

CRITERIA FOR EFFECTIVE SPEAKING/MEDIA

(Adapted for Entering Graduate Students, 8/04)

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

Preliminary: Follows directions: yes ___ no ___

1. Connects with 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 his/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

Graduate Level: As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job related contexts.

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 his/her own thoughts from those of others

L3 Throughout a presentation, show how others' ideas relate to his/her own thinking

L4 Throughout a presentation, clearly articulates relationships between ideas/concepts out of an academic framework and those out of his/her own thinking

Graduate Level: As a professional, shows explicit awareness of his/her own ideas as claims rather than truths in the context of disciplinary/professional discourse.

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

Graduate Level: As a professional,

- Effectively incorporates word choice/style/tone unique to a particular discipline or profession
- Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the speaker
- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

4. **Connects with 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

Graduate Level: As a professional, meets the delivery requirements of a given discipline or profession
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

Graduate Level: As a professional, meets the stylistic requirements of a given discipline or profession
6. **Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point make; 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 development
 - L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
 - L4 Maintains a refined sense of structure in relation to an academic framework

Graduate Level: As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession
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

Graduate Level: As a professional, explicitly acknowledges contradictory or conflicting evidence
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

Graduate Level: As a professional, meets expectations for media quality for a given profession

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 substantial thinking and appropriately citing valid sources

Graduate Level: As a professional,

- Effectively integrates academic frameworks/theories into the context of the profession
- Thoughtfully challenges existing frameworks and/or approaches

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 the 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

Graduate Level: As a professional,

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies reasonable plans for improvement related to one's own areas of weakness
- Shows explicit awareness of the development of one's own understanding of one's own mental models