

1.01: Student Effectively Communicates Orally in Front of an Audience

Levels of Performance

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Purpose	Speaking establishes and maintains a clear purpose, demonstrates a clear understanding of audience and task.	Speaking establishes a purpose, demonstrates an awareness of audience and task.	Speaking attempts to establish a purpose, demonstrates some awareness of audience and task.	Speaking lacks a purpose, demonstrates minimal awareness of audience and task.
Organization	Speaking contains an effective introduction and conclusion. Progression of main ideas is clear. Transitions are easy to follow.	Speaking contains an introduction and conclusion. Progression of main ideas has minor inconsistencies in unity or coherence. Transitions are evident.	Speaking has a weak introduction and/or conclusion. Progression of main ideas has major inconsistencies in unity and/or coherence. Transitions are poor.	Speaking lacks an introduction and/or conclusion. Progression of main ideas is difficult or impossible to follow. Transitions are missing.
Content	Speaking contains all expected content and adheres to the agreed upon duration of the presentation. Main ideas are developed in depth and extensively supported by effective details and/or vivid examples. Presentation is unique and creative.	Speaking contains most of the expected content and mostly adheres to the agreed upon duration of the presentation. Main ideas are limited in depth and supported by only a few details or examples. Presentation is somewhat unique and creative.	Speaking contains some of the expected content and is significantly shorter or longer than the agreed upon duration. Few, if any, main ideas are developed and supported. Presentation lacks creativity and uniqueness.	Speaking contains little of the expected content and is extremely shorter than the agreed upon duration. Main ideas are unclear and rarely supported. Presentation shows no creativity.
Language Usage	Speaker uses well chosen vocabulary and correct pronunciation in standard English which is appropriate to the audience and task.	Speaker uses appropriate vocabulary and correct pronunciation with a few errors in standard English which is appropriate to the audience and task.	Speaker uses poorly chosen vocabulary or incorrect pronunciation with many errors in standard English or language which is inappropriate vocabulary and incorrect.	Speaker uses inappropriate vocabulary and incorrect pronunciation filled with errors in standard English or language which is inappropriate to the audience and the task.
Voice and Tone	Speaks clearly and expressively, with enthusiasm, uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection	Speaks clearly, sometimes uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection.	Speaks clearly but without adjusting pace, volume, or inflection.	Speaks unclearly without appropriate pace, volume, or inflection.
Physical Expression	Establishes genuine rapport with audience through continual eye contact. Good posture, natural gestures, effective movements and appropriate dress all enhance the communication.	Establishes rapport with audience through frequent eye contact. Good posture, gestures, movements and dress are appropriate for the communication.	Makes occasional eye contact with audience. Posture, gestures, movements or dress detract from the communication.	Fails to make eye contact. Posture, gestures, movements or dress preclude communication.
Visual Aids	Speaker effectively integrates suitable high quality audio or visual materials to explain or enhance the presentation.	Speaker integrates good quality audio or visual materials to explain or enhance the presentation.	Speaker ineffectively uses audio or visual materials and materials are of poor quality.	Speaker fails to use prepared audio or visual materials in presentation.