

Effective Communication: Verbal Communication

Students' ability to effectively communicate verbally when giving presentations

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
purpose maintains intended purpose for specific situation	student maintains intended purpose for specific situation	student inconsistently maintains intended purpose for specific situation	student does not maintain intended purpose for specific situation
audience adapts presentation for intended participants (including topic relevance, language choice, and audience engagement techniques)	student adapts presentation for audience	student inconsistently adapts presentation for audience	student does not adapt presentation for audience
content development develops main idea(s) and supports with appropriate evidence	student develops main idea(s) and supports with appropriate evidence	student inadequately develops main idea(s) and/or inadequately supports ideas with appropriate evidence	student does not develop idea(s) and does not support with appropriate evidence
organization organizes ideas in a unified manner using transitions	student organizes ideas in a unified manner using transitions	student inconsistently organizes ideas using some transitions	student inadequately organizes ideas using few or no transitions
delivery enhances effectiveness of message, both verbally and nonverbally (e.g., eye contact, vocal variety, gestures, etc.)	student enhances message with effective verbal and nonverbal delivery	student inadequately enhances message with effective verbal and nonverbal delivery	student does not enhance message with effective verbal and nonverbal delivery
format meets assignment guidelines (e.g., formatting/citation requirements, delivery guidelines, etc.)	student applies appropriate format with few errors	student applies appropriate format with numerous errors	student does not apply appropriate format

