<table>
<thead>
<tr>
<th>Skill Sets</th>
<th>Developing</th>
<th>Competent</th>
<th>Accomplished</th>
</tr>
</thead>
</table>
| **Subject Mastery** | • Purpose/thesis is implied, not explicitly stated  
• Insufficient depth and accuracy of topic  
• Limited effort is made to make the message consistent | • Purpose/thesis is clear, but somewhat simplistic  
• Adequate depth and accuracy of topic  
• Message is somewhat consistent | • Purpose/thesis is clear, specific, and fully developed  
• Extensive depth and accuracy of topic  
• Message is consistent |
| **Organization**   | • Main points are hard to identify  
• Brief or absent introduction; redundant or abrupt conclusion  
• Transitions may be missing | • Main points are clear, but could be stronger  
• Adequate introduction and conclusion  
• Speaker uses transitions inconsistently | • Clearly identified main points  
• Both introduction and conclusion are effective and engaging  
• Smooth transitions between points |
| **Support**        | • Overall, sources are of poor quality  
• Citations are incomplete  
• Limited or poor use of both points above and supplemental materials (visual aids, handouts, etc.) | • Sources are of adequate quality  
• Most citations are complete  
• Adequate use of both points above and supplemental materials | • Sources are of strong quality  
• All citations are complete  
• Effective use of both points above and supplemental materials |
| **Language**       | • 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 | • 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 | • 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** | • Difficult to hear and understand  
• Little variation in pitch and rate  
• Frequent use of fillers (“um,” “like,” “you know”) | • Can adequately be heard and understood  
• Somewhat varies pitch and rate  
• Occasional use of fillers | • Easy to hear and understand  
• Varies pitch and rate to make message engaging  
• Isolated or no fillers |
| **Physical Delivery** | • Limited or problematic eye contact or facial expressions  
• Speaker demonstrates poor posture and gestures throughout presentation  
• Poor use of available space | • Occasional eye contact and some engaging facial expressions  
• Adequate posture and gestures throughout the presentation  
• Adequate use of available space | • Eye contact and facial expressions are effective and engaging  
• Effective posture and gestures throughout presentation  
• Effective use of available space |