

Harker Middle School Tournament December 5th & 6th, 2015

| Round | | | Rank | in this R | ound | | Rule violation? |
|--|-------------------------------|-------------------------------------|--|---------------------------------|-------------------|-----------------|---|
| <u> </u> | 1 st | 2 nd | 3 rd | 4 th 5 th | h 6 th | 7 th | □ Yes |
| me & Cod | de: Pa | riya | Agarna | √\ Seleα | ction: | Dare | to Educate As |
| Captio | n | | ating E G | NI | Comments sh | Construct | ive Comments for any rating other than superi |
| Does the ma | aterial prese relevant, ar | ented enrich the | e audience? Is it vith the purpose | | noon | | sary movemen |
| Organiz Is the present the presente material? | ntation is ea | sy to understa lanned a logic | E G nd and follow? I | NI Has f the | * rea | nly ga | ood conte |
| Vocal D | senter use | their voice(s) to and heighten i | E G o achieve clarity, nterest? | NI | | | |
| The second of th | senter empl g to achieve | oy facial expre | E G ession, movemente understanding | | | | |
| Overall I In total does demonstrate | the presenta | ation achieve it | s goals? Does i | NI t | | | |
| Ratings | s: S | (Superior) | E (E | excellent) | G (d | Good) N | (Needs Improvement) |



| Round | | | Ra | nk in th | is Rou | nd | | Rule violation? |
|---|-------------------------------|---|-------------------------|--------------------------------|-----------------|-----------------|-----------------|-------------------------------------|
| # | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| ame & Cod | de: | | | | Selection | on: | | |
| Captio | n | Ra | ting | | | С | onstruc | tive Comments |
| Content Does the ma meaningful, this forensic | aterial prese relevant, an | S ented enrich the nd consistent w | audience | G NI e? Is it pose of | Cor | nments snot | ald be given | for any rating other than superior. |
| the presente material? | ntation is ea | S sy to understar lanned a logica | nd and foll | G NI ow? Has sion of the | | | | |
| Vocal Does the prepromote und | senter use t | S their voice(s) to and heighten ir | achieve | G NI clarity, | | | | |
| Physica | Delive | ry S | E (| G NI | | | | |
| Does the pre | senter empl to achieve | oy facial expres | ssion, mo e understa | vement, anding, | | | | |
| Overall E In total does t demonstrate | he presenta | S ation achieve its his forensic eve | E (goals? [ent? | | | | | |
| Ratings | : 5 | (Superior) | | E (Excelle | ant) | G (Go | and) R | (Needs Improvement) |



S (Superior)

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| Round | | | Ra | nk in th | is Rou | nd | | Rule | /iolation? | |
|--|---|---|--------------------|--------------------------------|-----------------|-----------------|-----------------|----------------|---------------------|------------|
| #\ | 1 st | 2 nd | 3rd | 4 th | 5 th | 6 th | 7 th | ⊠Yes No+ | between 6 lominu | and tes |
| Name & Co | de: Ja | iso n | Mo | naghan S | Selectio | n: | uto. | The | Moon" | |
| Caption Content Does the maningful, this forension | t aterial prese relevant, ar | ented enrich th | e audience | G NI e? Is it | -4 | -64 | note | for any rating | g other than superi | |
| the presente material? | ntation is ea | S sy to understa lanned a logic | nd and foll | G NI ow? Has sion of the | | | ize a l | | etter e more | |
| Vocal D Does the pre promote und | senter use t | S their voice(s) to and heighten i | o achieve | G NI clarity, | | | | | | |
| Physica Does the pre and gesturing and heighten | senter empl | ry S oy facial expre clarity, promo | ession, mo | yement, anding, | | | | | | |
| Overall I | he presenta | S tion achieve it | E (0 s goals? [| NI Does it | | | | | | |

E (Excellent)

G (Good)



S (Superior)

