



Instructions for Using this Rubric

A rubric is a scoring tool for subjective assessments, such as evaluating your emergency risk communication delivery. In this rubric, you are provided with a set of criteria for evaluating certain aspects of your crisis emergency risk communication performance. Within each criterion, you are then provided with descriptions of “advanced,” “developing,” and “emerging” characteristics. Using these descriptions, see if you can more objectively score your own recorded performance or the performance of a partner. You can circle or highlight or otherwise mark up the rubric, or reference the rubric tables and record your scores on the final page.

Using this as a model, you can also develop and customize rubrics that more closely match the criteria standards and policies of your organization.





Criteria	Advanced(5)	Developing (3)	Emerging(1)
<p>Nonverbal Effectiveness</p> 	<ul style="list-style-type: none">• The delivery is natural, confident and enhances the message-posture, eye contact; smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate.• The vocal tone, delivery, style and clothing are consistent with the message.• Limited filler words (“ums”) are used.• Clear articulation and pronunciation are used consistently.	<ul style="list-style-type: none">• The delivery generally seems effective-however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed.• Vocal tone, facial expressions, clothing and other nonverbal expression do not detract significantly from the message.• Filler words are not distracting.• Generally, articulation and pronunciation are clear.	<ul style="list-style-type: none">• The delivery detracts from the message; eye contact may be limited; the presenter may tend to speak inaudibly, fidget or read most of the message; gestures and movements may be excessive.• The delivery may appear inconsistent with the message.• Filler words (“ums”) are used excessively.• Articulation and pronunciation tend to be sloppy.• Over dependence on notes may be observed.





Criteria	Advanced(5)	Developing(3)	Emerging(1)
<p>Language</p> 	<ul style="list-style-type: none">• Language is familiar to the audience, appropriate for the setting and free of bias.• The choice of words are suited, not necessarily too striking, but natural, vivid and varied.	<ul style="list-style-type: none">• Language used is not disrespectful or offensive.• Experimenting with varied word choice, working new word into vocabulary.• Sentence structure is well constructed and flows.	<ul style="list-style-type: none">• Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.• Word choice is repetitive, some words may be confusing.• Word choice is dull, uninspired or trying too hard to impress.• Mostly routine words are used. Sticking to the familiar.





Criteria	Advanced(5)	Developing(3)	Emerging(1)
<p>Delivery</p> 	<ul style="list-style-type: none">• Relaxed, self-confident and appropriately dressed for audience.• Builds trust and holds attention by direct eye contact with all parts of audience• Fluctuation in volume and inflection help to maintain audience interest and emphasize key points.	<ul style="list-style-type: none">• Quick recovery from minor mistakes;• Appropriately dressed• Fairly consistent use of direct eye contact with audience;• Satisfactory variation of volume and inflection.	<ul style="list-style-type: none">• Nervous tension obvious and /or inappropriately dressed for purpose or audience;• No effort to make eye contact with the audience;• Low volume and/ or monotonous tone cause audience to disengage.





Enter the scores from the previous tables here:

Criteria	Advanced(5)	Developing(3)	Emerging(1)
Nonverbal Effectiveness			
Language			
Delivery			
TOTAL			

TOTAL SCORE: _____

Specific strengths:	Specific areas for improvement:

