



Verbal Effectiveness

Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose.

| | Advanced (5) | Developing (3) | Emerging (1) |
|---|--|--|--|
| <p><u>Oral Presenter</u></p>  | <p>A. Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear.</p> <p>B. The introduction gets the attention of the audience.</p> <p>C. Main points are clear and organized effectively.</p> <p>D. Supporting material is original, logical, and relevant (facts, examples, etc.).</p> <p>E. Smooth transitions are used.</p> <p>F. The conclusion is satisfying.</p> <p>G. Language choices are vivid and precise.</p> <p><i>H. Material is developed for an oral rather than a written presentation.</i></p> | <p>A. The main idea is evident, but the organizational structure may need to be strengthened; ideas may not always flow smoothly.</p> <p>B. The introduction may not be well-developed.</p> <p>C. Main points are not always clear.</p> <p>D. Supporting material may lack in originality or adequate development.</p> <p>E. Transitions may be awkward.</p> <p>F. The conclusion may need additional development.</p> <p>G. Language is appropriate, but word choices are not particularly vivid or precise.</p> | <p>A. Idea “seeds” have not yet <i>germinated</i>; ideas may not be focused or developed; the main purpose is not clear.</p> <p>B. The introduction is undeveloped or irrelevant.</p> <p>C. Main points are difficult to identify.</p> <p>D. Inaccurate, generalized, or inappropriate supporting material may be used.</p> <p>E. Transitions may be needed.</p> <p>F. The conclusion is abrupt or limited.</p> <p>G. Language choices may be limited, peppered with slang or jargon, too complex, or too dull.</p> |


Nonverbal Effectiveness

The nonverbal message supports and is consistent with the verbal message.

| | Advanced (5) | Developing (3) | Emerging (1) |
|---|--|---|---|
| <p><u>Oral</u> <u>Presenter</u></p>  | <p>A. 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.</p> <p>B. The vocal tone, delivery style, and clothing are consistent with the message.</p> <p>C. Limited filler words (“ums”) are used.</p> <p>D. Clear articulation and pronunciation are used.</p> | <p>A. The delivery generally seems effective— however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed.</p> <p>B. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message.</p> <p>C. Filler words are not distracting.</p> <p>D. Generally, articulation and pronunciation are clear.</p> <p>E. Over dependence on notes may be observed.</p> | <p>A. The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most or all of the speech; gestures and movements may be jerky or excessive.</p> <p>B. The delivery may appear inconsistent with the message.</p> <p>C. Filler words (“ums,”) are used excessively.</p> <p>D. Articulation and pronunciation tend to be sloppy.</p> <p>E. Over dependence on notes may be observed.</p> |


Appropriateness

Idea development, use of language, and the organization of ideas for a specific audience, setting, and occasion are appropriate. Communication is respectful.

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| <p><u>Oral</u> <u>Presenter</u></p>  | <p>A. Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch” (use a different language form) when appropriate.</p> <p>B. Topic selection and examples are interesting and relevant for the audience and occasion.</p> <p>C. Delivery style and clothing choices suggest an awareness of expectations and norms.</p> | <p>A. Language used is not disrespectful or offensive.</p> <p>B. Topic selection and examples are not inappropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident.</p> <p>C. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience.</p> | <p>A. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.</p> <p>B. Topic selection does not relate to audience needs and interests.</p> <p>C. The delivery style may not match the particular audience or occasion—the presenter’s tone of voice or other mannerisms may create alienation from the audience; clothing choices may also convey disrespect for the audience.</p> |

Responsiveness

Communication may be modified based on verbal and nonverbal feedback. Speakers / listeners demonstrate active listening behaviors.

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| <p><u>Oral</u> <u>Presenter</u></p>  | <p>A. The presenter uses materials to keep the audience engaged.</p> <p>B. Material is modified or clarified as needed given audience verbal and nonverbal feedback.</p> <p>C. Reinforcing verbal listening responses such as paraphrasing or restating are used if needed when answering questions; responses to audience questions are focused and relevant.</p> <p>D. Nonverbal behaviors are used to keep the audience engaged such as maintaining eye contact, modifying delivery style if needed, and using reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when answering questions.</p> | <p>A. The presenter is able to keep the audience engaged most of the time.</p> <p>B. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas.</p> <p>C. Responses to audience questions are generally relevant but little elaboration may be offered.</p> <p>D. Generally, the speaker demonstrates audience awareness through such nonverbal behaviors as tone, movement, and eye contact with the whole audience; some reinforcing nonverbal listening responses are periodically used when answering questions.</p> | <p>A. The presenter is not able to keep the audience engaged.</p> <p>B. The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion.</p> <p>C. Responses to audience questions may be undeveloped or unclear.</p> <p>D. The nonverbal aspects of delivery do not indicate an awareness of audience reactions; reinforcing nonverbal listening responses such as using eye contact, facing the person, etc. are not used when answering questions.</p> <p>E. Poise or composure is lost during any distractions.</p> |