Harker Middle School Tournament December 5th & 6th, 2015

| Ro | ound | | | Rai | nk in th | is Rou | ınd | | Rule violation? |
|--------|---|--|-----------------|-----------------------------------|---------------------|-----------------|-----------------|------------------------------|--|
| #_ | | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| Nam | e & Cod | de: Anī | しってア | Nata | rajas | election | on: "\ | imry V | 1. Final Speech |
| mation | Caption Content Does the ma | t aterial presen relevant, and | Rated enrich th | ating E (| G NI | | mments show | onstruct ald be given for | ive Comments or any rating other than superior. Capting |
| eclam | Organiz Is the preser the presente material? | ation ntation is easy r carefully pla | to understa | E (and follo | w? Has | | - g | reat | delivery |
| De | Vocal De Does the pre- | senter use the | eir voice(s) to | E Go achieve cl nterest? | | | | | |
| | Physical Does the pres and gesturing and heighten | senter employ to achieve cl | facial expre | E G ssion, move e understar | ement. | | | | |
| | Overall E In total does the demonstrate in | ne presentatio | Son achieve its | E G s goals? Do ent? | NI pes it | | | | |

E (Excellent)

G (Good)



S (Superior)

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| Round | | | Rai | nk in th | is Rou | nd | | Rule violation? | |
|--|---|---|--|------------------|-----------------|---|----------|---|--|
| | 1 st | 2 nd | d 3 rd 4 th | | 5 th | 5 th 6 th 7 th | | □ Yes | |
| me & Co | de: A | noust | sku S | henay? | Selection | on: ~l | wheat | my religion sausa | |
| Captio | on | R | ating | | Cor | | Construc | tive Comments for any rating other than superior. | |
| Conten Does the ma | aterial present | sted enrich th | e audience | G NI | | | | little better | |
| meaningful, this forension | relevant, and event? | consistent v | vith the purp | oose of | - d | cont ion't | ent mo | nas really g | |
| | | | | | | arene | ice, n | re arount eetlessly as | |
| the presente | ation ntation is easy or carefully pla | to understa | E (and and follotal al progress | w? Has | | | | | |
| material? | | | | | | | | | |
| Vocal D | elivery senter use the erstanding, ar | S eir voice(s) t nd heighten | o achieve cointerest? | | | | | | |
| Physica | l Delivery | , s | E G | - NI | | | | | |
| Does the pre- and gesturing and heighten | senter employ to achieve cl interest? | facial expre arity, promo | ession, mov te understa | ement, nding, | | | | | |
| | | | | | | | | | |

(Excellent)

G (Good)



| Round | | | Ran | k in th | is Rou | nd | | Rule violation? |
|--|---------------------------------|-----------------------------|---------------------------------------|-----------------|-----------------|-----------------|-----------------|---|
| # | 1 st | 2 nd | 3rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| Name & Cod | de: An | ひんて | Patel | 9 | Selectio | n: T | he c | Prostonity of Adre |
| Captio | on | F | Rating | | Com | ments sho | Construct | tive Comments for any rating other than superior. |
| Content Does the maningful, this forension | aterial preser relevant, and | nted enrich | the audience? t with the purpo | ls it | | | Sho) | fidgit around |
| the presente material? | ntation is eas | sy to unders anned a log | stand and follow gical progression | v? Has | | - | PICIE to los | one direction of was sort of ear at the |
| Vocal D Does the pre promote und | esenter use th | | E G) to achieve cla | NI arity, | | | UNC | ear at the beginning |
| | senter emplo | y facial exp | E G pression, move | | | | | |
| Overall In total does demonstrate | the presentat | | e its goals? Do | NI es it | | | | |

E (Excellent)

G (Good)

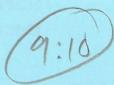
NI (Needs Improvement)

(Superior)

Ratings:



