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## VOICE

“Good communication is as stimulating as black coffee, and just as hard to sleep after.”

~Anne Morrow Lindbergh

### *Enunciation*

Be sure to speak clearly and look up the pronunciation of unfamiliar words.

### *Projection*

Be sure the person at the back can hear you as well as the person in the front row.

### *Tone*

Your tone should reflect your material (e.g. happy, sad, funny, serious).

### *Volume*

Vary your volume for emphasis.

### *Pace*

Be sure your pace is neither too slow nor too fast. Anticipate audience response (e.g. laughter, applause, apprehension).

### *Word Choice*

Avoid using “filler” words such as *like*, *umm*, *you know*, *you guys*, and *uh*. Avoid using slang or off-color expressions.

### *Pitch*

Vary your pitch with attention to stressing important words or phrases.

### *Enthusiasm and Personality*

Let your knowledge and enjoyment of the topic shine through.



## **BODY LANGUAGE**

“The body is an instrument, the mind its function  
the witness and reward of its operation.”

~George Santayana

<i><b>Eye Contact</b></i>	<ul style="list-style-type: none"><li>• Be familiar enough with your text to make eye contact.</li><li>• Move your eyes appropriately around the room.</li><li>• Focus on several points around the room.</li><li>• Find several friends in the audience, imagining that you are talking to them.</li></ul>
<i><b>Posture and Movement</b></i>	<ul style="list-style-type: none"><li>• Stand up straight and look confident but not stiff.</li><li>• Do not distract the audience by pacing or swaying.</li></ul>
<i><b>Mannerisms</b></i>	<ul style="list-style-type: none"><li>• Keep hand gestures and facial expressions appropriate to your message.</li><li>• Eliminate distracting mannerisms like chewing gum, playing with your hair, tapping your fingers or feet, or leaning heavily on the podium.</li></ul>
<i><b>Dress</b></i>	<ul style="list-style-type: none"><li>• Formal presentations require conservative attire such as professional dress or uniform.</li><li>• Dramatic presentations may include an appropriate costume.</li><li>• Hair should not fall in your face during the presentation.</li></ul>

See Appendix II for more information

## **PREPARATION**

“The will to win is important,  
but the will to prepare is vital.”  
~Joe Paterno

### *Content*

- Know your purpose.
- Know your audience.
- Be sure to check your facts.
- Have more than a superficial knowledge of content.
- Give the audience something of value.

### *Organization*

Introduction	Body	Conclusion
<b>GRAB THE AUDIENCE'S ATTENTION</b>	<ul style="list-style-type: none"><li>• Develop no more than three points.</li><li>• Use logical order.</li><li>• Create smooth transitions.</li><li>• Do not digress.</li><li>• Anticipate time limits in writing your presentation.</li></ul>	Be clear about what the audience should take away from your speech: the last thing you say may be what they remember.

