, creative, and enhances the central message. |
| **Use data and evidence—**Incorporate various and credible supporting material (e.g. examples, statistics, analogies, illustrations, and quotations). | Not evident. | Use of supporting material is insufficient, does not support the objective of the communication / interaction, and fails to establish the communicator's credibility. | Supporting materials that serve the objective of the communication / interaction are provided, but are not varied, authoritative, or appropriate. | Use of appropriate supporting materials serves the objective of the communication / interaction and the communicator's credibility. | Use of supporting materials are varied, enhance the communication / interaction, and bolster the communicator’s credibility. |
| **Listen and respond—**Practice effective listening strategies that enhance understanding, evaluation and engagement. | Not evident. | Communicator demonstrates little or problematic responsiveness to others during performance / interaction. | Communicator demonstrates some responsiveness to others during performance / interaction. | Communicator demonstrates appropriate sensitivity and responsiveness to others during performance / interaction. | Communicator demonstrates acute sensitivity and responsiveness to others that enhances performance / interaction. |
| **Adapt to audience—**Adapt to varied audiences, their beliefs, values, and attitudes, as well as to features of contexts, situations, and interactions. | Not evident. | Strategy and performance are minimally effective or demonstrate little attention to the unique features of the audience.  Strategy and performance are minimally effective or demonstrate little attention to the unique features of the situation and context. | Strategy and performance are appropriate to the task but do not demonstrate significant adaptation to the unique features of the audience.  Strategy and performance are appropriate to the task but do not demonstrate significant adaptation to the unique features of the situation and context. | Strategy and performance demonstrate awareness of and adaptation to unique features of the audience.  Strategy and performance demonstrate awareness of and adaptation to unique features of the situation and context. | Strategy and performance demonstrate acute awareness of, and strategic choices based upon, unique features of the audience. Strategy and performance demonstrate acute awareness of, and strategic choices based upon, unique features of the situation and context. |
| **Communicate appropriately—**Perform skillful non-verbal communication (e.g. vocal variety, pace and physical behavior) appropriate to audience and context. | Not evident. | Delivery techniques detract from the communicator’s message, understandability, or credibility. | Delivery techniques are understandable but are distracting and demonstrate the communicator’s tentativeness. | Delivery techniques are interesting, appropriate, and demonstrate the communicator’s comfort. | Delivery techniques are compelling, polished, and demonstrate the communicator’s confidence. |
| **Communicate clearly—**Perform skillful verbal communication (e.g. clear, vivid, and/or compelling language) appropriate to audience and context. | Not evident. | Language choices are unclear, not appropriate to the context and audience, or minimally support the effectiveness of the communication / interaction. | Language choices are mundane and commonplace, and partially support the effectiveness of the communication / interaction. | Language choices are thoughtful, appropriate to the context and audience, and generally support the effectiveness of the communication / interaction. | Language choices are deliberate, tailored to the context and audience, and enhance the effectiveness of the communication / interaction. |