

Speech Event Judging Criteria

Judges should consider the five listed questions when writing rankings, ratings, and ballot comments for each designated speech event.

Extemporaneous Speaking

- a. Answering the Question- Does the speaker pose their question verbatim, provide context for understanding it, give a direct answer, and deliver main points that serve as supporting arguments for that answer?
- b. Sources of Support- Does the speaker effectively incorporate evidence, sources, examples, and variety of emotion to support their answer to the question in the allotted time?
- c. Vocal Delivery- Does the speaker exhibit smooth and clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation?
- d. Physical Delivery- Does the speaker exhibit clear and effective physical communication skills through their Body Language, Eye Contact, Movement, Facial Expressions, and Gestures?
- e. Structure & Organization Feedback- Does the speaker deliver a smooth presentation that is well-organized and constructed with a compelling introduction, effective transitions, and a satisfying conclusion?

Panel Discussion

- a. Preparation & Expertise- Does the panelist demonstrate thorough knowledge of the topic by sharing accurate, relevant, and detailed information supported by credible sources and logical examples that add value to the discussion?
- b. Active Listening & Collaboration- Does the panelist listen attentively to others, communicate their own ideas clearly, and engage in constructive dialogue by building on the ideas of others, asking relevant questions, and contributing unique perspectives to the discussion?
- c. Vocal & Physical Delivery- Does the panelist exhibit strong vocal and physical communication skills through their rate, pauses, appropriate projection, vocal variation, body language, eye contact, facial expressions, and gestures?
- d. Leadership- Does the panelist help guide the discussion productively by probing for more information, encouraging participation from others, keeping the group focused, promoting compromise and consensus, and ensuring the conversation stays on track?
- e. Professionalism & Courtesy- Does the panelist conduct themselves with dignity, using appropriate language and behavior, avoiding abrupt interruptions, disagreeing respectfully, and fostering a positive environment?

Radio/Broadcast Journalism

- a. Theming- Does the broadcast have a cohesive and original/innovative theme with a clear purpose and

target audience, and social significance and/or entertainment value, that is appropriate for competition?

- b. Vocal Delivery- Does the speaker exhibit smooth and clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation?
- c. Commercial- Does the speech include an original, appropriately timed commercial that relates to the broadcast's theme and/or target audience, persuades and/or entertains the audience, and gives enough information about the product, service, or event being advertised?
- d. Commentary- Does the speech include the contestant's editorial opinion on one of the covered articles that meets time requirements, provides insightful and/or entertaining analysis, and meshes well with the rest of the broadcast?
- e. Structure & Organization- Does the broadcaster give a well-organized performance, structured with a compelling intro & outro, proper article coverage & commentary placement, and effective transitions that meets time requirements?

Retold Story

- a. Elementary Appeal- Does the performance appeal to an elementary-aged audience through high energy, dynamism, humor, and emotion in an appropriate way?
- b. Introduction- Does the storyteller's introduction give the author literary credit, set the stage for their performance, and develop the audience's understanding of the piece?
- c. Storytelling- Does the student creatively retell the story of their book through transitions, pauses, and effective use of time?
- d. Characterization- Does the performer consistently, clearly, and convincingly bring the literature's characters to life through their physical, emotional, and vocal portrayals?
- e. Blocking & Movement- Does the storyteller effectively utilize physical movement to convey meaning, action, transition, and emotion in their performance to bring their story to life?

After Dinner Speaking

- a. Topic Development- Does the speaker clearly identify their keynote speaking occasion and the group being addressed, present a supported, overarching thesis with societal or personal importance, and take a unique or innovative topic approach?
- b. Content & Organization- Does the speech's content encompass a memorized, organized, and compelling introduction, set of main points, and conclusion that makes full use of their allotted time?
- c. Vocal Delivery- Does the speaker exhibit clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation?

- d. Physical Delivery- Does the speaker exhibit clear and effective physical communication skills through their Body Language, Eye Contact, Movement, Facial Expressions, and Gestures? Comedy- Does the speaker
- e. effectively incorporate satire, quips, and humor into the speech, considering factors such as comedic timing, topic relevance, avoidance of offensiveness, appropriateness for a high school audience, and comedic variety?

Communication Analysis

- a. Artifact & Theory Development- Does the speaker analyze a significant artifact through the rhetorical principles of an appropriately justified and explained communication theory/method that provides thought-provoking implications for the real world?
- b. Structure & Organization- Does the speaker deliver a presentation that is well-organized and constructed with a compelling introduction, effective transitions, and a satisfying conclusion?
- c. Vocal Delivery- Does the speaker exhibit clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation?
- d. Physical Delivery- Does the speaker exhibit clear and effective physical communication skills through their Body Language, Eye Contact, Movement, Facial Expressions, and Gestures?
- e. Sources of Support- Does the speaker effectively incorporate evidence, examples, emotional variety, and (optional) visual aids to support their speech in the allotted time?

Dramatic Interpretation

- a. Feeling & Emotion- Does the interpreter effectively connect with the audience through emotion and feeling, considering factors such as variety, complexity, depth, intensity, tension, and release?
- b. Characterization- Does the performer consistently, clearly, and convincingly bring the literature's characters to life through their physical, emotional, and vocal portrayals?
- c. Blocking & Movement- Does the interpreter effectively utilize physical movement to convey meaning, action, transition, and emotion in their performance to bring their literature's words to life?
- d. Introduction & Structure- Does the interpreter's introduction and structure give the author literary credit, set the stage for their performance, develop the audience's understanding of the piece, aid in the speech's flow, and demonstrate the student's understanding of their selection?
- e. Piece Quality- Does the student's selection and cutting of literature possess literary merit, appropriateness for competition, space for intentional pauses, and proper development in the allotted time?

