

PHOENIX COLLEGE ORAL PRESENTATION RUBRIC

Definition

An oral presentation is a speaker's prepared, purposeful attempt to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations.

For panel presentations or group presentations, it is recommended that each speaker be evaluated separately.

This rubric best applies to presentations of sufficient length (at least two minutes) such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization.

An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary of Measurements

The definitions that follow are intended to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, visuals, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, visuals, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility.
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic, respectful to the audience, grammatical, and clear. Language that enhances the effectiveness of a presentation is also authentic to the speaker, reflecting his/her 'best.' Ideally, the language is conversational and natural; the presentation is not 'an essay read aloud.'
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves naturally yet with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses minimal vocal fillers ("um," "uh," "like," "you know," etc.).

Outcome Statement

Phoenix College students will effectively deliver structured oral presentations that demonstrate analysis of audience, purpose and occasion, scoring at least 14 (70%) on the rubric, which has a scale of 5-20.

Student :		Course/Section:		Date of presentation:	
Instructor:		Evaluator (if different):			

Evaluators will mark/check/circle the appropriate cell (Distinguished to Unacceptable) for each of the five oral presentation measurements.

	Unacceptable 1	Basic 2	Proficient 3	Distinguished 4
Central Message	Central message can be deduced, but is <i>not explicitly stated</i> in the presentation. <input type="checkbox"/>	Central message is <i>basically understandable</i> but is not often repeated and is not memorable. <input type="checkbox"/>	Central message is <i>clear and consistent</i> with the supporting material. <input type="checkbox"/>	Central message is <i>compelling</i> (precisely stated, appropriately repeated, memorable, and strongly supported.) <input type="checkbox"/>
Organization	Organizational pattern is <i>not observable</i> within the presentation. <input type="checkbox"/>	Organizational pattern is <i>intermittently observable</i> within the presentation. <input type="checkbox"/>	Organizational pattern is <i>clearly and consistently observable</i> within the presentation. <input type="checkbox"/>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is <i>skillful and makes the content of the presentation cohesive</i> . <input type="checkbox"/>
Supporting Material	Insufficient supporting materials make reference to information or analysis that <i>minimally supports</i> the presentation or establishes the presenter's credibility/authority on the topic. <input type="checkbox"/>	Supporting materials make appropriate reference to information or analysis that <i>partially supports</i> the presentation or establishes the presenter's credibility/authority on the topic. <input type="checkbox"/>	Supporting materials make appropriate reference to information or analysis that <i>generally supports</i> the presentation or establishes the presenter's credibility/authority on the topic. <input type="checkbox"/>	A variety of types of supporting materials (explanations, examples, visuals, statistics, analogies, authorative quotes, etc.) make appropriate reference to information or analysis that <i>significantly supports</i> the presentation or establishes the presenter's credibility/authority on the topic. <input type="checkbox"/>
Language	Language choices are <i>unclear and minimally support</i> the effectiveness of the presentation. Language in presentation is <i>not appropriate</i> to audience or context. <input type="checkbox"/>	Language choices <i>partially support</i> the effectiveness of the presentation. Language in presentation is <i>appropriate</i> to audience and context. <input type="checkbox"/>	Language choices <i>generally support</i> the effectiveness of the presentation. Language in presentation is <i>appropriate</i> to audience and context. <input type="checkbox"/>	Language choices <i>enhance</i> the effectiveness of the presentation. Language in presentation is <i>most appropriate</i> to audience and context. <input type="checkbox"/>
Delivery	Delivery techniques <i>detract from the understandability</i> of the presentation, and speaker appears <i>unprepared and/or uncomfortable</i> . <input type="checkbox"/>	Delivery techniques make the presentation <i>understandable</i> , and speaker appears <i>semi-prepared and tentative</i> . <input type="checkbox"/>	Delivery techniques make the presentation <i>interesting</i> , and speaker appears <i>prepared and comfortable</i> . <input type="checkbox"/>	Delivery techniques (posture, gesture, eye contact, vocal expressiveness, pronunciation) make the presentation <i>compelling</i> , and speaker appears <i>prepared and confident</i> . <input type="checkbox"/>