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|  | Highly Effective | Effective | Marginally Effective | Ineffective |
|  | **IV** | **III** | **II** | **I** |
| 1. **Organization** measures development of ideas | Organizational strategy (e.g., sequenced material) is clearly and consistently observable, and strongly supports the intent of the presentation. | Organizational strategy (e.g., sequenced material) is observable within the presentation, and supports the intent of the presentation. | Organizational strategy (e.g., sequenced material) is intermittently observable within the presentation, and partially supports the intent of the presentation. | Organizational strategy (e.g., sequenced material) is not observable within the presentation or does not support the intent of the presentation. |
| 2. **Language** measures word choice and arrangement | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience, situation and purpose. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience, situation and purpose. | Language choices are mundane and partially support the effectiveness of the presentation. Language in presentation is marginally appropriate to audience, situation and purpose. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience, situation or purpose. |
| 3. **Delivery/ platform presence** measures execution of physical presentation skills | Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears highly polished and poised. | Delivery techniques (posture, gesture, eye contact, vocal disfluencies/ filler words, and vocal expressiveness) make the presentation interesting, and speaker appears polished and poised. | Delivery techniques (posture, gesture, eye contact, vocal disfluencies/ filler words and vocal expressiveness) make the presentation understandable, and speaker appears somewhat polished and poised. | Delivery techniques (posture, gesture, eye contact, vocal disfluencies/ filler words and vocal expressiveness) detract from the understandability of the presentation, and speaker appears unprepared and uncomfortable. |
| 4. **Presentation Aids** measures the effect of visual or other aids used during the presentation | Presentation aid choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Presentation aid is appropriate to audience, situation and purpose. | Presentation aid choices are thoughtful and generally support the effectiveness of the presentation. Presentation aid is appropriate to audience, situation and purpose. | Presentation aid choices are mundane and partially support the effectiveness of the presentation. Presentation aid is marginally appropriate to audience, situation and purpose. | Presentation aid choices detract from the effectiveness of the presentation. Presentation aid is not appropriate to audience, situation and purpose. |
| 5. **Purpose** measures alignment and clarity of message with supporting material | Central message is compelling and very well developed with supporting material (e.g., precisely stated, appropriately repeated, memorable). | Central message is clear and developed with the supporting material. | Central message is basically understandable but is insufficiently developed with supporting material (e.g., not often repeated/ memorable). | Central message can be deduced, but is not explicitly stated or sufficiently supported. |