

Vocal Delivery (Weight = 25%)	Visual Cues (Weight 25%)	Logic and Organization (Weight = 25%)	Language Choice and Pragmatics (Weight = 25%)
Level 6: Excellent	Level 6: Excellent	Level 6: Excellent	Level 6: Excellent
Fluent, easily understood, very accurate in pronunciation, exceptional, sophisticated, imaginative, creative, effective vocal variety, appropriate rate and volume	Non-verbal behaviors reinforce verbal message and contribute to the strength of the performance, consistent eye contact, professional attire	Impressively well-organized with readily discernible introduction, body and conclusion, coherent, easy to follow, clearly cited support, rhetorically sound, well chosen transitions, effective use of visual aids, clearly delineated opinions, highly appropriate response to assignment parameters	Able to perform a wide variety of linguistic functions, precise, colorful word choice, grammar accurate even when expressing complex thoughts, able carry on complicated discussions with an appropriate level of formality, able to adapt message to a particular group of listeners,
Level 5: Strongly proficient	Level 5: Strongly proficient	Level 5: Strongly proficient	Level 5: Strongly proficient
Mostly fluent, reasonably accurate in pronunciation, strong, effective, quite sophisticated, some vocal variety, effective rate and sufficient volume	Non-verbal behaviors often reinforce verbal message, mostly consistent eye contact with audience, professional attire	Discernible organization pattern, effective development, logical and coherent, support established, some transitions, effective use of visual aids, appropriate response to assignment parameters	Vocabulary is generally appropriate to the setting and topic, few grammatical errors, can carry on discussion coherently with an appropriate level of formality
Level 4: Competent	Level 4: Competent	Level 4: Competent	Level 4: Competent
Acceptable, clear of most verbal fillers, reasonably effective, intelligible, generally appropriate rate and volume	Acceptable postures, gestures, facial expression, adequate eye contact, acceptable attire,	Competent organization but needs more support, limited use of transitions, adequate use of visual aids, meets assignment parameters	Has some flexibility in terms of speech style, vocabulary is generally sufficient, but within a limited framework, grammar accurate except for complex thoughts, able to participate in discussion and follow a topic, occasional lapses in formality, some creativity
Level 3: Less than competent	Level 3: Less than competent	Level 3: Less than competent	Level 3: Less than competent
Just below average, too many verbal fillers, not completely clear, noticeable pronunciation difficulties, some vocal variety, low volume	Some acceptable gestures, some eye contact but considerable reading, acceptable attire	Organization lacking coherence weak introduction and/or conclusion, mainly opinion without factual support, little evident research, few, if any, transitions, some use of visual aids, partially fulfills assignment parameters	Basic vocabulary but lacks nuances, grammar is often inaccurate, can maintain dialog but in a passive manner, able to follow simple discussions, unable to adapt message to a particular audience
Level 2: Limited Proficiency	Level 2: Limited Proficiency	Level 2: Limited Proficiency	Level 2: Limited Proficiency
Pronunciation errors interfere with meaning, too many verbal fillers, monotone	Few acceptable gestures, little eye contact, inappropriate attire	Lack of overall structure, introduction and/or conclusion may be missing, no clear thesis, little or no supporting materials, little use of visual aids, meets few assignment parameters	Limited vocabulary few if any idiomatic expressions, frequent grammatical errors which interfere with meaning, discussion marked by hesitation and misunderstanding, and difficulty to follow
Level 1: Extremely Limited Proficiency	Level 1: Not meeting minimal standards	Level 1: Not meeting minimal standards	Level 1: Not meeting minimal standards
Very weak, unimaginative, inaccurate pronunciation, no vocal variety, rate too fast/too slow	Non-verbal behaviors distracting or ineffective, inappropriate for the topic or the setting, no eye contact, inappropriate attire	No evident organizational pattern, no supporting materials, purpose unclear, meets no assignment parameters	Lacks vocabulary needed for social or academic discussion, frequent grammatical errors that interfere with meaning, unable to maintain a conversation in English, cannot follow a discussion

Speech Communication Competencies Assessed from Student Performance

Assessing Speech Performance Skills		Assessing Content and Structure of Oral Performance	Assessing Language Use
Vocal Delivery (Weight = 25%)	Visual Cues (Weight = 25%)	Logic and Organization (Weight = 25%)	Language Choice and Pragmatics (Weight = 25%)
<p>•Competencies:</p> <ul style="list-style-type: none"> •Appropriate fluency •Accurate pronunciation •With minimal use of verbal fillers • Effective vocal variation to convey meaning and emphasis •Appropriate rate and volume 	<p>Competencies:</p> <ul style="list-style-type: none"> •Consistent eye contact •Appropriate posture, gestures and facial expression •Appropriate attire 	<p>Competencies:</p> <ul style="list-style-type: none"> • Interesting, relevant topic •Clear, logical development of the main idea or thesis, inquiry or position •Consistent and adequate use of material, with citation when appropriate •Clear delineation of fact and/or opinion •In formal presentations, clear introduction, body and conclusion •Effective use of visual aids or technology when appropriate 	<p>Competencies:</p> <ul style="list-style-type: none"> •Consistent use of Standard American English grammar •Appropriate level of formality •Use of vocabulary appropriate to the topic, audience and/or context •In prepared activities, use of creative expression and effective phrasing •In interactive events, clear evidence of effective listening and relevant responses •Responsiveness to audience and situation