

SPEAKING RUBRIC		Vocalics: A form of nonverbal communication; meaning is derived from how the voice is used; includes inflection, tone, accent, rate, pitch. Kinesics, The study of the way in which certain body movements and gestures serve as a form of nonverbal communication. Proxemics: The branch of knowledge that deals with the amount of space that people feel it necessary to set between themselves and others.			
Bloom	Marzano	Incomplete	Developing	Competent	Exceptional
Remembering & Understanding	Definitions, Terms, Discipline-Specific Vocabulary and Facts associated with subject material used correctly	Student cannot define or explain any terms or concepts from course. Scores poorly on objective test.	Student attempts to use terms but uses them incorrectly. Limited understanding and ability to explain or define terms and concepts.	Student correctly defines and explains key terms and concepts most of the time. Shows some variety in use of terms and concepts.	Student asks appropriate questions. Scores are excellent or above on objective test; uses terms and concepts correctly in writing.
Applying	Knowledge Application: Applies Definitions, Terms, Discipline-Specific Facts and Vocabulary in some sort of <i>Procedure or Concrete Application</i>	Student has little ability to apply terms through use of vocalics, kinesics, proxemics, and organization is visible throughout an oral presentation and written materials. The presentation appears completely unrehearsed and unpracticed.	Student makes some application of terms through use of vocalics, kinesics, proxemics, and organization is used throughout an oral presentation and written materials. May have several major flaws in presentation. Needs to spend more time practicing and rehearsing presentation.	Student demonstrates application of terms through use of vocalics, kinesics, proxemics, and organization in a presentation most of the time. May have a couple flaws in presentation but overall well-rehearsed.	Student demonstrates application of terms through use of vocalics, kinesics, proxemics, and organization in a presentation. Appears familiar with presentation context. Well-rehearsed, relaxed, and poised.
Analyzing & Evaluating	Critical Thinking: Utilizes Discipline-Specific, Definitions, Terms, Facts, Applies them critically through organizational patterns: <ol style="list-style-type: none"> 1. Comparing & Contrasting 2. Classifying 3. Induction 4. Deduction 5. Error Analysis 6. Constructing Support 7. Abstracting 8. Analyzing Multiple Perspectives 	In both written materials and oral presentations, student fails to identify important evidence relevant to the problem. Critical thinking skills are absent. Conclusions are lacking, absent or unclear. Audience is unable to follow the presenter's logic and rationale.	Student demonstrates very little relevant evidence and omits most of the other evidence used for rational thinking and logic in rhetoric. Critical thinking is unclear, inappropriate, or incomplete to analyze, evaluate, and synthesize evidence. Cannot convey these critical thinking strategies in the oral presentation.	Student identifies and organizes most of the relevant evidence. Mostly successful in using critical thinking skills to analyze, evaluate, and synthesize evidence. Reaches informed conclusions based on the evidence. In oral presentations, the audience can follow the logic and rationale of the presenter.	Student demonstrates through written and oral presentations strong theses, organization, concise content, with extensive and relevant resources and superior grammatical form. Effectively communicates logic and rational thinking with the audience.
Creating	Advanced Application of Knowledge: Combines knowledge, process, and critical thinking to reach complex intellectual goal(s) using one of the following: <ol style="list-style-type: none"> 1. Advanced Decision Making 2. Investigation 3. Experimental Inquiry 4. Problem Solving 5. Invention 	Student cannot explore information beyond the literal level of key terms and the application of background information.	Student application of knowledge does not go beyond the minimum basic analysis and/or evaluation of information. Cannot move forward even with instructor direction and guidance.	Student engages in independent study with specific direction and guidance from instructor.	Student extends critical thinking and knowledge beyond basic understanding to engage in independent research and study.

