



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><u>Group Discussion Member</u></p> 	<p>A. Ideas offered are related to the group’s purpose or goals.</p> <p>B. Ideas expressed are concise and easy to follow.</p> <p>C. Contributions to the group are supported by facts, examples, analogies, statistics, or personal experience, etc.; new ideas are shared.</p> <p>D. Facts are distinguished from opinions</p> <p>E. Language and word choices are vivid and precise; unfamiliar language or concepts are defined or clearly explained.</p>	<p>A. Ideas do not detract from the group’s purpose or goals.</p> <p>B. Ideas expressed are usually clear though they may not be concise.</p> <p>C. Contributions to the group are generally supported by facts, examples, analogies, statistics, or personal experience, etc. but may need more development.</p> <p>D. Facts are generally distinguished from opinions.</p> <p>E. Language and word choices are generally concrete but some abstract or vague ideas may be expressed. Jargon may be used.</p>	<p>A. Ideas are generally not relevant to the overall group purpose or goals.</p> <p>B. Ideas expressed appear random, disproportionately lengthy, and are difficult to follow.</p> <p>C. Contributions to the group are still in the development process — support for ideas is still limited or lacking.</p> <p>D. Opinions may be stated as facts.</p> <p>E. Language and word choices are vague, abstract, or trite. Jargon may be used.</p>


Nonverbal Effectiveness

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

	Advanced (5)	Developing (3)	Emerging (1)
<p><u>Group Discussion Member</u></p> 	<p>A. Conversation sounds natural and fluid.</p> <p>B. Confidence and commitment to the topic are expressed through vocal tone, facial expressions, eye contact with group members, volume, energy, etc.</p> <p>C. Facial expressions and vocal tone are consistent with and enhance the meaning of verbal expressions.</p> <p>D. Clear articulation and pronunciation are used.</p>	<p>A. Conversation sounds natural.</p> <p>B. Confidence may not always be evident—vocal tone, facial expressions, eye contact with group members, volume, and energy may be inconsistent.</p> <p>C. Facial expressions and vocal tone do not contradict verbal expressions.</p> <p>D. Any articulation and pronunciation difficulties do not detract from overall effectiveness.</p>	<p>A. Conversation sounds unnatural, hesitant, or overly forceful.</p> <p>B. Low levels of participation, flat vocal tone, or an inaudible voice may indicate a lack of confidence (or limited willingness to communicate).</p> <p>C. Facial expressions and vocal tone do not consistently match verbal contributions.</p> <p>D. Articulation and / or pronunciation difficulties are distracting.</p>


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><u>Group Discussion Member</u></p> 	<p><i>Respect for other group members is reflected by:</i></p> <p>A. Language that is familiar to the group, concrete, and appropriate for the group purpose, free of bias, and socially appropriate.</p> <p>B. Contributions and examples that are interesting and relevant to the group membership and purpose.</p> <p>C. Contributions and responses that are courteous and tactful.</p> <p>D. Behaviors that reflect group norms such as turn-taking, etc.</p> <p>E. A communication style that reflects the group norms and expectations.</p>	<p>A. Language used is not disrespectful or offensive.</p> <p>B. For the most part, contributions are relevant and appropriate for the group membership and group purpose.</p> <p>C. Contributions and responses are not rude or devaluing. “Put-downs” or personal criticisms are avoided.</p> <p>D. At times, the developing group member may violate group norms such as speaking too long, interrupting, etc.</p> <p>E. The communication style, tone of voice, volume, energy level, may sometimes be inconsistent with the group norms and expectations.</p>	<p>A. Language used may suggest bias toward group members or others.</p> <p>B. Contributions shared may be questionable or inappropriate for the group; or little, if any, connection is made between ideas expressed and the relevance to group purpose and needs.</p> <p>C. Contributions may be expressed as “put-downs” or personal criticisms toward others.</p> <p>D. A lack of awareness for group norms may be demonstrated by controlling or aggressive behaviors.</p> <p>E. The communication style, contributor’s tone of voice, and other mannerisms may alienate him or her from other group members.</p>

Responsiveness

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

	Advanced (5)	Developing (3)	Emerging (1)
<p><u>Group Discussion Member</u></p> 	<p>A. Contributions often build on or link with contributions made by other members.</p> <p>B. Ideas may be clarified as needed given group verbal or nonverbal feedback.</p> <p>C. Efforts are made to draw everyone into the discussion.</p> <p>D. Efforts may be made to resolve conflicts.</p> <p>E. Active listening behaviors are demonstrated such as asking questions of clarification, offering evaluative comments about ideas, paraphrasing for understanding, summarizing group comments, maintaining eye contact, leaning forward, nodding in affirmation while others are speaking, etc.</p>	<p>A. Contributions often build on the ideas expressed by others.</p> <p>B. Efforts are made to clarify ideas when group verbal or nonverbal feedback suggests it is needed.</p> <p>C. Some effort may be demonstrated to draw selected individuals into the discussion.</p> <p>D. Active listening behaviors are generally limited to maintaining eye contact, using facial expressions to convey interest, disagreement, etc.</p>	<p>A. Contributions do not link to ideas of others in the group; comments may be relevant to own interests rather than the interests of the group.</p> <p>B. Little or no effort is made to clarify ideas; a lack of responsiveness to group verbal or nonverbal feedback is evident.</p> <p>C. Little or no effort is made to draw anyone else into the conversation.</p> <p>D. “Listening behaviors” may be limited to sitting unresponsively while others talk.</p> <p>E. Personal attacks may be made rather than offering a critique of ideas.</p> <p>F. Distracting behaviors may include conducting side conversations, sleeping, writing notes, etc.</p>