Duo Interpretation

- a. Partnership Dynamism- Do the interpreters effectively connect with the audience through partnership dynamics, considering factors such as reaction, unity, balance, and management of indirect focus & physical space?
- b. Characterization- Do the performers consistently, clearly, and convincingly bring the literature's characters to life through their physical, emotional, and vocal portrayals?
- c. Blocking & Movement- Do the interpreters effectively utilize physical movement to convey meaning, action, transition, and emotion in their performance to bring their literature's words to life?
- d. Introduction & Structure- Does the interpreters' introduction and structure give the author literary credit, set the stage for their performance, develop the audience's understanding of the piece, aid in the speech's flow, and demonstrate the students' understanding of their selection?
- e. Piece Quality- Does the students' selection and cutting of literature possess literary merit, appropriateness for competition, space for intentional pauses, and proper development in the allotted time?

Humorous Interpretation

- a. Humor & Comedy- Does the interpreter effectively connect with the audience through humor and comedy, considering factors such as comedic timing, storytelling, avoidance of offensiveness, appropriateness for a high school audience, and a diverse range of humor types?
- b. Characterization- Does the performer consistently, clearly, and convincingly bring the literature's characters to life through their physical, emotional, and vocal portrayals?
- c. Blocking & Movement- Does the interpreter effectively utilize physical movement to convey meaning, action, transition, and emotion in their performance to bring their literature's words to life?
- d. Introduction & Structure- Does the interpreter's introduction and structure give the author literary credit, set the stage for their performance, develop the audience's understanding of the piece, aid in the speech's flow, and demonstrate the student's understanding of their selection?
- e. Piece Quality- Does the student's selection and cutting of literature possess literary merit, appropriateness for competition, space for intentional pauses, and proper development in the allotted time?

Impromptu Speaking

- a. Topic Development- Does the speaker derive a clear thesis from their topic, establish their topic's

significance, deliver main points that support their thesis, and stay on topic throughout the presentation?

- b. Support- Does the speaker effectively incorporate well-developed examples, sound logic, and emotional variety to sufficiently support their thesis in the allotted time?
- c. Vocal Delivery- Does the speaker exhibit clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation? Physical
- d. Delivery- Does the speaker exhibit clear and effective physical communication skills through their Body Language, Eye Contact, Movement, Facial Expressions, and Gestures? Structure & Organization- Does the speaker deliver a smooth presentation that is well-
- e. organized and constructed with a compelling introduction, effective transitions, and a satisfying conclusion?

Informative Speaking

- a. Sources of Support- Does the speaker effectively incorporate evidence, examples, variety of emotion, and (optional) visual aids to support their speech?
- b. Content & Organization- Does the speaker's content encompass a memorized, organized, and compelling introduction, set of main points, and conclusion?
- c. Vocal Delivery- Does the speaker exhibit clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation?
- d. Physical Delivery- Does the speaker exhibit clear and effective physical communication skills through their Body Language, Eye Contact, Movement, Facial Expressions, and Gestures?
- e. Topic Development- Does the speaker take a relevant, relatable, and innovative approach to topic selection while demonstrating societal significance for their subject matter in a manner that makes full use of their allotted time?

Original Oratory

- a. Persuasion Feedback- Does the speaker convince and call the audience to action using a variety of persuasive techniques including the establishment of credibility, evocation of emotion, and use of logic?
- b. Content & Organization- Does the speaker's content encompass a memorized, organized, and compelling introduction, set of main points, and conclusion?
- c. Vocal Delivery- Does the speaker exhibit clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation?
- d. Physical Delivery- Does the speaker exhibit clear and effective physical communication skills through their Body Language, Eye Contact, Movement, Facial Expressions, and Gestures?
- e. Topic Development- Does the speaker make a unique topic selection and/or take an innovative approach to a common subject, while demonstrating societal significance, personal importance, and a focused angle

on their subject matter that makes full use of their allotted time?

Program Oral Interpretation

- a. Programming- Does the interpreter blend multiple pieces of different genres of literature in a cohesive program to advance an argument through balance, differentiation, cohesion, plot development, and transitions?
- b. Piece Quality- Do the student's selections and cuttings of literature possess literary merit, appropriateness for competition, space for intentional pauses, and proper development in the allotted time?
- c. Introduction- Does the interpreter's introduction set the stage for their performance, develop the audience's understanding of the piece, establish the title, argument, & purpose of their program, and give the authors literary credit?
- d. Characterization- Does the interpreter faithfully, consistently, and beautifully bring the pieces of literature's characters to life through their physical, emotional, and vocal portrayals?
- e. Blocking, Movement, & Manuscript Usage- Does the interpreter effectively utilize body blocking, physical movements, and manuscript/binder manipulation to convey meaning, actions, transitions, and emotions in their performance to bring their literature's words to life?

Sales Speaking

- a. Product Promotion- Does the speaker promote their product through a passionate, educated, and entertaining explanation of its historical, useful, and financial information while effectively answering your questions?
- b. Vocal Delivery- Does the speaker exhibit clear and effective vocal communication skills through their Rate, Pauses, Projection, and Vocal Variation?
- c. Physical Delivery- Does the speaker exhibit clear and effective physical communication skills through their Body Language, Eye Contact, Movement, Facial Expressions, and Gestures?
- d. Sources of Support- Does the speaker effectively incorporate evidence, examples, variety of emotion, and (optional) visual aids to support their speech?
- e. Structure & Organization- Does the speaker deliver a presentation that is memorized, well-organized and constructed with a compelling introduction, effective transitions, and a satisfying conclusion in the allotted time?