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| *Assessing Oral Communication Skills* |
| **Awareness of Audience** |
| Novice (1) | Apprentice (2) | Proficient (3) | Distinguished (4) |
| Information fails to increase audience understanding. Fails to effectively convince the audience.  | Information raises audience understanding and knowledge of some points. Point of view may be clear but lacks development.  | Information raises audience understanding and knowledge of most points. Point of view is clear, but inconclusive.  | Information significantly increases audience understanding and knowledge of topic. Effectively convinces audience of point of view.  |
| **Strength of Material** |
| Novice (1) | Apprentice (2) | Proficient (3) | Distinguished (4) |
| Content is not clearly defined. Very weak support of subject through examples and supporting information.   | Attempts to define purpose and subject. Weak examples and supporting information does not adequately support the subject.   | Information logical and has some success in defining the purpose. Some examples support the subject.  | Clearly defined purpose. Consistently good logic. Pertinent examples support the subject.  |
| **Organisation** |
| Novice (1) | Apprentice (2) | Proficient (3) | Distinguished (4) |
| No introductory statement. Topic generally vague and disorganised. No conclusion.  | Introduction fails to make audience aware of purpose. Topic is too broad and insufficiently researched. Audience left with vague idea after summary.  | Introductory statement informs the audience of general purpose of presentation. Topic and conclusion good, but could be refined.  | Introduction has strong purpose statement which captivates the audience. Topic is well-researched and organised. Audience left with a clear closing statement and full understanding of presenter's position.  |
| **Delivery** |
| Novice (1) | Apprentice (2) | Proficient (3) | Distinguished (4) |
| Nervous, no body movement, no eye contact, low voice volume, no presentation aids.  | Some tension, insufficient body movement and gestures, occasional eye contact, uneven voice volume, inappropriate or over-used aids.  | Quick recovery from minor mistakes, movements and gestures generally enhance delivery, satisfactory variation in voice, some aids add clarity.  | Relaxed and self-confident, body movement and gestures are descriptive and help visualisation, holds attention with direct eye contact, good fluctuation of voice, clear and appropriate aids beneficial to speech. |