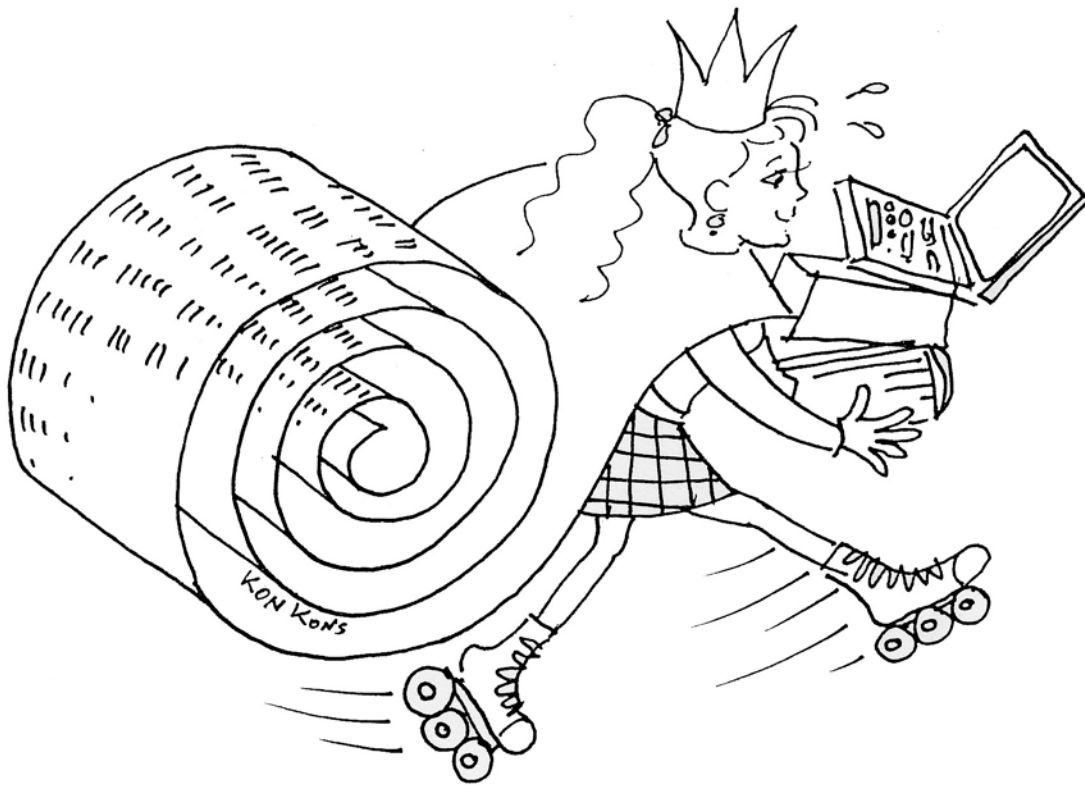
### *Practice*

- Prepare in advance.
- Prepare your script in a large font and with markings (Appendix I).
- Have your speech timed.
- Practice where you will give the presentation with the equipment to be used. Be ready for questions.

## PRESENTATION

“Presentation is Everything”

<i>Get your blood pumping</i>	Go for a brisk walk before your presentation so you will feel awake.
<i>Arrive early</i>	Arrive at least 15 minutes before your presentation in order to set up any equipment or props for your presentation.
<i>Check setup</i>	Make sure the equipment is in your room and functioning correctly. Make sure you have all the components and have practiced if you plan on incorporating a demonstration.
<i>Final run through</i>	Calm yourself and trust that your audience wants you to succeed.



## PowerPoint<sup>®</sup> GENERAL GUIDELINES

"PowerPoint is like having a loaded AK-47 on the table.

You can do very bad things with it."

~Peter Norvig

### *Design*

- ✓ Use colors sparingly; two to three at the most. Be consistent from slide to slide.
- ✓ Light backgrounds work. White can be too bright depending on competing light levels in the room. Light browns and blues work well. Lettering could be black, dark blue, dark purple or dark green.
- ✓ Dark backgrounds work, too. The most effective background colors are blue, turquoise, purple, magenta, teal, etc. Lettering could be white, yellow, cyan, pink and lighter versions of most other colors.
- ✓ Don't use red in any fonts or backgrounds.
- ✓ Graduated backgrounds are more interesting than plain ones.
- ✓ A note about photographs: when importing pictures, be sure they are no larger than 2 megabytes and are in a .jpg format. Larger files can slow down your show.
- ✓ Experiment with animating the transition between slides as well as animating the content with the slide.



### ***Wording***

- ✓ Abbreviate your message. Don't use complete sentences. Outline the thought to provide a memory trigger
- ✓ "7-7" rule. Create up to seven words across, seven lines down. The more you break this rule, the less the audience will see.
- ✓ Use only two font styles per page.
- ✓ Upper and lower case lettering is more readable than all capital letters.
- ✓ In bullet point lines, capitalize the first word and no other words unless they normally appear capped.

