

**FLORIDA STATE COLLEGE AT JACKSONVILLE
ORAL COMMUNICATION**

INDICATORS OF EFFECTIVE ORAL COMMUNICATION	LEVELS OF ACHIEVEMENT			
	Level 1	Level 2	Level 3	Level 4
ORGANIZATION				
Introduction Logical Sequence Transitions Unity/Coherence Conclusion	No introduction of topic is given. Presentation is vague in structure. Presentation is hard to follow because of lack of transitions and illogical sequence. Ideas lack coherence. No conclusion is given.	Topic is identified, but introduction is disorganized with no adequate preview of main points. Presentation structure is present but deviates from topic. Transitions are sporadic and somewhat displaced. Minimal attempt at coherent flow of ideas. Presentation ends abruptly and inappropriately.	Topic is identified, introduction has good organizational flow, and a preview of main points is given. Presentation has a consistent structure but occasionally loses focus of statements. An adequate sequence is followed. Transitions are used and ideas are connected. Conclusion is appropriate for the presentation.	Topic is effectively identified. Introduction is well organized, and a clear preview of main points is given. Introduction is memorable. Topic is effectively identified. Introduction is well organized, and a clear preview of main points is given. Introduction is memorable. Presentation has a consistent structure with a strong sense of purpose. Effective connection of ideas. Transitions are well placed and clearly connect ideas. Conclusion is appropriate and leaves a positive impression.

INDICATORS OF EFFECTIVE ORAL COMMUNICATION	LEVELS OF ACHIEVEMENT			
	Level 1	Level 2	Level 3	Level 4
SUBJECT KNOWLEDGE				
Subject/Purpose Topic Development/Supporting Evidence Accuracy & Relevance Time Use of Audio/Visual Support (if appropriate)	The subject and purpose of the speech are not clearly stated and may lack development. The speaker did not provide enough evidence to support the topic, and often strayed from the topic. The subject material has no relevance to the audience. The presentation is either too short or too long. Visual aid cannot be seen clearly. PowerPoint slides contain text, word for word	The subject and purpose of the speech may be clearly stated, but lack development. The speaker provided very little valid evidence in support of the topic. The subject material lacked relevance to the audience. The presentation length is questionable. Visual aid can be seen, but is too busy or indistinct. PowerPoint slides pull attention away from speaker.	The subject and purpose of the speech are clearly stated and the subject is well-developed. Valid support is given for each assertion. Source information (If appropriate) adds to the presentation and is correctly acknowledged. The subject material was relevant to the audience. The presentation length is appropriate. Visual aid is appropriate size for the room, and adds to the quality of the presentation. PowerPoint slides bullet the text in main ideas.	The purpose is clearly stated, the subject is well-developed, and the supporting information is engaging, interesting, and/or compelling. The support strongly supports each assertion. Each main point was thoroughly supported by evidence and details. The references (If appropriate) are correctly acknowledged and enhance the effectiveness of the presentation. The subject material has great relevancy. The length of the presentation is timed perfectly. Visual aid is appropriate size for the room and has visual "punch" and vividness. PowerPoint slides enhance presentation through compelling images and brief text.

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	Level 1	Level 2	Level 3	Level 4
VOCAL DELIVERY				
Fluency in delivery Volume Enunciation Rate of delivery Inflection Pronunciation Language Appropriateness	Presentation has many "uh/um" fillers and distracting pauses throughout. Projection is poor, making presentation difficult to hear from any audience position. Articulation is indistinct throughout presentation. Delivery rate (either too fast, too slow) is a primary distraction. Voice is monotone, lacking expression. Significant mispronunciations distract or confuse audience. Grammar and/or word choice are severely deficient and show little recognition or language appropriateness.	Presentation has several "uh/um" fillers and stammering. Projection is inadequate, making presentation audible for those close to speaker but inaudible to those in back. Many words are indistinct throughout presentation. Delivery rate (either too fast or too slow) is distracting at times. Voice is mechanical with unnatural sounding inflections. A few mispronunciations that are distracting, but do not disrupt content. There are some grammar and/or word choice errors.	Most of presentation flows smoothly, with just a few "uh/um" fillers and hesitations. Voice projection is adequate overall, though some parts of presentation are difficult for distant parts of audience to hear clearly. Most words are clearly articulated throughout presentation. Delivery rate does not distract from presentation. Voice has some expression. Most words are pronounced correctly. The presentation is free of serious grammatical and/or word usage errors.	Presentation flows smoothly throughout, with few or no disfluencies. Voice is projected clearly to entire audience. Enunciation is clear and distinct throughout presentation. Delivery rate is comfortable for audience and adapted as needed for effective presentation. Voice is conversational. Correct standard English is used throughout presentation. The presentation is free of grammatical errors; the word choice provides clarity and increases audience interest.

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	Level 1	Level 2	Level 3	Level 4
NON VERBAL DELIVERY				
<p>Eye contact</p> <p>Facial expression</p> <p>Posture</p> <p>Gestures</p> <p>Attire</p> <p>Proxemics (If applicable)</p>	<p>Focus is primarily on notes, visual aids/PowerPoint slides, or not directly focused on the audience. Face is expressionless or inappropriate. Posture is unstable and is visually distracting. There are few to no gestures or inappropriate gestures are used. Attire is inappropriate, to the point of distracting audience. Speaker makes no attempt to use surrounding space.</p>	<p>Focus on audience is very brief, sporadic, and unsustained. Some expression is present, but comes across as forced. Posture shows ongoing indicators of discomfort (e.g., withdrawn posture, nervous foot movement). There are a few, mechanical gestures. Attire is mismatched to context of presentation (e.g., too casual, revealing). Speaker stays at podium and makes little effort to use surrounding space.</p>	<p>Focus is primarily on audience but is not equally directed at all members or is not sustained long enough. Expression is appropriate and does not distract from presentation. Posture is stable overall with minor distractions. There are some expressive gestures. Attire is adequate and not distracting. Speaker controls surrounding space.</p>	<p>Focus is equally directed to all members and is sustained throughout presentation. Expression enhances presentation. Posture is stable and confident throughout presentation. There are many enhancing gestures. Attire is well matched to context of presentation. Speaker is able to creatively and comfortably use surrounding space.</p>