



CHULA VISTA CHRISTIAN UNIVERSITY

Final Oral Review Rubric

Student's Name _____ Professor's Name _____ Course _____ Score _____

Quality/ Criteria	Performance Area/Level	Emerging (1-2): _____	Practicing (3-5): _____	Developing (6-8): _____	Mastering (9-10): _____
CONTENT					
Accurate explanation of key concepts/ theories	Accuracy	Errors and/or contradictions are apparent and serious enough to keep the student from establishing reliability and credibility.	Enough errors exist to distract a knowledgeable listener. Some accurate information is provided, but reliability 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. All viewpoints have been carefully examined.
Applications of text/supporting evidence	Depth & Evidence	Shows little to no understanding of the topic. Does not cite readings. Does not articulate argument well.	Shows a superficial understanding of the topic, but the argument is not developed. Ideas are unfocused or ambiguous.	Shows a limited understanding of topic. Articulation of position is incomplete or limited in scope.	Shows a deep, robust understanding with a fully developed, well-articulated, citation-supported argument.
STRUCTURE					
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. Little to no evidence of thoughtful preparation.	Student eventually identifies the specific purpose/thesis and summarizes main ideas, at least in part, somewhere in the presentation.	Solid continuity exists between a precisely communicated concept and a conclusive summary of main ideas. Purpose is clear.
Conclusion					

Main ideas and use of transitions	Logical Structure	Listener is largely unable to follow ideas. Points lack development and logical organization. No transitions are present.	Listener can follow ideas with some effort. Some unclear arguments. Organization is haphazard, and transitions are often lacking.	Presentation is generally clear. Ideas are developed and organized. Some transitions are present.	Presentation is clear, logical, and well organized. Content is meaningful and memorable.
DELIVERY					
Effective NV communication	Nonverbal	Posture, gesture, facial expressions, eye contact, 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.	Excellent eye contact and physical expression. Body language and dress enhance the verbal message.
Pronunciation/ Enunciation/ Articulation	Verbal	Frequent errors in pronunciation, enunciation, articulation, and grammar make it difficult to understand the message, and/or biases are obvious in the content.	Occasional errors in pronunciation, enunciation, etc. make it difficult for the audience to understand the message. Minor biases included in the content.	Errors are rare and do not affect comprehension or understanding of the message. Content is relatively free from bias.	Good pronunciation, enunciation, and articulation enhance the message. No grammatical errors. Content is free from bias.
Grammar					
Other-aware					
Fluent speech/ vocal variety/filler free/ polished and winsome	Fluency & Goodwill	Student lacks vocal variety (pace, volume, pitch, etc.) and fails to speak in a conversational style. Filler words (uh, um, you know, like, etc.) are numerous and distracting.	Poor execution of vocal variety and/or fails to speak in a conversational style. Filler words are frequent and/or winsomeness is lacking.	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. Student exhibits a dynamic, audience-centered, conversational style and a spirit of winsomeness/goodwill.
CHARACTER					
REACH spiritual development/ identity/community connectivity	Character, Class & Community Involvement	Does not demonstrate respect, engagement, authenticity, compassion or humility. Little to no evidence of community involvement.	Demonstrates some but not all of the REACH assessment characteristics. Limited development in class and community involvement.	Demonstrates a majority of the REACH assessment characteristics. Evidence of some class and/or community involvement.	Demonstrates respect, engagement, authenticity, compassion and humility. Clearly showcases positive class and community involvement.

Comments: