

Skill Sets	Developing (does not meet standards)	Competent (meets standards)	Accomplished (exceeds standards)
Subject Mastery	<ul style="list-style-type: none"> • Purpose/thesis is implied, not explicitly stated • Insufficient depth and accuracy of topic • Limited effort is made to make the message consistent 	<ul style="list-style-type: none"> • Purpose/thesis is clear, but somewhat simplistic • Adequate depth and accuracy of topic • Message is somewhat consistent 	<ul style="list-style-type: none"> • Purpose/thesis is clear, specific, and fully developed • Extensive depth and accuracy of topic • Message is consistent
Organization	<ul style="list-style-type: none"> • Main points are hard to identify • Brief or absent introduction; redundant or abrupt conclusion • Transitions may be missing 	<ul style="list-style-type: none"> • Main points are clear, but could be stronger • Adequate introduction and conclusion • Speaker uses transitions inconsistently 	<ul style="list-style-type: none"> • Clearly identified main points • Both introduction and conclusion are effective and engaging • Smooth transitions between points
Support	<ul style="list-style-type: none"> • Overall, sources are of poor quality • Citations are incomplete • Limited or poor use of both points above and supplemental materials (visual aids, handouts, etc.) 	<ul style="list-style-type: none"> • Sources are of adequate quality • Most citations are complete • Adequate use of both points above and supplemental materials 	<ul style="list-style-type: none"> • Sources are of strong quality • All citations are complete • Effective use of both points above and supplemental materials
Language	<ul style="list-style-type: none"> • Language is not tailored to nor is appropriate for the audience • Limited effort is made to make word choice inclusive and throughout the presentation • Demonstrates many grammatical accuracy 	<ul style="list-style-type: none"> • Word choice is adequately tailored to and is somewhat appropriate for the audience • Word choice is somewhat inclusive and for the audience throughout the presentation • Demonstrates occasional grammatical errors 	<ul style="list-style-type: none"> • Language is effectively tailored to and appropriate for the audience • Word choice is consistently inclusive throughout the presentation • Demonstrates isolated or no grammatical errors
Vocal Delivery	<ul style="list-style-type: none"> • Difficult to hear and understand • Little variation in pitch and rate • Frequent use of fillers (“um,” “like,” “you know”) 	<ul style="list-style-type: none"> • Can adequately be heard and understood • Somewhat varies pitch and rate • Occasional use of fillers 	<ul style="list-style-type: none"> • Easy to hear and understand • Varies pitch and rate to make message engaging • Isolated or no fillers
Physical Delivery	<ul style="list-style-type: none"> • Limited or problematic eye contact or facial expressions • Speaker demonstrates poor posture and gestures throughout presentation • Poor use of available space 	<ul style="list-style-type: none"> • Occasional eye contact and some engaging facial expressions • Adequate posture and gestures throughout the presentation • Adequate use of available space 	<ul style="list-style-type: none"> • Eye contact and facial expressions are effective and engaging • Effective posture and gestures throughout presentation • Effective use of available space