

Oral Communication (General Goal 4)

General Goal (4): Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

Reviewers are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark level of performance.

| | Capstone | Milestone | Benchmark |
|-----------------------|---|---|--|
| General Goal 4 | Students demonstrate ability to make presentations that are compelling, memorable, cohesive, polished, and authoritative. | Students demonstrate ability to make presentations that are generally clear, organized, use appropriate language choices and presentation techniques, and effectively use supporting materials. | Students demonstrate limited ability to make presentations that are consistently clear, organized, use appropriate language choices and presentation techniques, and effectively use supporting materials. |
| SLO 4.1 | Students make presentations for which the central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Students make presentations for which the central message is clear and consistent with the supporting material. | Students make presentations for which the central message can be inferred but is not explicitly stated in the presentation. |
| SLO 4.2 | Students make presentations for which the organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Students make presentations for which the organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is usually observable within the presentation. | Students make presentations for which the organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| SLO 4.3 | Students make presentations for which the language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Students make presentations for which the language choices are usually thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Students make presentations for which the language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not consistently appropriate to audience. |
| SLO 4.4 | Students' delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speakers appear polished and confident. | Students' delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker usually appears comfortable. | Students' delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speakers appear uncomfortable. |
| SLO 4.5 | Students present a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Students present supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Students present insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |

General Goal 4: Oral Communication (GG4)

Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

SLO 4.1: Convey the central message clearly and consistently, using supporting material.

SLO 4.2: Demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.

SLO 4.3: Demonstrate language choices that support the effectiveness of the communication and are appropriate to the intended audience(s).

SLO 4.4: Employ interesting and effective delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness).

SLO 4.5: Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker's credibility/authority on the topic.