

GT PATHWAYS COMPETENCY: ORAL/PRESENTATIONAL COMMUNICATION

Required in GT Pathways Content Area: [GT-AH4](#) (SLOs 2, 3 & 4)

Oral/Presentational Communication

Competency in oral communication represents a student's ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively.

Student Learning Outcomes (SLOs)

Students should be able to:

1. **Illustrate Organization**
 - a. Implement an organizational pattern that results in a cohesive presentation (specific introduction and conclusion, sequenced material within the body, and transitions).
2. **Develop a Central Message (required of GT-AH4)**
 - a. Develop a central message using the content and supporting materials.
3. **Address Language (required for GT-AH4)**
 - a. Employ language that enhances the presentation.
 - b. Incorporate language that is appropriate to the audience.
4. **Execute Delivery (required for GT-AH4)**
 - a. Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.



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5. Integrate Content and Supporting Material

- a. Incorporate a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) from authorities.
- b. Make reference to and connect information through analysis that supports the presentation while establishing the presenter's credibility/authority on the topic.
- c. Ability to manage visual aids with appropriate technology.



ORAL/PRESENTATIONAL COMMUNICATION RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance minimum criteria.*

	4	3	2	1
Illustrate Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is inconsistent but still observable within the presentation.	Attempts to create an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) but lacks a clear observable pattern or structure within the presentation.
Develop a Central Message	Central message is clear and compelling as well as consistent with the supporting material.	Central message is clear and consistent with the supporting material.	Central message is understandable but is not consistent with the supporting material.	Central message can be determined, but is not explicitly stated and there is insufficient supporting material.
Address Language	Language choices enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation or language in presentation is not appropriate to audience.



	4	3	2	1
Execute Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the presentation making it difficult to understand. The speaker appears uncomfortable.
Integrate Content and Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information through analysis that significantly supports the presentation and establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information through analysis that supports the presentation and establishes the presenter's credibility/authority on the topic.	While supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information through analysis that supports the presentation and attempts to establish the presenter's credibility/authority on the topic, the variety and depth of sources is insufficient.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information through analysis that minimally supports the presentation but fails to establish the presenter's credibility/authority on the topic.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at <http://www.aacu.org/value-rubrics>. The Interstate Passport Initiative Learning Outcomes can be accessed at <http://www.wiche.edu/passport/learningOutcomesCriteria>.