

**Communication Student Learning Outcome:** Upon completion of the General Education Program at WLU, students will communicate with clarity, coherence, and persuasiveness.

**Oral Communication Rubric:** West Liberty University Communication faculty members developed the Oral Communication Rubric. In developing this rubric, these faculty members consulted relevant communication and assessment literature. This rubric identifies the criteria an evaluator should use when assessing clarity, coherence, and persuasiveness in an oral communication context. The descriptive values of each criteria identify different levels of acquisition and demonstration of oral communication skills.

**Definition:** Oral communication constitutes communication through the spoken word. Although written communication may accompany oral communication, the spoken word forms the primary medium of communication. Moreover, oral communication functions as an attempt to effectuate change (enhancement of understanding or alteration of attitudes, beliefs, values, and/or behaviors) among the auditors of a message (McLuhan & McLuhan, 2011).

**Framing Language:** While one can find oral communication in a variety of contexts, Communication faculty members designed this rubric to evaluate oral communication in a public context. A public context suggests that a single speaker presents to an audience that is either physically present to witness and hear the oral communication, or the speaker knows the specific audience members who will view an electronic reproduction of oral communication. Either way, the speaker can account for who witnesses and hears the message. In addition, the faculty members that designed this rubric recognize that oral communication differs from written communication, and the criteria in the rubric reflects the idea that oral communication is more personal, more repetitive, and less formal than written communication (Beebe & Beebe, 2018). Moreover, in oral communication, clarity, coherence, and persuasiveness become demonstrative through the qualities of content, organization, and delivery.

**Glossary:** Content: Content includes topic selection, central message (purpose, thesis, and/or main point), supporting material (including material presented in the form of a presentation aid), and language choices. All elements of content should account for and adapt to the audience and occasion (NCA, 2007).

**Organization:** Organization refers to the use of an organizational pattern and/or devices suitable to the selected topic, central message, and supporting material. All elements of organization should account for and adapt to the audience and occasion (NCA, 2007).

**Delivery:** Delivery refers to vocal and physical behaviors of the speaker. Vocal behavior includes rate, pitch, and volume, as well as pronunciation of words and articulation of sounds. Physical behavior includes eye contact, facial expressions, gestures, grooming, and body movements (which includes posture, positioning, and stance). Vocal and physical behaviors should support content and organization, and vocal and physical behaviors should account for and adapt to the audience and occasion (NCA, 2007).

1. *The individuals drafting this rubric adopted the structure and some language within the Oral Communication Rubric from the Association of American College and Universities "Oral Communication VALUE Rubric."*
2. *Within each descriptive value, the speaker must achieve the first listed subcriteria before you consider subsequent subcriteria. For example, in delivery, a student can create an impression of confidence and willingness to communicate, but if the vocal and physical behaviors compromise comprehension, the assessor would assign a Limited score.*

## Oral Communication

Oral Communication GE Rubric	Exemplary (4 points)	Proficient (3 points)	Emerging (2 points)	Limited (1 point)
<b>Content</b> (1.000, 33.3%)	The speaker: (1) Selects a manageable topic given the constraints of the occasion, (2) Develops and states a compelling central message, (3) Utilizes verbal and/or visual supporting material from a variety of credible and authoritative sources which advances the central message, (4) Uses language to create drama and/or enhance the memory of the auditors. (5) All content choices adapt to the audience by using information about the audience.	The speaker: (1) Selects a manageable topic given the constraints of the occasion, (2) Develops and states a compelling central message, (3) Utilizes verbal and/or visual supporting material from a variety of credible and authoritative sources which advances the central message, (4) Makes accurate and concise language choices. (5) The speaker attempts to achieve common ground with the audience.	The speaker: (1) Selects a manageable topic given the time constraints, (2) Develops and states the central message, (3) Utilizes verbal and/or visual supporting material which advances the central message. (4) Makes language choices which are understandable (including limiting jargon and defining technical terms). (5) The speaker minimally acknowledges the audience and/or situation through content choices.	The speaker: (1) Selects an identifiable topic, (2) implies a central message (3) Utilizes supporting material, but the material only minimally supports the central message. (4) Makes language choices without respect to the audience. (5) The speaker's content choices to reflect no knowledge of the audience and/or situation.
<b>Organization</b> (1.000, 33.3%)	The speaker: (1) Creates an introduction, body, and conclusion consistently recognizable by the audience members, (2) Previews and summarizes the development of the speech, (3) Selects a pattern of organization which augmented audience retention of major ideas.	The speaker: (1) creates an introduction, body, and conclusion consistently recognizable by audience members, (2) previews and/or summarizes the development of the presentation.	The speaker creates an introduction, body, and conclusion consistently recognizable by audience members.	The speaker creates an introduction, body, and/or conclusion intermittently recognizable by audience members.
<b>Delivery</b> (1.000, 33.3%)	(1) The speaker's vocal and physical behaviors allow the audience to comprehend the content of the presentation. (2) The speaker creates an impression of confidence and willingness to communicate.	(1) The speaker's vocal and physical behaviors facilitate the audience's comprehension of the content of the presentation. (2) The speaker creates an impression of comfort in front of the audience.	The speaker's vocal and physical behaviors facilitate the audience's comprehension of the content of the presentation.	The speaker's vocal and physical behaviors compromise the audience's comprehension of the content of the presentation.