Adjudication Form

Speaker Narrative

Reporting

Title/Topic Time Convincing (circle one)

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|  | Does Not Yet Meet Expectations\*  **(score 1)** | **Minimally Meets Expectations**  **(score 2)** | **Fully Meets**  **Expectations**  **(score 3)** | **Exceeds**  **Expectations**  **(score 4)** | **Score**  **(1-4)** |
| **Organization** | •Introduction, body, and conclusion not readily recognizable  •Apparent purpose may unintentionally differ from stated purpose, or there may be no statement of purpose  •Speech is too short for format or subject matter | •Introduction, body, & conclusion are identifiable, but generally not engaging  •Speech begins with statement of purpose, stated in predictable manner  •Speech may wander from stated purpose  •Speech length is appropriate or excessive | •Introduction, body, & conclusion are identifiable and generally, but not consistently, engaging  •Clear statement of purpose  •Appropriate speech length | •An engaging introduction that leads naturally to a fully-explored topic, building to a clear conclusion  •Purpose presented in sophisticated manner – may be implicit  •Appropriate speech length |  |
| **Content** | •Absence of detail, or larger context, or both  •Limited or no support | • Either detail or larger context is insufficient  •Obvious oversights in support | • Sufficient detail and larger context both evident  •Sufficient support | • Effective blend of detail and larger context  • Ample support |  |
| **Appropriateness** | • Speech offended some audience members, adjudicator, or both\*\*  • There may be a mismatch between tone of speech and tone of delivery | • Speaker seemed to deliberately “walk the line” of appropriate content  • Several slips in appropriateness of delivery | • No foreseeable chance of offending audience  • A few slips in appropriateness of delivery | • No foreseeable chance of offending audience  • Delivery consistently appropriate to tone of speech |  |
| **Voice and Language** | • Use of voice encourages audience disengagement  • Limited vocabulary, numerous pronunciation errors, little variety in sentence structures | • Inconsistent use of voice may detract from effectiveness of the content  • Adequate vocabulary, one or two pronunciation errors, limited variety in sentence structures | • Use of voice complements effectiveness of the content  • Sufficient vocabulary, no pronunciation errors, some variety in sentence structures | • Use of voice increases effectiveness of the content  • Effective vocabulary, no pronunciation errors, variety of sentence structures used |  |
| **Eye Contact/**  **Body Language** | • Almost non-existent eye contact with audience, body language and mannerisms detract from content and distract audience | • Time spent making eye contact with audience and looking down about equal, limited use of body language, one or two distracting mannerisms | • More time spent making eye contact with audience than looking down, some use of body language, no distracting mannerisms | • Almost continuous eye contact with audience, effective use of body language, no distracting mannerisms |  |
|  |  |  |  | TOTAL |  |

Speakers receive a score from 1 to 4 in each of the five criteria, for a total score out of 20.

Adjudicators are encouraged to avoid using half marks.

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|  | Standards |
| Gold | 19 or 20 (five 4s or four 4s and a 3) |
| Silver | 17 or 18 (at least two 4s) |
| Bronze | 15 or 16 (more 3s and 4s than 2s) |

\*Speakers scoring a scale point 1 in any category

will not qualify for a medal, regardless of total score.

\*\*Adjudicators must understand the difference between

a speaker who challenges or upsets the audience to achieve a rhetorical purpose, and a speaker who offends the audience. The former is a hallmark of many excellent speakers; the latter is not.