100



| Round | | | Rar | nk in th | is Rou | nd | | Rule violation? |
|---|--------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------------------------|
| # | 1st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| ime & Cod | le: Fu | haly 1 | Park | S | Selectio | 20 n: | Mes | Al Streep |
| Captio | n | R | ating | | | C | onstruct | tive Comments |
| | | | | | Com | ments shou | ld be given t | for any rating other than superior. |
| Content Does the ma | | S | | G NI | | Mergi | Str | eep! |
| meaningful, this forensic | relevant, an | id consistent | with the purp | oose of | | trans | etion | into latro |
| | | | | | | we | | - bit quick - |
| | | | | | | | try | melting so the |
| Organiz | | S | | S NI | | | 2+ | ep forward cent |
| Is the present the presenter material? | | | | | | | 0 | that unexpected. |
| S matoriar: | | | | | (| nreat | paret | 4 |
| D | | | | | | | - | |
| Vocal De Does the pre- promote unde | senter use t | S their voice(s) | to achieve c | | Zn | | | every style |
| promote unde | erstanding, | and neighten | interest? | | 11 1 | | | sentation |
| | | | | | Not | or fa | n of | your gestures |
| Physical | Delive | rv S | E | i NI | 6 | out you | ou do | a good 106 |
| Does the pres | senter empl | oy facial expr | ession, mov | ement, | | Comon | itting | g and ring |
| and gesturing and heighten | | clarity, promo | ote understa | nding, | V | Sing | the | r. |
| | | | | | Cut | out . | the s | tep forward and |
| | | | 1 | | | | | backward |
| Overall E | | S ation achieve | E G | | | _ | > Its | a lary transition |
| demonstrate r | | | | oes it | | | | it doesn't make |
| | | | | | | | in | seh sense |
| | | | | | | | | |
| Ratings | : S | (Superior) | 11/ | Excell | ent) | G (Go | od) | VI (Needs Improvement) |



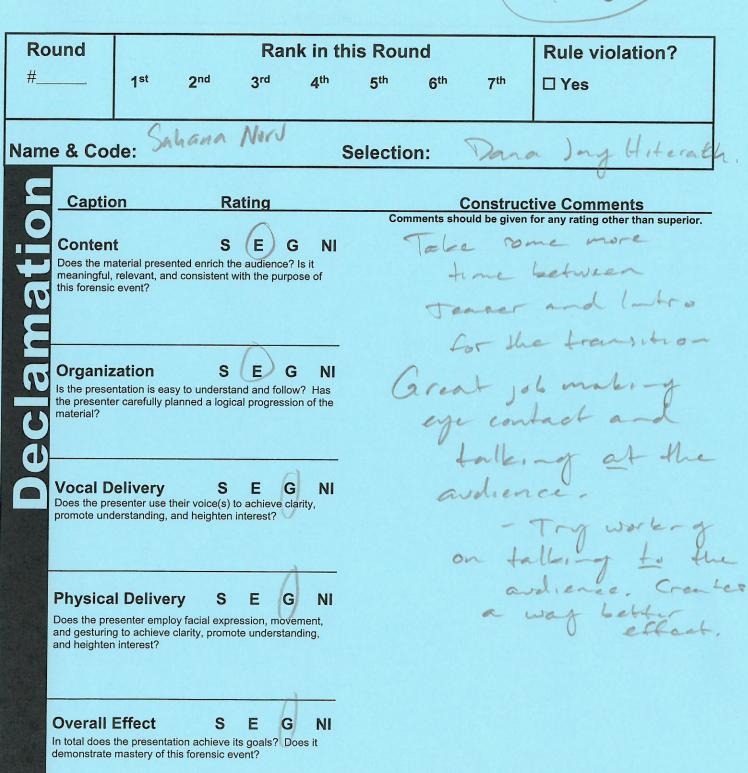
S (Superior)

E (Excellent)

G (Good)

NI (Needs Improvement)

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| Round | | | Ra | nk in th | nis Rou | nd | | Rule violation? |
|--|-------------------------------|--|-----------------------------|-----------------------------|-----------------|-----------------|-------------------|-------------------------------------|
| I | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| ne & Cod | | kash lakrisi | nnen | | Selectio | | | ment Speech Glbert |
| Captio | n | F | Rating | | | C | Construc | tive Comments |
| Conten Does the ma meaningful, this forensic | aterial prese relevant, ar | ented enrich ind consistent | the audience | G NI e? Is it pose of | Whe | n l t son | look | for any rating other than superior. |
| Organiz | ation | S | E | G NI | | k 60 | ack (| 3 Colberts |
| Is the preser the presente material? | ntation is ea | sy to unders lanned a log | tand and foll | ow? Has | | his d | eliver | try to inited y style, espec |
| Vocal D Does the pre promote und | senter use | S their voice(s) and heighter | to achieve d | G NI clarity, | Good | Spec | too f | 1 |
| Physica Does the preand gesturing and heighten | senter empl to achieve | oy facial exp | E (ression, movote understa | /ement, | So | ever, of l | there break surte | e between |
| Overall I | he presenta | | | | Comm | it m | ore to | those jokes. |

