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.

CRISIS EMERGENCY RISK COMMUNICATIONS (CERC)

CERC CORE PRINCIPLES RUBRIC

Criteria	Advanced(5)	Developing (3)	Emerging(1)
Nonverbal Effectiveness	• 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.	• 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.	• 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.

CRISIS EMERGENCY RISK COMMUNICATIONS (CERC)

CERC CORE PRINCIPLES RUBRIC

Criteria	Advanced(5)	Developing(3)	Emerging(1)
Language	• **Language** is **familiar** to the audience, **appropriate** for the setting and **free of bias**. • The **choice of words** are **suitable**, not necessarily too striking, but **natural**, vivid and varied.	• Language used is **not disrespectful** or offensive. • Experimenting with **varied word choice**, working new word into vocabulary. • **Sentence structure** is well constructed and flows.	• **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.

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CERC CORE PRINCIPLES RUBRIC

Criteria	Advanced(5)	Developing(3)	Emerging(1)
Delivery	• **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**.	• **Quick recovery** from minor mistakes; • Appropriately dressed • Fairly consistent use of **direct eye contact** with audience; • Satisfactory **variation of volume and inflection**.	• **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.

CRISIS EMERGENCY RISK COMMUNICATIONS (CERC)

CERC CORE PRINCIPLES RUBRIC

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:

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