<table>
<thead>
<tr>
<th>CONVENTIONS</th>
<th>3 – Proficient Outcome (A, AB)</th>
<th>2 – Competent Outcome (B, BC, C)</th>
<th>1 – Developing Outcome (CD, D, F)</th>
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</table>
| **1. Rhetorical Negotiation of PURPOSE & AUDIENCE** | *The speaker...*  
  • Effectively uses introduction to grab listeners' attention and focus on content and purpose  
  • Effectively forecasts the organization and content early in the talk  
  • Explicitly contextualizes content w/in current course unit  
  • Effectively establishes ethos of college student expert: authority and engagement  
  ➔ Listeners are definitely persuaded to consider the speaker’s ideas. | *The speaker...*  
  • Introduces only a general purpose for the presentation (E.g., “I’m going to tell you about my paper.”)  
  • Gives audience only a general idea of what to expect in the talk  
  • Provides some contextual content w/in current course unit  
  • Controls material sufficiently to convey ethos of college student expert  
  ➔ Listeners are probably persuaded to consider the speaker’s ideas. | *The speaker...*  
  • Vaguely expresses purpose of talk or leaves it implicit  
  • Does not forecast content or organization, making talk difficult to follow.  
  • Gives little attention to current course unit  
  • Seems overwhelmed by content, failing to convey ethos of college student expert  
  ➔ Listeners are not persuaded to consider the speaker’s ideas. |
| 2. ORGANIZATION/LOGIC             | **The speaker...**  
  • Effectively stated main points stand out.  
  • Transitions enhance the organization.  
  • Conclusion wraps up presentation in satisfying manner, conveying wider significance. | **The speaker...**  
  • Main points are clear.  
  • Transitions are clear.  
  • Conclusion wraps up presentation adequately, but relies on summary instead of significance. | **The speaker...**  
  • Main points are difficult to identify.  
  • Transitions are implicit or missing.  
  • Presentation stops rather than concludes; wrap up is unclear or missing. |
| 3. DEVELOPMENT OF IDEAS           | *The speaker...*  
  • Effectively presents reasons, evidence, examples                                                                 | *The speaker...*  
  • Leaves some gaps where more or more specific reasons, evidence, examples were needed                                                                 | *The speaker...*  
  • Employs faulty reasons and/or uses inadequate supporting reasons, evidence, examples                                                                 |
| 4. VERBAL DELIVERY                | **The speaker...**  
  • Meets time requirements  
  • Talk seems natural, not memorized or read in sentences from notes.  
  • Vocabulary is well chosen for a classroom talk.  
  • Spoken words are articulated clearly.  
  • Speaker effectively modulates voice volume as needed.  
  • Speaker effectively modulates rate of speaking. | **The speaker...**  
  • Meets time requirements, but w/ a rushed or abrupt ending  
  • Speaker appears uncertain at times, overly reliant on notes or memorization.  
  • Word choices are appropriate for a classroom talk.  
  • Spoken words are generally clear.  
  • Speaker’s modulation of voice volume is inconsistent.  
  • Speaker sometimes speaks too quickly or leaves overly long pauses | **The speaker...**  
  • Doesn’t meet time requirements  
  • Talk is memorized or primarily read, making speaker seem distant.  
  • Some vocabulary choices are confusing or inappropriate for a classroom talk.  
  • Language is too frequently unclear.  
  • Speaker does not modulate voice volume as needed.  
  • Speaker does not modulate speed of rate of speaking as needed. |

See other side for items related to nonverbal delivery & use of presentation software

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<td><strong>5. NONVERBAL DELIVERY</strong></td>
<td>• Speaker’s posture, gestures, and facial expressions enhance delivery.</td>
<td>• Speaker’s posture, gestures, and facial expressions do not interfere with delivery.</td>
<td>• Speaker’s posture, gestures, and/or facial expressions interfere with delivery.</td>
</tr>
<tr>
<td></td>
<td>• Speaker makes effective eye contact with audience members.</td>
<td>• Speaker looks at audience more than at notes or screen.</td>
<td>• Speaker looks at notes or screen more than at audience.</td>
</tr>
<tr>
<td></td>
<td>• Speaker’s attire is appropriate and professional.</td>
<td>• Speaker’s attire is appropriate and professional.</td>
<td>• Speaker’s attire is inappropriate or unprofessional.</td>
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<td>• Speaker effectively handles notes, presentation software, or any other props.</td>
<td>• Speaker is not overly dependent on notes, presentation software, or props.</td>
<td>• Speaker is overly dependent on notes, presentation software, or props.</td>
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<tr>
<td><strong>6. USE OF VISUAL AIDS/PRESENTATION SOFTWARE</strong>¹</td>
<td>• Visual aids enhance the speaker’s points effectively.</td>
<td>• Visual aids at times distract listeners from the speaker’s points.</td>
<td>• Overall, visual aids detract from the speaker’s points rather than enhance them.</td>
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<td>• Visual aids connect directly with points in the speech but do not repeat the speech.</td>
<td>• Visual aids are used as speech outline or notes.</td>
<td>• Visual aids do not connect with the speech.</td>
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<td>• Individual slides present text w/ a point-evidence design that indicates hierarchy OR present relevant supporting visuals</td>
<td>• Connection between visual aids and speaker’s points is sometimes unclear.</td>
<td>• Organizational logic of many individual slides is unclear.</td>
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<td></td>
<td>• Individual slides present text that is simple, neat, and big enough for audience to see.</td>
<td>• Some slides are overly text heavy or too visually busy, making them difficult for audience to comprehend.</td>
<td>• Design of most slides makes them difficult for audience to read and comprehend.</td>
</tr>
</tbody>
</table>

¹ Visual aids are required. Use of Presentation Software is recommended. These rubric categories are Based on ABGW 6/e, pp. 408 and 416–418 and Workplace Literacy, MU ed, pp. 156–162. See also the Quick Reference box in Writing Matters on p. 206 (section 11d) and the Purdue OWL PowerPoints about PowerPoint at http://owl.english.purdue.edu/owl/resource/686/1. The best one is “Design Principles,” http://owl.english.purdue.edu/owl/resource/686/03/.