

**Primary Trait Analysis for Speaking Matrix (Adapted for Student Commencement Speaker Evaluation)  
for Assessment of Oral Presentations**

	<b>Highly Competent</b>	<b>Competent</b>	<b>Minimally Competent</b>	<b>Not Competent</b>
<b>Organization</b>	Main points are balanced, divided logically into sub-points, and clearly related to topic; well organized with introduction, body, conclusion; highly effective transitions are included between introduction and body, between the body and conclusion, and between the main points; introduction includes highly effective opener and central idea; conclusion includes summary and closure.	Conveyed a central idea or topic; most information presented in logical structure; adequate introduction, body, conclusion; adequate transitions.	Attempted to focus on an idea or topic; ideas were loosely connected to topic; structure unclear; introduction, body, conclusion detectable but not comprehensive; transitions unclear.	Had little or no focus on central idea or topic; no apparent logical structure; introduction, body, or conclusion absent; lacked transitions.
<b>Language</b>	Language is conducive for oral presentation resulting in a fluent speech; consistently used creative and memorable sentence structure and word choice; concrete, descriptive language is used that evokes imagery; tone is inspirational and compelling; vocabulary is appropriate, slang and jargon are avoided or defined.	Used some varied sentence structure and word choice; unfamiliar terms easily interpreted; adequate standards of usage employed; few fluency hiccups due to language choice.	Unfamiliar terms not easily interpreted; little varied sentence structure and word choice; minimal evidence of appropriate standards of usage; fluency hiccups due to language choice distracted from content.	Inadequate standards of usage; no varied sentence structure and word choice; unfamiliar terms not defined.
<b>Analysis</b>	Topic is made relevant to audience in the introduction and relevance is built throughout the body of the speech; Relevance is established for the specific audience; approach and structure highly consistent with overall purpose, logical progression and building of ideas; strong evidence of critical/reflective thinking and consideration of prompt; speech is “distinctively EIU”	Topic is made relevant to the audience in the introduction and in some other parts of the speech; relevance is established to a more general audience than the people present; approach and structure consistent with overall	Attempt to establish relevance is made at one point in the speech; relevance is not established for a specific audience; approach and structure inconsistent with overall purpose; inconsistent evidence of critical/reflective	Limited adaptation to audience and situation; approach and structure not appropriate for the overall purpose; lacks evidence of critical/reflective thinking.

		purpose; some evidence of critical/reflective thinking.	thinking.	
<b>Nonverbal Delivery</b>	Only brief references to notes; clearly engaged audience through sweeping, deliberate eye contact, purposeful gestures/movement, and facial expressions appropriate for content.	Referred occasionally to notes; engaged audience through eye contact, gestures/movement, and facial expressions.	Relied heavily on notes; exhibited minimal awareness of audience; infrequent eye contact or gestures; some distracting mannerisms.	Read directly from notes; exhibited little or no audience awareness, gestures, or eye contact; frequent, distracting mannerisms.
<b>Verbal Delivery</b>	Voice varied in pitch, volume, rate, emphasis, inflection, and rhythm; appropriate enthusiasm; free of fillers (ahs, uhms, ers); highly effective articulation and pronunciation.	Some variation in pitch, volume, rate, and emphasis; some fillers (ahs, uhms, ers); effective articulation and pronunciation.	Limited variation in pitch, volume, rate, and emphasis; some distracting fillers (ahs, uhms, ers); minimally effective articulation and pronunciation.	No variation in pitch, volume, rate, or emphasis; fillers (ahs, uhms, ers) detract from the presentation; lack of clear articulation and pronunciation.