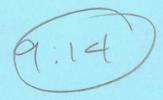
Ratings: S (Superior) E (Excellent) G (Good) NI (Needs Improvement)



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December 5th & 6th, 2015

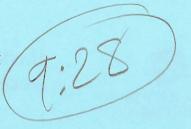
| ound | | | Rai | nk in th | is Rou | nd | | Rule violation? | | |
|--|-------------------------------|--|------------------------------|-------------------------------|---|-------------------------|------------|--|--|--|
| 1 | 1 st | 2 nd | 3 rd | 4 th | 5 th 6 th 7 th □ Yes | | | | | |
| ne & Cod | | ricella Nidjay | ^ | 5 | Selectio | on: Ar | | Poeler | | |
| Captio | n | R | ating | | | C | onstru | ctive Comments | | |
| Content Does the ma meaningful, this forensic | aterial prese relevant, ar | sented enrich the definition of the consistent | ne audience | G NI ? Is it pose of | Cay | cont & | Por | for any rating other than superior. The standard standard that the standard standar | | |
| Organiz Is the preser the presente material? | ntation is ea | S sy to understa planned a logic | and and follo | G NI ow? Has ion of the | 1 | bett | eri | world be f you took gertures dur. | | |
| Vocal Do Does the pre promote under | senter use | S their voice(s) and heighten | E (to achieve cointerest? | | Gu | 4 | socal | ntro d Savedit corr piece. (pattern | | |
| | | | ~ | | | | L- | , Not too fact, | | |
| Physical Does the pres and gesturing and heighten | senter empl to achieve | oy facial expr | E Gression, movorte understa | ement, | Gu | tran tho | se of | t space ing between | | |
| Overall E In total does t demonstrate r | he presenta | | | | ler | nels nottil cally | are levels | consistent and wild be a bit louder | | |
| | | | | 1 | | | | > Round just a l | | |





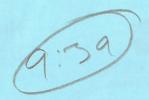
| Round | | | Rank | c in this | s Rour | nd | | Rule violation? |
|--|--------------------------------|--|-------------------------------------|---------------------|-----------------|-----------------|-----------------|--------------------------|
| # | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| ame & Cod | de: An | ya E | 2ajv | Se | electio | n: Gen | der | Equality |
| Captio | n | R | ating | | | Co | nstruct | ive Comments |
| | aterial presei relevant, an | | E G he audience? Is with the purpos | | Comi | Card CO | t + 6 | between - Melt into dot |
| | ntation is eas | | E G and and follow cal progression | | 5 | peaks andie. | ((, | at the |
| Vocal Do Does the pre promote und | senter use ti | S heir voice(s) and heighten | E G to achieve clare interest? | NI ity, | 40 | netes | - lon | iger (1-2 senten |
| Physical Does the present and gesturing and heighten | senter emplo | by facial expr | E G ression, movemote understand | NI nent, ing, | | rels, | - 15 d - No | cyood too fact, too slow |
| Overall E In total does t demonstrate | he presenta | S tion achieve nis forensic e | E G its goals? Doe event? | | Gi | pod s | elec | tion. |
| Ratings | s: S(| Superior) | E | (Excellen | t) | G (Good | d) N | (Needs Improvement) |
| | | 20 | | 00 | | Va | | 70 |





