

**RUBRIC FOR GEC GOAL IV: SKILLS REQUIREMENT  
(Speaking Component)  
COMPOSITION AND DELIVERY**

**Definition**

*Upon successful completion of the speaking-intensive requirement, students should be able to compose and deliver oral presentations effectively.*

*Each speech must include a video of the student delivering their speech and a clear prompt for the assignment.*

| Speaking Element                                     | Proficient<br>2   | Developing<br>1  | Not applicable/Not done   |
|--|---|--|---|
| <b>Composition: Organization and Central Message</b> | Central message is clearly articulated in a cohesive presentation. Organization contains introduction, sequenced material within the body, conclusion and transitions.<br><i>(clear beginning, middle and end, sensible organization)</i>   | Central message can be inferred, but may not be explicitly stated. Organization may contain an introduction, sequenced material within the body, conclusion and transitions, but at least one of those elements is missing or out of sequence, creating a disjointed effect. | This artifact either is not designed to show case this element OR was not done by the student |
| <b>Support: Use of Sources and Evidence</b>          | Relevant supporting materials (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) are used to generally support the presentation or establish the presenter's authority and credibility.<br><i>(support/ examples link to the points of the presentation)</i> | Supporting materials (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) are present, but in some places are missing or contradictory in a way that hurts the presenter's authority or credibility.                    | This artifact either is not designed to show case this element OR was not done by the student |
| <b>Clarity: Language and Use of Terminology</b>      | Language choices and use of the terminology are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.<br><i>(spoken in vocabulary that a lay audience is able to follow if not fully understand*)</i>  | Language choices and use of the terminology are incorrect/unclear at places in the presentation, undermining the effectiveness of the presentation OR Language in presentation is not appropriate to audience.   | This artifact either is not designed to show case this element OR was not done by the student |
| <b>Delivery: Presentation Style and Skills</b>       | Delivery is cogent and some techniques are used to engage the audience (e.g. posture, eye contact, vocal expressiveness, appropriate visual aids). Speaker is calm and confident.<br><i>(calm, confident, and engaged with audience)</i>  | Delivery lacks polish, techniques intended to engage the audience (e.g. posture, eye contact, vocal expressiveness, appropriate visual aids) occasionally detract from the understandability of the presentation. Speaker appears uncomfortable.                             | This artifact either is not designed to show case this element OR was not done by the student |

\* since the assessor may not be trained in the relevant field of the presentation, they might only be able to get the gist of a technical presentation