

## CRITERIA FOR EFFECTIVE SPEAKING/MEDIA

In a given speech, the student should show the following abilities to the level indicated:

Preliminary: Follows directions: yes \_\_\_\_ no \_\_\_\_

### 1. Connects with the audience through SPEAKING ON ONE'S FEET

- L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input
- L2 Communicates *to* an audience, long enough to suggest the speaker has internalized her message, with little reliance on scripted or memorized input
- L3 Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
- L4 Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

### 2. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (*What am I telling whom and why?*)
- L2 Gives audience full sense of purpose and focus, distinguishing her own thoughts from those of others
- L3 Throughout a presentation, shows how others' ideas related to her own thinking
- L4 Throughout a presentation, clearly articulates relationships between ideas/concepts out of an academic framework and those out of her own thinking

### 3. Connects with audience through VERBAL EXPRESSION (word choice/style/tone—reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate word choice/style/tone
- L2 Uses language that shows general awareness of appropriate word choice/style/tone—avoiding vague, empty, and condescending expression
- L3 Uses language that consistently shows awareness of appropriate word choice/style/tone
- L4 Uses language that reflects a refined awareness of the audience

### 4. Connects with the audience through EFFECTIVE DELIVERY (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)

- L1 Speaks with some elements of effective delivery
- L2 Speaks with most elements of effective delivery
- L3 Speaks consistently with elements of effective delivery
- L4 Speaks with a refined repertory of effective delivery techniques

### 5. Connects with audience through use of APPROPRIATE CONVENTIONS (usage, pronunciation, and sentence structure)

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Adapts appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

**6. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)**

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of the development
- L3 Without digression from the focus of the speech, consistently articulates relationship between points of development
- L4 Maintains a refined sense of structure in relation to an academic framework

**7. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Uses development appropriate to audience and purpose to clarify message
- L4 Uses development of appropriate length and variety and of sufficient interest to convince audience of worth of message

**8. Connects with audience through CREATION and USE OF MEDIA**

- L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience
- L2 Computer-generates eye-appealing visuals, using them purposefully to enhance presentation
- L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation
- L4 Incorporates professional-quality media within a specific context to aid in clarifying academic frameworks

**9. Connects with audience through APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)**

- L1 Articulates accurate representation of ideas
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of theories and/or frameworks
- L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantiated thinking and appropriately citing valid sources

**10. SELF ASSESSMENT**

- L1 Shows awareness of a few strengths and weaknesses in a presentation based on specifically designated criteria
- L2 Shows some understanding of development in speaking ability, based on same criteria
- L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas
- L4 Shows a refined sense of strengths and weaknesses in all criteria areas

## SPEAKING/MEDIA FEEDBACK SHEET

In a given speech the student has shown the following abilities to the level indicated:

Preliminary: Follows directions: yes\_\_\_\_ no\_\_\_\_

GENERAL COMMENTS:

		L1	L2	L3	L4
1. CONNECTS WITH AUDIENCE through <u>SPEAKING ON ONE'S FEET</u>	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. CONNECTS WITH AUDIENCE through <u>ESTABLISHING AND MAINTAINING CONTEXT</u> (clarifying in a manner appropriate to a specified audience, limits if the situation and sources of thinking)	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. CONNECTS WITH AUDIENCE through <u>VERBAL EXPRESSION</u>	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. CONNECTS WITH AUDIENCE through <u>EFFECTIVE DELIVERY</u> (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. CONNECTS WITH AUDIENCE through use of <u>APPROPRIATE CONVENTIONS</u> (usage, pronunciation, and sentence structure)	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. CONNECTS WITH AUDIENCE through <u>PURPOSEFUL STRUCTURE</u>	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. CONNECTS WITH AUDIENCE through <u>SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA</u>	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. CONNECTS WITH AUDIENCE through <u>CREATION AND USE OF MEDIA</u>	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. CONNECTS WITH AUDIENCE through <u>APPROPRIATE CONTENT</u>	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <u>SELF ASSESSMENT</u>	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fill this out before submitting your paper:

Name _____	Date _____	Sec _____	Topic _____	
Instructor _____	Course _____	Sec _____	Audience _____	