



| Rubric Dimensions | Capstone | Milestones | Milestones | Benchmark | No Evidence | Not Applicable |
|--|---|---|---|---|-------------|----------------|
| | 4 | 3 | 2 | 1 | 0 | NA |
| A1.1: Type & A1.4: Extemporaneous Delivery (Organization) Deliver a speech extemporaneously (demonstrating an understanding of the types of speech presentation). | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and 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 intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. | No Evidence | Not Applicable |
| A1.2: Ethical Purpose (Central Message) Formulate a clear, achievable, ethical purpose for a speech. | Ethical central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Ethical central message is clear and consistent with the supporting material. | Ethical central message is basically understandable but is not often repeated and is not memorable. | Ethical central message can be deduced, but is not explicitly stated in the presentation. | No Evidence | Not Applicable |
| A1.3: Audience Analysis and Adaptation (Language) Analyze an audience and adapt the speech to achieve a specific purpose. | Language choices are imaginative, memorable, and compelling, and 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. Language in presentation is not appropriate to audience. | No Evidence | Not Applicable |
| A1.5: Delivery Skills Demonstrate effective use of voice (pitch, rate, volume, etc.) and nonverbal cues (eye contact, gestures, etc.) to achieve a speech goal. | 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 understandability of the presentation, and speaker appears uncomfortable. | No Evidence | Not Applicable |
| A1.6: Supporting Materials and A1.7: Speaker Credibility Integrate supporting material and supplementary aids into a speech in an ethical manner. Demonstrate an understanding of the role and elements of speaker credibility and integrate elements to enhance credibility. | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or 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 or analysis that generally supports the presentation or 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 or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic. | No Evidence | Not Applicable |

This rubric was developed by Detroit Mercy's Office of Academic Affairs using the MFA core curriculum outcomes for this knowledge area. It is based on the [AAC&U VALUE Rubrics](#). Please note that a zero is recommended by the AAC&U but does not appear on their rubrics. NA has been added to accommodate assignments that do not address a particular rubric dimension. Revised 7/21/2020