### ***General Hints***

- ✓ If using a laser pointer, don't move it too fast. For example, if circling a number on the slide, do it slowly.
- ✓ Don't point the laser at the audience.
- ✓ Look at the audience, not at the slides, whenever possible.
- ✓ Run "spell check" on your show when finished.
- ✓ Elaborate on the wording of your PowerPoint instead of simply reading your bulleted points.



## **TYPES OF PRESENTATIONS**

### *Informative*

"Informative speeches generally concentrate on explaining--telling how something works, what something means, or how to do something. A speaker who gives an informative speech usually tries to give his or her audience information without taking sides." (Hybels & Weaver, Communicating Effectively, p. 293)

### *Persuasion*

"It is impossible to escape persuasive speaking, and persuasion has consequences. Change can occur when persuasion takes place. Persuasion is the process that occurs when a communicator (sender) influences the values, beliefs, attitudes, or behaviors of another person (receiver). . . .To fully understand persuasion, we need to understand influence and motivation." (Hybels & Weaver, *Communicating Effectively*, p. 458)

### *Narrative*

"This kind of speech tells a story, usually a story about your own life, although it could be the life of a famous person as well. The speech should be very casual and is more like reciting a short story than a list of facts. It doesn't necessarily have an introduction, body and conclusion, but it does have a beginning, to interest the audience, a middle, to tell the story, and an end that will make the audience remember the story later, fondly." (Louise Lemieux. 2001. UBC English Language Institute)

## **GUIDELINES FOR SCHOOL ANNOUNCEMENTS**

- On the day prior to your announcement, have it approved by your faculty sponsor or a teacher. Your announcement should answer the following questions:
  - Whom does it involve? To whom are you speaking?
  - What is your announcement regarding?
  - Where is the meeting or event taking place?
  - When is the meeting or event taking place? Is there a deadline?
- If you are making an announcement for a sports team, make sure to answer the following questions.
  - Whom do you represent? Whom did you play?
  - What happened at the game? What were some highlights? What was the score?
  - Where did you play?
  - When and where is the next game?

### ***Morning Announcements***

- On the day of the announcement, sit at the front of the chapel.
- Make sure you are dressed appropriately in school uniform.
- Wait your turn and stand for your announcement.
- Follow the guidelines on page 3 to make sure your announcement is understood by those all the way in the back.

### ***Lunch Announcements***

- Make sure you are dressed appropriately in school uniform.
- When announcements begin, get in line immediately.
- Wait quietly in the line.
- When at the lectern, stand up straight.
- Don't touch the microphone. It works from a distance and will pick up your voice.
- Follow the guidelines on page 3 to make sure your announcement is understood by those in the back of the cafeteria.
- Do not ramble.

## **APPENDIX I**

### ***PUBLIC SPEAKING GUIDELINES***

Appendix 1 is an example of a dramatic script that has been marked for performance. In drama, the performer focuses on creating a character, expressing emotion and interpreting the intentions of the author.

As a public speaker, you will not need to use such a broad range of emotion, but take a few lines of this example and practice your own dynamic range. Next, determine how you want to express yourself in this speech.

Ask yourself the following:

- Do I need to slow down?
- Do I need to stress important words?
- Do I need to change pace at the end of an important phrase?
- Do I need longer pauses between sentences?

**\*\*Look up every word in the script and paraphrase it in your own words so you know what you're saying. Where should you add emphasis? What are you (or your character) trying to accomplish? What reaction do you want?**

Review the list of markings in this appendix and select a few that will help you express yourself clearly.

## APPENDIX I

### Marking the Script

Marullus

Wherefore rejoice? / What conquest brings he home? //

What tributaries follow him to Rome,

To grace in captive bonds his chariot wheels?

