

COMMUNICATION: SPEAKING OUTCOME

OUTCOME STATEMENT: SCC graduates should be able to speak in a manner that is clear, precise, coherent, perceptive, audience-aware, and correct (according to Standard Written English) in both small and large group settings.

RUBRIC: The following descriptions use the 100-point scale, but still conform to the 4-point rubric using the same performance descriptors as the others.

Exemplary (90-100 points): The goal of the speech was clear. The speaker had high-quality and accurate information or material and used a variety of kinds of development with visual aids and/or vivid language to meet the audience's interests, knowledge, and attitudes. The introduction had an attention-getter; main points were easy to follow, coherent; the closure was solid. The language was appropriate, clear, vivid, and emphatic. Delivery was excellent!

Satisfactory (80-89 points): The goal of the speech was basically clear. The information was good and a variety of development was used with visual aids to meet the audience's interests and knowledge. The introduction had an attention-getter; the main points were clear and coherent; the presentation had a closure. The language was basically clear, vivid, and emphatic. Delivery was pretty good, but could use more eye contact, enthusiasm, and originality.

Below Satisfactory (70-79 points): The goal of the speech was discernible. Material was sufficient. The presentation's attention-getter was mediocre, but the main points were fairly easy to follow. A few more transitions might be used, but a solid closure was given. The language was basically appropriate, clear, but not as vivid or emphatic as it could be. Delivery was okay, but could use more eye contact, enthusiasm, and originality.

Unsatisfactory (0-69 points): The goal of the speech was unclear. The information was mediocre at best. Visual aids and vivid language were poor or not used at all. The introduction was poor or weak; main points were difficult to follow. Few or no transitions were used. The closure was weak or absent. The language was unclear and poorly emphasized. Delivery was poor—didn't seem practiced—and little or no eye contact was made.

STANDARDS AND ASSESSMENT: In addressing a small or large group, assessment should consider content, organization, language, and delivery. The speaker's performance can be rated in small and/or large group situations on a scale from 0 to 5 (unsatisfactory to exemplary) for each item listed below.

1. Clear

- Clearly implied or directly stated goal of the presentation
- Clear and logical organization
- Clear and varied development techniques (examples, facts, statistics, visuals, etc.)

2. Precise

- Vivid language, examples, visual aids, etc.
- High-quality/accurate information

3. Coherent

- Smooth development (easy to follow)
- Transitional devices from one main point to the next
- Logical and signaled closure

4. Perceptive

- Visual aids and/or vivid language for clarity
- Anticipation of questions, concerns, objections
- Appropriate length and content (key terms, buzz words, terminology)
- Speech design (to appeal to a variety of listeners)

5. Audience-aware

- Material adaptation to audience's knowledge, interests, attitudes
- Appropriate language for audience
- Appealing information
- Adequate eye content
- Comfortable delivery

6. Correct (Edited American English)

- Proper grammar (avoidance of double negatives, slang, nonstandard language)
- Clear, distinctive articulation and volume
- Correct word usage and pronunciation

POSSIBLE ASSIGNMENTS: Assignments that measure the Speaking outcome can be drawn from the possible assignments listed for the writing and reading outcomes.