



## CHULA VISTA CHRISTIAN UNIVERSITY Oral Presentation Rubric

Student's Name \_\_\_\_\_ Professor's Name \_\_\_\_\_ Score \_\_\_\_\_

Criteria	Performance Area/Level	Emerging (1-2): _____	Practicing (3-5): _____	Developing (6-8): _____	Mastering (9-10): _____
<b>CONTENT</b>					
Accurate explanation of key concepts/theories	Accuracy	Errors and/or contradictions are apparent and serious enough to keep the audience from clarifying reliability and credibility.	Enough errors to distract a knowledgeable listener. Some liability may seem in question.	No significant errors are made, and errors that are made appear to be the result of nervousness or oversight.	Information provided in the presentation is consistently accurate.
Application of text findings/quotes	Depth	Explanations of concepts/theories are incomplete. Theoretical explanations are largely missing. Listeners gain no insights.	Explanations of concepts/theories are incomplete. Little attempt is made to tie theory to practice. Listeners gain little.	Explanations of concepts/theories are mostly complete. Some helpful applications are included. Listeners gain some insights.	Complete explanation of key concepts/theories. Applications of theory are included. Listeners gain insights.
Insightful and/or interesting					
<b>STRUCTURE</b>					
Introduction	Purpose/ Thesis/Intent	Does not communicate a clear and identifiable thesis/specific purpose. Lacks summary of main ideas.	Either a clear thesis/purpose or a summary of main ideas is missing.	Speaker eventually identifies the specific purpose/thesis of the speech and summarizes main ideas toward the end.	Continuity exists between a precisely communicated thesis at the beginning and the summary of main ideas at the end.
Conclusion					
Body	Organization	Listener is largely unable to follow presentation. Points made lack development and logical organization. No transitions.	Listener can follow presentation with effort. Some unclear arguments. Organization is haphazard or lacks transitions.	Presentation is generally clear. Ideas are developed and organized. Some transitions are present.	Presentation is clear, logical, and well-organized. Transitions enhance line of reasoning.
Supporting Material					

Presentation/ Visual Aids	Visual Aids	No communication aids are used, or aids hinder rather than help the presentation (e.g., no apparent relationship between presentation and visuals)	Communication aids are poorly prepared or used inappropriately. Font is too small or unimportant material is highlighted.	Communication aids contribute to quality of presentation. Appropriate font size and information is included. Lacking some supporting information for visuals.	Communication aids enhance presentation. Font is appropriate, information is organized well. Aids focus on main points, not details.
<b>DELIVERY</b>					
Effective nonverbal communication	Nonverbal	Posture, gesture, facial expressions, eye contact, spatial use (proxemics) and/or dress detract from the verbal message.	Body language reflects some discomfort and/or detachment from the audience.	Body language reflects no or little discomfort or detachment, at times enhancing the verbal message.	No detachment visible in body language. Body language enhances the verbal message.
Pronunciation	Verbal	Frequent errors in pronunciation, enunciation, articulation, and grammar make it difficult for the audience to understand the message, and/or biases are obvious in the presentation.	Occasional errors in pronunciation, enunciation, etc. make it difficult for the audience to understand the message. Minor biases included in the presentation.	Errors are rare and do not affect comprehension or understanding of the message. Presentation is relatively free from bias.	Good pronunciation, enunciation, and articulation enhance the message. No grammatical errors. Presentation is free from bias.
Enunciation					
Articulation					
Grammar					
Fluent speech & vocal variety	Fluency	Lacks vocal variety (pace, volume, pitch, etc.) and fails to speak in a conversational style (e.g., speaker reads from a paper). Filler words (uh, um, you know, etc.) are numerous and distracting.	Poor execution of vocal variety and/or fails to speak in a conversational style. Filler words are frequent.	Language is well-paced and varied to enhance the message. Adheres mostly to a conversational style. Filler words are minimal.	Language is consistently well-paced and varied throughout the presentation. Speaker exhibits a dynamic conversational style.
Free from fillers					
Polished, yet conversational					

Self-evaluation:

Faculty evaluation: