

College Competency – Oral Communication

Communication grounds our interactions and connects us with others. Writing, reading, speaking, and listening help us make sense of the knowledge, ideas, and value of others so that we can discover and articulate new perspectives. Effective communication leads students to discover, develop, test, and share ideas.

Key Performance Indicator	Emergent	Proficient	Accomplished
Organization	Organizes main or supporting information in ways that require the audience to work excessively to understand the intended meaning. Leaves audience confused or with unanswered questions.	Organizes main and supporting information in ways that lead the audience to understand the intended meaning. May at times leave audience with unanswered questions and/or moments of confusion.	Main and supporting information is organized in ways that enhance the audience's ability to understand and engage with the speaker's message and perspective. Various organizational choices are used as needed in responding and adapting to different and/or multiple audience needs.
Language	<p>Language choices interfere with audience's ability to understand the content easily and as intended.</p> <p>Language is somewhat appropriate to purpose, audience, genre, mode, or situation.</p> <p>The speaker does not draw on a range of language choices to anticipate and respond to a variety of audience perspectives.</p>	<p>Language choices help audience to understand the content easily and as intended.</p> <p>Language is largely appropriate to purpose, audience, genre, mode, or situation.</p> <p>The speaker draws on a limited range of language choices to anticipate and respond to a variety of audience perspectives.</p>	<p>Language choices enhance speaker's effectiveness in communicating the intended message or meaning.</p> <p>Language is responsive to purpose, audience genre, mode, or situation.</p> <p>The speaker draws on a range of language choices to anticipate and respond to a variety of audience needs and that complement supporting materials.</p>
Delivery	While the speaker may employ delivery techniques, (e.g., vocal pace, tone, and variety; presence and energy; movements, gesture, and eye contact; visual aids), the choices they make may not engage the audience or help the audience understand the message.	The speaker typically employs delivery techniques, (e.g., vocal pace, tone, and variety; presence and energy; movements, gesture, and eye contact; visual aids) that engage the audience or help the audience understand the message, with occasional lapses.	Delivery techniques (e.g., vocal pace, tone, and variety; presence and energy; movements, gesture, and eye contact; visual aids, etc.) are consistently employed to engage the audience and/or enhance the audience's understanding of the message.



	<p>In addition, distracting delivery patterns (e.g., speaking too quickly or too quietly, looking down, excessive fidgeting) may make it difficult for the audience to relate to the speaker or understand what they are saying.</p>	<p>Delivery patterns (e.g., slowing speaking to emphasize a point, making friendly eye contact, gesturing with purpose) enable the audience to relate to the speaker and understand what they are saying.</p> <p>Delivery helps to establish presenter's credibility/authority.</p>	<p>Delivery techniques anticipate and respond to a diverse audience and accessibility needs (e.g., adapting language choices for non-native-English readers; presentation slides with sans serif text to be more accessible for dyslexic and visually impaired readers). (*see https://userway.org)</p> <p>Delivery enhances engagement with the speaker and understanding of what they are saying.</p> <p>Delivery style enhances presenter's credibility/authority.</p>
<p>Supporting Material</p>	<p>Choice of supporting materials (e.g., definitions, examples, illustrations, statistics, analogies, quotations) somewhat reflect the work's motivating question and methodology. Supporting materials may be sufficient, but audience may not be able to easily work out the connection between materials and the central message. Alternatively, there may be an insufficient amount or kind of supporting material to demonstrate and explicate the central message, or overreliance on supporting materials overshadows the presenter's message or voice.</p> <p>More generally, materials minimally support the message or minimally establish the speaker's credibility/authority.</p>	<p>Choice of supporting materials (e.g., definitions, examples, illustrations, statistics, analogies, quotations) typically reflect the work's motivating question and methodology, although there may be occasional lapses. Supporting materials enable audience to easily work out the connections between materials and the central message. Presenter interacts with supporting materials so that audience can easily work out how materials relate to central message.</p> <p>More generally, materials consistently support the central message and work to establish the speaker's credibility/authority.</p>	<p>Choice of supporting materials (e.g., definitions, examples, illustrations, statistics, analogies, quotations) are skillfully used to develop ideas that significantly support the work's motivating question/issue/methodology.</p> <p>Choices are responsive to the audience's diverse needs.</p> <p>Supporting materials enhance audience's understanding of the connections between the materials and the central message.</p> <p>Supporting materials are used effectively to create a clear and cohesive story that the audience can follow with ease and interest. Moreover, materials hold up the central message and enhance the speaker's credibility/authority.</p>



Central Message (Thematic Unity / Coherence / Cohesion)	While a sense of message may be present, it cannot be identified easily. For example, there may be several competing or contradictory messages, a message that does not respond to the issue at hand, an unclear focus, or imprecision at one or more levels.	Message is present and can be easily identified and followed. Is well focused and developed, relevant to issue at hand and to the audience.	Message engages the audience and develops in ways that are responsive to diverse audience needs. Audience feedback, including objections and questions, are anticipated and addressed in compelling or relevant ways.
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