Oral Communications

- *Students can speak clearly and effectively for multiple purposes and audiences.*
- *Students can prepare a purposeful oral presentation designed to inform, convince, or foster understanding.*

Student ID# (required):   [_____]

Student reviewed is in: First Year Program ○   Architecture ○   Design ○ Fine Arts ○   Humanities ○

Does student appear to have native-level (or roughly equivalent) competency in English: Yes ○   No ○

Directions: Please circle the box in each row that best describes the oral communications demonstrated in the review. FAQ

ORAL COMMUNICATIONS	Introductory 1	Developing 2	Developing 3	Capstone 4
Organization (specific introduction and conclusion, sequenced material and transitions)	Organizational/sequencing pattern is not observable within the presentation and does not support coherence.	Organizational pattern is intermittently observable within the presentation. Sequencing of content is basic.	Organizational pattern is clearly and consistently observable within the presentation. Sequencing is strategic.	Organizational pattern is clearly and consistently observable and is skillful. Sequencing enriches and makes content cohere.
Language (diction and terminology)	Language choices are unclear and minimally support the effectiveness of the presentation. Terminology is rarely used, not always accurately or consistently.	Language choices are mundane but partially support the effectiveness of the presentation. Terminology is used occasionally but not always consistently/accurately.	Language choices are thoughtful and generally support the effectiveness of the presentation. Terminology is used frequently and accurately.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Terminology is used frequently, accurately, and naturally.
Delivery (posture, gesture, eye contact, and vocal expressiveness)	Delivery techniques detract from the understandability of the presentation, and student appears uncomfortable.	Delivery techniques make the presentation understandable; student appears tentative.	Delivery techniques make the presentation interesting, and student appears comfortable.	Delivery techniques make the presentation compelling, and student appears forthcoming and confident.
Responsiveness	Responses to questions and other unscripted elements of the exchange primarily reiterate questions/comments/critique.	Responses to questions and other unscripted elements of the exchange begin to address some elements of the questions/comments/critique.	Responses to questions and other unscripted elements of exchange effectively address key elements/implications of questions/comments/critique.	Responses to questions and other unscripted elements of exchange are insightful, effective, and facilitate dialogue with audience/reviewers.

Notes:
Completed rubrics will be anonymous and will not be shared with students.
Categories 1-4 above can be understood to correspond loosely with expectations at the end of year 1, year 2, year 3, and at graduation, though #3 would be the closest approximation to minimum expectations of graduates.