You blocks, you stones, you worse than senseless things! //

O you hard hearts, you cruel men of Rome,

Knew you not Pompey? // Many a time and oft

Have you climbed up to walls and battlements, +

To towers and windows, yea, to chimney tops,

Your infants in your arms, and there have sat

The livelong day with patient expectation,

To see great Pompey pass the streets of Rome

Motivation: Self-interest and revenge. Marullus and Flavius were tribunes of the slain Pompey. They fear the loss of democracy in Rome.

Pointing to decorated statues  
PP "Why are you celebrating?"

"What is Caesar's conquest - victories over Rome's enemies or over Pompey, Rome's friend?"  
tributaries = captives

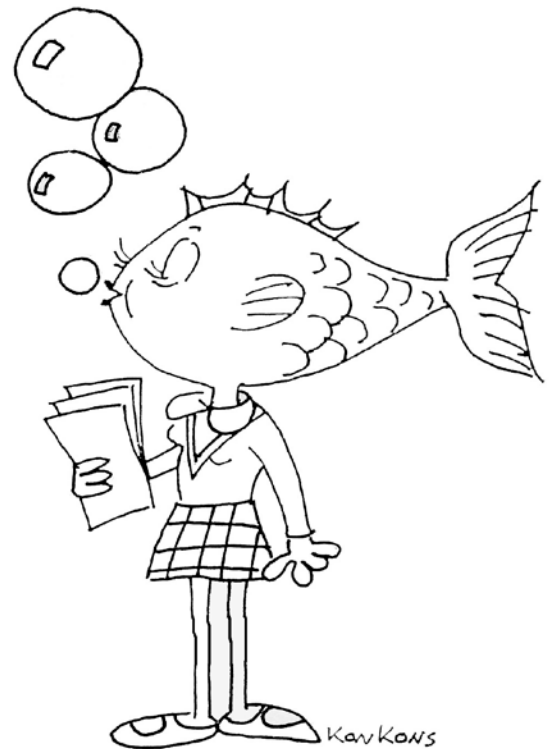
irony: Common people will react in a similar manner after Caesar's death.

chimney tops (Shakespeare's London, not Rome)

from: Julius Caesar

#### Symbol Key

+	slight pause	~~~~~	speed up reading
/	1-second pause	~~~~~	slow down reading
//	2-second pause	↗	rising inflection
⏏	phrase	↘	falling inflection
—	simple stress	L	laugh line
==	greater stress	C	character line
===	greatest stress	P	plot line
↗	pitch level rising	T	theme line
↘	pitch level falling	PP	paraphrase



Henry Schanker and Katherine Ommanney, *The Stage and the School* 7<sup>th</sup> ed., Glencoe, McGraw-Hill, 1997, p. 11.

## APPENDIX II

### *Verbal Effectiveness*

Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose.

Advanced (5)	Developing (3)	Emerging (1)
<p>A. <b>Ideas</b> are clearly organized, developed, and supported to achieve a purpose; the purpose is clear.</p> <p>B. The <b>introduction</b> gets the attention of the audience.</p> <p>C. <b>Main points</b> are clear and organized effectively.</p> <p>D. <b>Supporting material</b> is original, logical, and relevant (facts, examples, etc.).</p> <p>E. Smooth <b>transitions</b> are used.</p> <p>F. The <b>conclusion</b> is satisfying.</p> <p>G. <b>Language</b> choices are vivid and precise.</p> <p>H. <b>Material</b> is developed for an oral rather than a written presentation.</p>	<p>A. The <b>main idea</b> is evident, but the organizational structure may need to be strengthened; ideas may not always flow smoothly.</p> <p>B. The <b>introduction</b> may not be well-developed.</p> <p>C. <b>Main points</b> are not always clear.</p> <p>D. <b>Supporting material</b> may lack in originality or adequate development.</p> <p>E. <b>Transitions</b> may be awkward.</p> <p>F. The <b>conclusion</b> may need additional development.</p> <p>G. <b>Language</b> is appropriate, but word choices are not particularly vivid or precise.</p>	<p>A. <b>Idea</b> “seeds” have not yet germinated; ideas may not be focused or developed; the main purpose is not clear.</p> <p>B. The <b>introduction</b> is undeveloped or irrelevant.</p> <p>C. <b>Main points</b> are difficult to identify</p> <p>D. Inaccurate, generalized, or inappropriate.</p> <p>E. <b>Supporting material</b> may be used.</p> <p>F. <b>Transitions</b> may be needed.</p> <p>G. The <b>conclusion</b> is abrupt or limited.</p> <p>H. <b>Language</b> choices may be limited, peppered with slang or jargon, too complex, or too dull.</p>

