

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

| | 4 Highly Competent | 3 Competent | 2 Minimally Competent | 1 Not Competent |
|---------------------------|--|---|---|---|
| Organization | 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. |
| Language | 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. |
| Material | Content was highly specific to the topic, highly relevant to the occasion, and very interesting. | Content adequately specific, credible, relevant, sufficient, interesting; lacked support for some points; partial audience adaptation of content; some information sources cited. | Content minimally specific, credible, relevant, sufficient, and interesting; minimal support; few information sources cited; little audience adaptation of content. | Content not specific, credible, relevant, sufficient, interesting; ideas not supported; information sources not cited; lacks audience adaptation of content. |
| Analysis | 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 purpose; some evidence of critical/reflective thinking. | 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 thinking. | Limited adaptation to audience and situation; approach and structure not appropriate for the overall purpose; lacks evidence of critical/reflective thinking. |
| Nonverbal Delivery | 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. |
| Verbal Delivery | 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. |