| # | | | | k in this | Rou | na | Rule violation? | |
|---|---------------------------------|--|-----------------------|-----------------|-----------------|-----------------|-----------------|---|
| | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| ame & Co | de: | han Myrusu | ipall, | Se | lection | on: | AM. | SIW OF TERRORIST |
| Captio | on | Ra | ating | | | | Constru | ctive Comments |
| | | 1 | ating | | Cor | | | en for any rating other than superior. |
| | aterial prese , relevant, an | nted enrich the d consistent w | | ls it | | 100 | Sound | en speaking. |
| | entation is ea | S sy to understa lanned a logic | | w? Has | | Such st | na e | angry speaking |
| Vocal I | | S their voice(s) t and heighten | | | | and | rea - 11 | his talk ad his book, such a chill guy aborty to pacing |
| Does the pr | ng to achieve | ry S loy facial expre clarity, promo | | ement, | He | and and | a co | alm, collected, |
| Overall In total does demonstrate | the presenta | S ation achieve i | E Gits goals? Divent? | | 1- | | de la | not the opposite opposite opportunity to high rank this |
| Rating | s: S | (Superior) | E | E (Excellen | it) | G (G | ood) | NI (Needs Improvement) |





| ound | | | Ran | k in th | is Rou | und | | Rule violation? |
|---|-----------------------------|--|-------------------------------|-----------------|-----------------|-----------------|-----------------|--|
| 1 | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| ne & Cod | de: | udrey | lee | 9 | Selecti | on: | Ésca, | pe from Nko Han Song Lee |
| Captio | n | R | ating | | | | Construc | etive Comments |
| Content Does the ma | aterial prese | nted enrich ti | E Gne audience? | ls it | Co | Hard | ould be given | of for any rating other than superior. |
| this forensic | | d consistent | with the purp | ose of | | 1 | acc. | ent, especially |
| Organiz Is the presente presente material? | ntation is ea | S sy to underst lanned a logi | E G and and follow | w? Has | | 1. | Bon | rallenge. |
| | esenter use | S their voice(s) and heighten | E G to achieve elsinterest? | NI arity, |) | 1 | | to find |
| Physica Does the pre and gesturing and heighten | senter empl g to achieve | oy facial exp | E Gression, moveote understar | ement, | | - San | ne sa | d Lone |
| Overall I In total does demonstrate | the presenta | | | / | | 15 1 | deight. | the same |
| | | | | | | 1 | | |

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Harker Middle School Tournament December 5th & 6th, 2015

| 1 st 2 nd e: Amand | 3 rd | 4 th Se | | 6 th | 7 th | Rule violation? |
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| e: Amand | a Zhy | | | | | |
| n F | | Se | lection: | The | = New | 1 Cilhan by |
| | Rating | | | | 1 400 | 1301001-1 |
| | | | | Co | nstructi | Zadie Sive Comments |
| erial presented enrich elevant, and consisten vent? | the audience? Is | NI s it se of | | nts should | be given for | or any rating other than superior. |
| ation is easy to unders | tand and follow | NI Has | nore next | con | ypel | ling speech |
| enter use their voice(s | to achieve clari | 1 | noc-p | ause | rras | mally or ma |
| nter employ facial exp achieve clarity, prom | E G pression, movem note understandi | NI H | nore | 1 4 - | 0-0 | when Fransit |
| presentation achieve | E G its goals? Does | <u>ale</u> -) NI s it | faga empl | les vesi : pres | press re c | ions to different part |
| | ation S ation S ation is easy to unders carefully planned a log livery S enter use their voice(s) rstanding, and heighter Delivery S enter employ facial exp to achieve clarity, promiterest? MOLEMA ffect S e presentation achieve | ation S E G ation S E G ation is easy to understand and follow carefully planned a logical progression S E G enter use their voice(s) to achieve claristanding, and heighten interest? Delivery S E G enter employ facial expression, movem to achieve clarity, promote understandinterest? Move Market S E G ffect S E G | ation S E G NI ation is easy to understand and follow? Has carefully planned a logical progression of the livery S E G NI enter use their voice(s) to achieve clarity, rstanding, and heighten interest? Delivery S E NI enter employ facial expression, movement, to achieve clarity, promote understanding, interest? Movember Movember ffect S E G NI e presentation achieve its goals? Does it | ation S E G NI ation is easy to understand and follow? Has carefully planned a logical progression of the S E G NI enter use their voice(s) to achieve clarity, rstanding, and heighten interest? Delivery S E G NI enter employ facial expression, movement, to achieve clarity, promote understanding, onterest? Move Move and C August Frect S E G NI e presentation achieve its goals? Does it | ation S E G NI ation is easy to understand and follow? Has carefully planned a logical progression of the S E G NI enter use their voice(s) to achieve clarity, rstanding, and heighten interest? Delivery S E NI Houghts and the progression, movement, to achieve clarity, promote understanding, and heighten interest? Mole Male Add Ch epresentation achieve its goals? Does it | Action S E G NI ation is easy to understand and follow? Has carefully planned a logical progression of the standard follow? Has carefully planned a logical progression of the standard follow? Has carefully planned a logical progression of the standard follows? Has carefully planned a logical progression of the standard follows and heighten interest? Delivery S E NI thoughts and enter employ facial expression, movement, to achieve clarity, promote understanding, interest? Male Male Add expression for the standard expression for |

