

The Informative Speech assessment is used to assess the university's General Education

(GE) Learning Outcome 1.A: "demonstrate effective oral communication skills, both as individuals and in groups."

Informative Speech Rubric

	Inadequate (1 pt)	Novice (2 pts)	Good (3 pts)	Excellent (4 pts)
Significance and appropriateness of the Topic	No demonstration of general purpose. Significance is minimal or not stated. No relation to the audience.	Weak demonstration of general purpose. Confused focus. Significance is weak/and or brought in at the end.	Some demonstration of general purpose, but not entirely clear. Brings in significance reasonably early.	Speech reflects strong general purpose. Show significance of topic early enough to engage audience.
Introduction	No attention getting technique is used at all No clear or identifiable thesis. No preview of points.	A minimal attempt is made at getting attention with no delivery. Thesis statement is vague and hard to identify with no discernible preview.	Introduction attempts to get attention, but lacks delivery or length. Thesis statement is generally clear with some vagueness. Some points previewed.	Introduction is attention getting in content and delivery. Thesis statement is very clear and easy to identify. Previews key ideas of speech.
Organization & Content	Main points are not identifiable and follow no organizational pattern. Speech is not well written with little flow and no evidence of signposts or transitions.	Main points are vague with little pattern and are balanced appropriately. Speech is written with little flow or direction. Use of signposts and transitions is weak.	Main points are generally clear and balanced. May follow a logical pattern. Speech is written in coherent and logical manner although may be a bit choppy in places with some use of signposts and transitions.	Main points are clearly developed from the thesis, well balanced, & follow a logical pattern. Speech is well written in that it connects ideas and has a smooth flow. Transitions and signposts are used to engage the listener.
Supporting Material / Sources	Information is inaccurate and missing source citations.	Weak support with missing or inappropriate information.	Adequate support with some information not cited.	Sufficient, engaging support with appropriate source citation.
Conclusion	No review of points and ends abruptly without impact.	Vague and unclear review of points and ends with little impact.	Some review of the speech and closes with some impact.	Summarizes main points and leaves audience with impact.
Delivery Elements	Lots of pauses and fillers, no evidence of vocal variety. No adaptation in volume or rate. Distracting movements in speech. Little to no eye contact. Little to no poise; flustered and not prepared.	Several vocalized pauses and fillers. Minimal vocal variety or change in tone. Volume and rate not well adapted to audience. Lots of extra movement and fidgeting not complementary to the speech. Little eye contact and poise.	A few vocalized fillers and pauses. Some variation in tone. Volume and rate moderately adapted to audience. Some fidgeting & movement not complementary to the speech. Moderate eye contact was made with moderate poise.	Speech is free of fillers and pauses. Tone varies utilizing vocal variety. Rate and volume are adapted to audience. Gestures and movement are purposeful and natural. Eye contact is steady and comfortable. Overall poised.

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Visual Aids	Visual aids were not used correctly or follow correct procedure. Visual aids were not used at all.	Visual aids rarely met presentation guidelines and are not constructed well. Visuals relate to the speech rarely.	Visual aids mostly followed presentation guidelines and were somewhat related to the speech.	Visual Aids follow presentation guidelines (6x6 rule) and have a specific purpose in the speech.
Procedural Elements	Dress did not meet professional apparel standards. No outline produced; or completely alternative method used. Speech did not adhere to time limits at all.	Dress was too casual and did not appear put together or messy. An inappropriate or different style was utilized with missing parts and citations. Speech was much too long or short for time frame.	Dress attempted to meet professional standards, but too casual. The appropriate outline was used with some missing parts and citations. Speech was close to being in the time frame.	Professional dress and attire were worn. Poise, appropriate, and proficient. The appropriate outline was followed and bibliography cited correctly. Speech fit within the appropriate time limits.