## APPENDIX II

### *Nonverbal Effectiveness*

The nonverbal message supports and is consistent with the verbal message.

Advanced (5)	Development (3)	Emerging (1)
<p>A. The <b>delivery</b> is natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate.</p> <p>B. The vocal tone, delivery style, and clothing are consistent with the message</p> <p>C. Limited <b>filler words</b> (<i>ums</i>) are used.</p> <p>D. Clear <b>articulation and pronunciation</b> are used.</p>	<p>A. The <b>delivery</b> generally seems effective – however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed.</p> <p>B. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message.</p> <p>C. <b>Filler words</b> are not distracting.</p> <p>D. Generally, <b>articulation and pronunciation</b> are clear.</p> <p>E. Over dependence on notes may be observed.</p>	<p>A. The <b>delivery</b> detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most or all of the speech; gestures and movements may be jerky or excessive.</p> <p>B. The delivery may appear inconsistent with the message.</p> <p>C. <b>Filler words</b> (<i>ums</i>) are used excessively.</p> <p>D. <b>Articulation and pronunciation</b> tend to be sloppy.</p>

## APPENDIX II

### *Appropriateness*

Idea development, use of language, and the organization of ideas for a specific audience, setting, and occasion are appropriate. Communication is respectful.

Advanced (5)	Developing (3)	Emerging (1)
<p>A. <b>Language</b> is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch” (use a different language form) when appropriate</p> <p>B. <b>Topic selection</b> and examples are interesting and relevant for the audience and occasion</p> <p>C. <b>Delivery style</b> and clothing choices suggest an awareness of expectations and norms.</p>	<p>A. <b>Language</b> used is not disrespectful or offensive.</p> <p>B. <b>Topic selection</b> and examples are not inappropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident.</p> <p>C. The <b>delivery style</b>, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience.</p>	<p>A. <b>Language</b> is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.</p> <p>B. <b>Topic selection</b> does not relate to audience needs and interests.</p> <p>C. The <b>delivery style</b> may not match the particular audience or occasion – the presenter’s tone of voice or other mannerisms may create alienation from the audience; clothing choices may also convey disrespect for the audience.</p>

## APPENDIX II

### *Responsiveness*

Communication may be modified based on verbal and nonverbal feedback.  
Speakers/listeners demonstrate active listening behaviors

Advanced (5)	Developing (3)	Emerging (1)
<p>A. The presenter uses materials to keep the <b>audience engaged</b>.</p> <p>B. Material is modified or clarified as needed given audience verbal and nonverbal <b>feedback</b>.</p> <p>C. Reinforcing verbal listening <b>responses</b> such as paraphrasing or restating are used if needed when answering questions are focused and relevant.</p> <p>D. <b>Nonverbal</b> behaviors are used to keep the audience engaged such as maintaining eye contact, modifying delivery style if needed, and using reinforcing nonverbal listening responses (nodding, leaning forward, etc.) when answering questions.</p>	<p>A. The presenter is able to keep the <b>audience engaged</b> most of the time.</p> <p>B. When <b>feedback</b> indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas.</p> <p>C. <b>Responses</b> to audience questions are generally relevant but little elaboration may be offered.</p> <p>D. Generally, the speaker demonstrates audience awareness through such <b>nonverbal</b> behaviors as tone, movement, and eye contact with the whole audience; some reinforcing nonverbal listening responses are periodically used when answering questions.</p>	<p>A. The presenter is not able to keep the <b>audience engaged</b>.</p> <p>B. The verbal or nonverbal <b>feedback</b> from the audience may suggest a lack of interest or confusion.</p> <p>C. <b>Responses</b> to audience questions may be undeveloped or unclear.</p> <p>D. The <b>nonverbal</b> aspects of delivery do not indicate an awareness of audience reactions; reinforcing nonverbal listening responses such as using eye contact, facing the person, etc. are not used when answering questions.</p> <p>E. Poise or <b>composure</b> is lost during any distractions.</p>