E (Excellent)

G (Good)

NI (Needs Improvement)



S (Superior)

Harker Middle School Tournament December 5th & 6th, 2015

| Round | | Rank in th | is Round | | Rule violation? |
|----------------------------|--|---------------------------------|-------------------|---------------------------------|--|
| # | 1st 2nd | 3 rd 4 th | 5 th 6 | 6 th 7 th | □Yes |
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| ame & Coo | de: Am Why | a Ad ithans | election: | Malala | You safzi's UN |
| | | | | presenta | |
| Captio | on Ra | ting | | | tive Comments Youse |
| | 1 | | Commer | nts should be given | for any rating other than superior. |
| Conten | t /S | E G NI | | | ٨ |
| | aterial presented enrich the relevant, and consistent w | | | | course and |
| this forension | | | | | course and resilence from |
| | | | 0 | Λ. | 1.10118 Sall |
| Very | enjoyable | and ins | piratoo | ral top | ic importance |
| Organiz | ration S | E G NI | | | freedom and |
| | ntation is easy to understar | / | | | education for |
| the presente material? | er carefully planned a logical | al progression of the | | | girls! |
| 0 | | 1 01- 1 | . 00.11 | agon a to | follow. |
| 1 Prog | vession an | rel + lon | very e | easy " | / (0((0.5) |
| Vocal D | | E G NI | | | |
| Does the pre | esenter use their voice(s) to | achieve clarity, | | | |
| promote und | derstanding, and heighten in | nterest? | | | |
| A | | | 0 | ~1~ ~ ~ | nd personality tone, speed a lume good but |
| Amaz | The comm | iunicatur | 1 of em | ionionsa | ha pursually a |
| Physica | l Delivery S | E G NI | involugi | ~ great | lume, and but |
| Does the pre | esenter employ facial expre | ssion, movement, | enger | 4815, VO | ext a sout. |
| and gesturing and heighter | g to achieve clarity, promot | e understanding, | maybe | profe | |
| | ix | 0 0 1 | . , | 2 | 18 () |
| TXIE | Went use a | of facial | express | 10ns. 1 | 11x up may |
| | | 1 | moven | reits or | d add some |
| Overall In total does | Effect S the presentation achieve its | E G NI | Unexpe | eted ge | STURES TO MA |
| | mastery of this forensic ev | | get & | auperior | actived one |
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| | | | | | |

E (Excellent)

G (Good)



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| | | - 30 | | -6 | Y MI | LK |
| Cap | tion | Rating | Co | | | ctive Comments on for any rating other than superio |
| meaning | material prese | S E G I ented enrich the audience? Is it d consistent with the purpose of | NI | ime | | iin 2sec |
| Organ Is the presented from the | enter carefully p | lanned a logical progression of tl | he | | irrent more gvap | day, addresses their current oples with |
| Vocal Does the | Delivery presenter use | their voice(s) to achieve clarity, and heighten interest? | NI | | | |
| Super Physic | cal Delive | ry SEGN | balance Therp | eel with | h na | ture tone, great |
| and gestu | | loy facial expression, movement, clarity, promote understanding, | | | | |
| In total do | II Effect | ation achieve its goals? Does it | thy had | maki | ng | gestures mor |



