

**GVSU Student Commencement Speaker Selection Form**

**Speaker:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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| <p>1. <b>Organization:</b> Uses organization that is clear and logical.<br/>Effective Attention Getter____. Thesis____. Main Points clearly distinguishable____. Effective Conclusion____.</p> | <p>Poor Fair Good V.Good Excellent<br/>(1) (2) (3) (4) (5)</p> |
| <p>2. <b>Conversational Style:</b> Uses variety in rate, pitch, and pause to maintain interest; avoids vocal pauses (i.e., Uh, Um).</p>  | <p>Poor Fair Good V.Good Excellent<br/>(1) (2) (3) (4) (5)</p> |
| <p>3. <b>Verbal Delivery:</b> Uses clear pronunciation and articulation, correct grammar, correct words, and adequate volume.</p>  | <p>Poor Fair Good V.Good Excellent<br/>(1) (2) (3) (4) (5)</p> |
| <p>4. <b>Nonverbal Delivery:</b> Uses appropriate gestures and posture, as well as maintains adequate eye contact.</p>   | <p>Poor Fair Good V.Good Excellent<br/>(1) (2) (3) (4) (5)</p> |

General Comments:

Total Score\_\_\_\_\_/20 (x5 = 100) \_\_\_\_\_%

| <b>Categories</b>             | <b>High Quality</b>   | <b>Average Quality</b>  | <b>Low Quality</b>  |
|-------------------------------|---|---|---|
| <b>ORGANIZATION</b>           | Uses a logical organizational pattern and transition statements throughout the presentation that clearly outline the work. Includes effective attention getter, clear thesis, and effective conclusion. | Uses a form of organizational pattern and transition statements that somewhat clearly outline the work. Includes an attention getter, thesis, and conclusion. | Uses a vague organizational pattern and transition statements that make it difficult to outline the work. Includes a weak attention getter, unclear thesis, and ineffective conclusion.           |
| <b>CONVERSATIONAL STYLE</b>   | Uses appropriate and effective variety in rate, pitch, and pauses to maintain the audience's attention; avoided, or only uses minimal, vocal pauses (i.e., uh, um, like, ya know, etc.).                | Uses some variety in rate, pitch, and pauses to maintain the audience's attention; uses some vocal pauses (i.e., uh, um, like, ya know, etc.).                | Uses inappropriate and ineffective variety in rate, pitch (monotone), and pauses that did not maintain the audience's attention; uses excessive vocal pauses (i.e., uh, um, like, ya know, etc.). |
| <b>VERBAL PRESENTATION</b>    | Uses clear pronunciation and articulation with correct grammar, correct and appropriate language/words, and ample volume.   | Uses acceptable pronunciation and articulation with acceptable grammar, acceptable language/words, and adequate volume.                                       | Uses unclear pronunciation and articulation with incorrect grammar, incorrect and/or inappropriate language/words, and low volume.  |
| <b>NONVERBAL PRESENTATION</b> | Uses effective gestures that add to the presentation's quality, appropriate posture for the occasion, and maintained effective eye contact with the audience.   | Uses gestures, adequate posture for the occasion, and mixed some eye contact with reading notes.  | Uses ineffective gestures that detracted from the presentation's quality, inappropriate posture for the occasion, and reads the majority of the speech.   |

General Comments:

Total Score \_\_\_\_\_/20 (x5 = 100) \_\_\_\_\_%