### APPENDIX III

#### *Rubric for Public Speaking*

	Content	High	Average			Low
1	States the purpose	5	4	3	2	1
2	Organizes the content	5	4	3	2	1
3	Supports ideas	5	4	3	2	1
4	Incorporates stories and examples	5	4	3	2	1
5	Summarizes the main idea(s)	5	4	3	2	1

	Delivery	High	Average			Low
1	Demonstrates awareness of listener's needs	5	4	3	2	1
2	Speaks clearly with appropriate vocabulary and information	5	4	3	2	1
3	Uses tone, speed, and volume as tools	5	4	3	2	1
4	Demonstrates complexity of vocabulary and thought	5	4	3	2	1
5	Appears comfortable with audience	5	4	3	2	1

Average Score \_\_\_\_\_

## APPENDIX III

### *4-H Rubric for Public Speaking*

Speaker's Name: \_\_\_\_\_

Age by Sept. 30<sup>th</sup> of current year: \_\_\_\_\_

Date: \_\_\_\_\_ Speech Title: \_\_\_\_\_

	5 pts	4 pts	3 pts
<b>General Appearance of Speaker (10 pts possible)</b>			
Neatly dressed, well groomed (no costumes)			
Calm, confident, at ease, good posture			
<b>Speech Selection (5 pts possible)</b>			
Age-appropriate topic; one theme that shows unity and coherence			
<b>Voice-Projection, Fluency &amp; Control (25 pts possible)</b>			
Pitch, volume, speed, tone, rhythm			
Clear pronunciation			
Audible at all times, distinct, natural voice			
Enthusiastic, personality shows through			
Speaker captures and retains audience attention			
<b>Speech (25 pts possible)</b>			
Well organized, logical order			
Intro, body, conclusion			
Up to date, accurate, relevant info			
Speaker sticks to subject			
Adheres to time limits			
<b>Use of Language (10 pts possible)</b>			
Appropriate word choice, clear, correct phrasing			
Correct Grammar used			
No long pauses, no "extra" words ( <i>um, uh, you know</i> )			
<b>Expression (10 pts possible)</b>			
Good eye contact			
Appropriate gestures – body language			
<b>Response to Questions (10 pts possible)</b>			
Adequate, complete answers			
Timely, spontaneous response			
<b>Total Points</b>			

Constructive Comments: \_\_\_\_\_

\_\_\_\_\_

CITATION

## APPENDIX III

### *Rubric for Independent Study Presentations & Senior Speeches*

Presenter: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Total Score: \_\_\_\_\_