| The second content of the audience? Is it meaningful, relevant, and consistent with the purpose of this forensic event? Content | violation? |
|--|--------------------------------|
| Caption Rating Constructive Cor Comments should be given for any ration Does the material presented enrich the audience? Is it meaningful, relevant, and consistent with the purpose of this forensic event? Very relevant for offering different thinking complete this forensic event? Organization S E G NI Is the presentation is easy to understand and follow? Has the presentation is easy to understand and follow? Has the presentation is easy to understand and follow? Has the presenter carefully planned a logical progression of the material? Vocal Delivery Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Physical Delivery S E G NI Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Physical Delivery S E G NI Comfortable Comf | |
| Caption Rating Constructive Cor Comments should be given for any rational content SEGNI Does the material presented enrich the audience? Is it meaningful, relevant, and consistent with the purpose of this forensic event? Very relevant for offering different thinking compate excellent examination of refugeds situation from the presentation is easy to understand and follow? Has the presenter carefully planned a logical progression of the material? Vocal Delivery SEGNI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear natural spreading style Thoughtful paud fascillitated of comfortable of the comfortable | ng 500 Ref |
| Content S E G NI Does the material presented enrich the audience? Is it meaningful, relevant, and consistent with the purpose of this forensic event? Very relevant for offering different thruling compate that passes alternation of refuseds situation from that passes alternation is the presentation is easy to understand and follow? Has the presenter carefully planned a logical progression of the material? Vocal Delivery S E G NI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear patural spreading style Thoughtful paul fas illitated of comfortable or | The Stonge |
| Does the material presented enrich the audience? Is it meaningful, relevant, and consistent with the purpose of this forensic event? Very relevant for offering different thinking compare Excellent examination of refugeals saturation from that pages afternation is easy to understand and follow? Has the presentation is easy to understand and follow? Has the presented carefully planned a logical progression of the material? Vocal Delivery See Gen Ni Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Physical Delivery See Gen Ni Comfortable Gen Ni Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Acad Was of Fund and hand gestures. Felt may paralleled emp has a paralleled emp | nments ng other than superior. |
| meaningful, relevant, and consistent with the purpose of this forensic event? Very relevant for offering different thinking compose Excellent examination of refugeth situation for that poses alternating approach softwart on for that poses alternating the presentation is easy to understand and follow? Has the presenter carefully planned a logical progression of the material? Vocal Delivery S E G NI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear natural spreading style thoughtful pauring fascillitated approach and gesturing to achieve clarity, promote understanding, and heighten interest? Overall Effect S E G NI In total does the presentation achieve its goals? Does it | |
| Organization Is the presentation is easy to understand and follow? Has the presenter carefully planned a logical progression of the material? Vocal Delivery See Gent Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear natural streams style Thoughtful paur fas cillitated of Comfortable at Co | FCI |
| Organization Is the presentation is easy to understand and follow? Has the presenter carefully planned a logical progression of the material? Vocal Delivery SEGNI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clay natural spreading style Thoughtful paur fas cillitated as presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? I deal was affaital and hand gestures. Felt natural overall Effect In total does the presentation achieve its goals? Does it | Jonzess, |
| Organization Is the presentation is easy to understand and follow? Has the presenter carefully planned a logical progression of the material? Vocal Delivery SEGNI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? CLAN, NATURAL Stream Style Thoughtful paur fas cillitated & Comfortable at the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Ideal Was of facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Overall Effect SEGNI In total does the presentation achieve its goals? Does it | X salen |
| the presenter carefully planned a logical progression of the material? Vocal Delivery S E G NI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear matural spreading style Thoughtful pauring fascillitated as fascillitated as Comfortable and gesturing to achieve clarity, promote understanding, and heighten interest? Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Lear use of facial and hand gestures, Felt national paralleled emphasis and hold ones the presentation achieve its goals? Does it | m inside o |
| the presenter carefully planned a logical progression of the material? Vocal Delivery S E G NI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clay natural spreading style Thoughtful paut fascillitated & Fascillitated & Fascillitated & Comfortavial & Comfort | Vie vivoys |
| Vocal Delivery Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear natural spreading style Thoughtful paur fascillitated & Physical Delivery S E G NI Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Alan was a family and hand gestures, felt naturally and heighten interest? Overall Effect S E G NI In total does the presentation achieve its goals? Does it | |
| Vocal Delivery S E G NI Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear, natural spreading style, Thoughtful paur fas a lilitated of fas a lilitated of fas a lilitated of comfortance and gesturing to achieve clarity, promote understanding, and heighten interest? Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Adam was of facial and hand gestures, Felt not paralleled emphasis | |
| Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear, natural spreaking style, Thoughtful paul fas cillitzated & Physical Delivery S E G NI Comfortable | |
| Does the presenter use their voice(s) to achieve clarity, promote understanding, and heighten interest? Clear, natural spreaking style, Thoughtful paul fas cillitzated & Physical Delivery S E G NI Comfortable | |
| Physical Delivery S E G NI Comfortable Com | |
| Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Adam was of facial and hand gestures, Felt natural sections of the paralleled emphasis of the presentation achieve its goals? Does it | |
| Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Acad was of facial and hand gestures, Felt natural sections of the paralleled emphasis of the presentation achieve its goals? Does it | ses and po |
| Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Adam was of facial and hand gestures, Felt natural sections of the paralleled emphasis of the presentation achieve its goals? Does it | alsig |
| Does the presenter employ facial expression, movement, and gesturing to achieve clarity, promote understanding, and heighten interest? Acad was of facial and hand gestures, Felt natural sections of the paralleled emphasis of the presentation achieve its goals? Does it | movehens |
| In total does the presentation achieve its goals? Does it | , |
| In total does the presentation achieve its goals? Does it | tual one |
| In total does the presentation achieve its goals? Does it | E in open |
| In total does the presentation achieve its goals? Does it | 7 |
| demonstrate mastery of this forensic event? | |
| | |
| | |
| | |



