

Oral Communication – Spring 2009

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Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	4 Incorporating Skill	3 Mastering Skill	2 Developing Skill	1 Attempting Skill
Organization	Presentations always contain a clear central message, a meaningful introduction and conclusion, and clearly-identifiable sections featuring a purposeful organizational pattern (e.g. chronological, topical, problem-solution, motivated sequence, etc.).	Presentations often contain a recognizable central message, an introduction and conclusion, and identifiable sections that featuring an explicit organizational pattern.	Presentations sometimes contain a recognizable central message, an introduction and conclusion, and/or identifiable sections.	Presentations rarely contain a recognizable central message, an introduction and conclusion, or identifiable sections
Argument	Presentations always convey a significant and compelling central message, fully supported by credible and well-chosen evidence, and consistently expressed in vivid effective language.	Presentations often convey a significant and compelling central message, adequately supported by credible and well-chosen evidence, and expressed in effective language.	Presentations sometimes convey a significant central message, partially supported by credible and well-chose evidence, and expressed in language that is intermittently effective.	Presentations rarely convey a significant central message, rely on credible evidence or use effective language.
Delivery	Speaker always enunciates clearly with standard pronunciation and appropriate inflections. Speaker speaks extemporaneously, with confidence and passion, maintaining eye contact, using gestures and vocal variety consistently and artfully to enhance the message. Speaker avoids vocal fillers (e.g. um, uh, like, you know).	Speaker usually enunciates clearly with standard pronunciation and appropriate inflections. Speaker speaks extemporaneously, with confidence, maintaining eye contact, using gestures and vocal variety consistently. Speaker uses few vocal fillers (e.g. um, uh, like, you know).	Speaker enunciates inconsistently or with some non-standard pronunciation and inappropriate inflections. Speaker inconsistently displays some confidence, eye contact, appropriate gestures and vocal variety. Speaker uses many vocal fillers (e.g. um, uh, like, you know).	Speaker rarely enunciates clearly or with significant non-standard pronunciations and/or inappropriate inflections. Speaker displays little confidence, eye contact, appropriate gestures and vocal variety. Speaker uses extensive vocal fillers (e.g. um, uh, like, you know).
Interpersonal Communication	Speaker warmly navigates a variety of professional settings, treating colleagues with respect, asserting differences and concerns without aggression, and working to defuse conflicts.	Speaker navigates a variety of settings, treating colleagues with respect, asserting differences and concerns without aggression, and consistently avoid escalating conflicts and occasionally defuse conflicts created by others.	Speaker understands some different communication expectations with some respect for colleagues; may not understand difference between aggression and assertion and may occasionally escalate conflicts.	Speaker demonstrates little understanding for different communication expectations; may not understand difference between aggression and assertion and escalates conflicts.