

Oral Communication Presentation (Rev. July 2014)

SLOs	3 Accomplished	2 Developing	1 Beginning	0
<p>Develops the content into a well-organized oral presentation.</p>	<p>Purpose of the presentation is clearly stated. The main points and sub-points are clearly articulated and supported by credible evidence. An introduction and conclusion begins and ends the presentation. Any visual aids are appropriately integrated and enhance the verbal presentation.</p>	<p>Purpose of the presentation is provided, however, it is somewhat unclear and/or vague. Main points and sub-points are articulated and some, but not all, are supported by credible evidence. An introduction and conclusion begins and ends the presentation, however they are unclear and/or limiting. Any visual aids are not integrated in a way that enhances the verbal presentation.</p>	<p>Purpose of the presentation is not provided. The main points and sub-points are articulated, however, most are not supported by credible evidence. An introduction and/or conclusion is either not provided or is articulated in a manner that is unclear and/or limiting. Any visual aids are not incorporated into the verbal presentation.</p>	<p>No demonstrated achievement</p>
<p>Delivery uses appropriate language and nonverbals to enhance the fluency of the presentation.</p>	<p>Eye contact with audience members is extensively used throughout the presentation. Gestures and paralinguistic cues such as tempo, vocal pitch, and intonation are extensively used to reinforce important ideas. Transitions are used throughout the presentation to demonstrate fluency among visual aid, verbal presentation, and other speakers, where applicable. The delivery of the presentation is fluid and free of vocal garbage (such as um's, uh's, like, ya' know) and displays a high level of preparation.</p>	<p>Eye contact with audience members is used throughout the presentation, with minimal visual reference to notes and visual aid. Some natural gestures and paralinguistic cues such as tempo, vocal pitch, and intonation are used to reinforce important ideas. Transitions are used throughout the presentation; however, they do not enhance the fluency of the visual aid and verbal presentation. Most of the delivery of the presentation is fluid and free of vocal garbage (such as um's, uh's, like, ya' know) demonstrating preparation for the presentation.</p>	<p>Eye contact with audience members is limited throughout the presentation demonstrating a reliance on written notes and visual aid. Gestures and paralinguistic cues such as tempo, vocal pitch, and intonation do not reinforce important ideas. Transitions between visual aid and/or verbal presentation are minimally used. The delivery of the presentation was choppy and used significant vocal garbage (such as um's, uh's, like, ya' know) demonstrating the student's lack of preparation for the presentation.</p>	<p>No demonstrated achievement</p>

<p>Verbal and written citations are effectively incorporated into the presentation.</p>	<p>Outside sources are verbally incorporated accurately into the body of the presentation by supporting the main points and sub-points. The outside sources are also listed on the visual aid throughout the presentation. All sources on visual aids are cited using appropriate MLA or APA referencing, with no citation errors.</p>	<p>Some outside sources are appropriately incorporated verbally into the body of the presentation by supporting some of the main points and sub-points. The outside sources are also listed on the visual aid throughout the presentation. Sources are cited using appropriate MLA or APA referencing, however, some citation errors are present.</p>	<p>Outside sources are not incorporated verbally into the body of the presentation and/or they are not listed on the visual aid. Verbal citations are inaccurately used. Sources cited on the visual aid use appropriate MLA or APA referencing, however, many citation errors are present.</p>	<p>No demonstrated achievement</p>
<p>Effectively tailors the presentation to the audience and responds appropriately to audience feedback.</p>	<p>The speaker effectively tailors the presentation to the audience by making an extensive connection between the presentation content and the members of the audience. The speaker effectively responds to audience questions by answering the question in a way that provides deeper knowledge and/or clarifying knowledge back to the audience member.</p>	<p>The speaker tailors the presentation to the audience by making a limited connection between the presentation content and the members of the audience. The speaker responds to audience questions by answering the question in a way that provides some further knowledge and/or clarifying knowledge back to the audience member.</p>	<p>The speaker does not tailor the presentation to the audience by making a connection between the presentation content and the members of the audience. The speaker responds to audience questions by answering the question in a way that reiterates exactly what was stated within the presentation without providing further knowledge and/or clarifying knowledge back to the audience member.</p>	<p>No demonstrated achievement</p>