Score	4	3	2	1
<p><b>Effective Introduction and Conclusion</b></p> <p>Score ____</p>	<ul style="list-style-type: none"> <li>• Clear, quick, catchy sketch of ISP activities</li> <li>• Excellent wrap up.</li> <li>• Some discussion on what you might change to make the experience better</li> </ul>	<ul style="list-style-type: none"> <li>• Explain general activities of ISP</li> <li>• General conclusion</li> <li>• Mention of things that would be better</li> </ul>	<ul style="list-style-type: none"> <li>• Some information about ISP</li> <li>• Little separation between body of talk and conclusion</li> <li>• No discussion of what you would change</li> </ul>	<ul style="list-style-type: none"> <li>• No discussion of whole ISP at start</li> <li>• Abruptly ends the presentation with no conclusion</li> </ul>
<p><b>Organized Presentation of Material</b></p> <p>Score ____</p>	<ul style="list-style-type: none"> <li>• Logical progression of information</li> </ul>	<ul style="list-style-type: none"> <li>• Good order, but skipped around a bit</li> </ul>	<ul style="list-style-type: none"> <li>• Skipped from topic to topic</li> </ul>	<ul style="list-style-type: none"> <li>• General lack of organization</li> </ul>
<p><b>Public Speaking Skills, General Mannerisms, Language Usage</b></p> <p>Score ____</p>	<ul style="list-style-type: none"> <li>• Good eye contact, posture, confident composure before audience, handles papers well. Excellent use of vocabulary, clear diction, no use of common language: <i>like, you know, and um</i></li> </ul>	<ul style="list-style-type: none"> <li>• Some eye contact</li> <li>• Composed</li> <li>• Some rustling of papers/ materials</li> <li>• Confident voice</li> <li>• Good vocabulary and diction</li> <li>• Some faltering in speech</li> <li>• Some usage of common language</li> </ul>	<ul style="list-style-type: none"> <li>• Little eye contact</li> <li>• Paper/materials rustling</li> <li>• Lack of composure</li> <li>• Uneven movements</li> <li>• Good vocabulary</li> <li>• Inconsistent in diction/audibility</li> <li>• General use of common language</li> </ul>	<ul style="list-style-type: none"> <li>• Read presentation for the most part</li> <li>• Very uneasy composure</li> <li>• Lots of paper/material rustling</li> <li>• Hard to hear or mumbling</li> <li>• Slang usage</li> <li>• Silly or inappropriate audience interaction</li> </ul>
<p><b>Presentation of Content</b></p> <p>Score ____</p>	<ul style="list-style-type: none"> <li>• Full with details</li> <li>• Illustrations</li> <li>• Examples</li> <li>• Reasons</li> <li>• And/or events</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful with key details</li> <li>• Examples</li> <li>• Illustrations</li> <li>• Reasons etc.</li> <li>• Occasional thinness of elaboration allowed</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no elaboration</li> <li>• Few brief details</li> <li>• Chunks of irrelevant material</li> </ul>	<ul style="list-style-type: none"> <li>• Sparse</li> <li>• No purposeful elaboration</li> </ul>
<p><b>Discussion of Activities and Opportunities</b></p> <p>Score ____</p>	<ul style="list-style-type: none"> <li>• Concise discussion of activity</li> <li>• Details of what you did and value</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of activity and some personal reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of activity without reference to personal value</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear discussion of ISP activity</li> <li>• No discussion of value</li> </ul>
<p><b>Accomplishments/ Goals Attained</b></p> <p>Score ____</p>	<ul style="list-style-type: none"> <li>• Good discussion of outcome and overall long-term value</li> </ul>	<ul style="list-style-type: none"> <li>• Good discussion of accomplishments</li> <li>• Some discussion of goals attained</li> </ul>	<ul style="list-style-type: none"> <li>• Brief discussion of accomplishments and some discussion of goals attained</li> </ul>	<ul style="list-style-type: none"> <li>• Little discussion of accomplishments</li> <li>• No discussion of meeting goals</li> </ul>
<p><b>Use of Visual Aids</b></p> <p>Score ____</p>	<ul style="list-style-type: none"> <li>• Excellent use of visual aids</li> <li>• Timing &amp; equipment appropriate for audience size</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of visual aids</li> <li>• Use of equipment not well coordinated with presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aids used, but not effective for audience size or not in sync with presentation</li> </ul>	<ul style="list-style-type: none"> <li>• No visual aids or aids used to the distraction of the presentation</li> </ul>