| | | | Rank i | n this Ro | und | | Rule violation? |
|----------|-------------------------------|---------------------------------|--|-----------------------------|-----------------|-----------------|---|
| 1 | 1 st | 2 nd | 3 rd // 4 | th 5 th | 6 th | 7 th | □ Yes |
| ne & Cod | de: Di | λV Xit, H | Arnay D | X Selecti | on: W | ny Ger | der Equality is |
| | | | | | | | |
| Captio | n | Ra | ating | Co | mments shou | onstruct | tive Comments for any rating other than superior. |
| | aterial prese relevant, an | | E G e audience? Is it vith the purpose o | NI - | Times T | | |
| Intere | sting | , to lis | kn to | from m | ale pe | rspee | tive. |
| | ntation is eas | | E G and and follow? H all progression of | | | | |
| | esenter use t | their voice(s) the and heighten | o achieve clarity, | nangare angare ausing | y tone more | 50 k | ess monotone |
| Physica | l Delive | ry S | E G | NI | | | |
| | g to achieve | | ession, movement te understanding, | | | | |
| | | | | 1 | 1 + | | Land lone or |
| Good | move | ment | Throng | h voon | n biu | physic | hands less or cal gestures. |



| Ro | und | | | R | ank | | Rule violation? | | | |
|------|---|-----------------|------------------------------------|-----------------|----------------------------------|---------------------|-----------------|-------------------------------------|-----------------|------------------------|
| # | | 1 st | 2 nd | 3 rd | | 4 th | 5 th | 6 th | 7 th | □ Yes |
| Nam | e & Co | de: | | | | | Selection | on: | | |
| C | Captio | nn . | | Rating | | | | (| Construc | tive Comments |
| 0 | | | G | NI | Co | | | for any rating other than superior. | | |
| nati | Conten Does the m meaningful, this forensid | aterial pres | sented enrich and consisten | the audier | nce? Is i | t | | | | |
| clar | Organiz Is the prese the present material? | entation is e | easy to under planned a lo | stand and | G follow? ression o | NI Has of the | | | | |
| De | Vocal E Does the pr promote un | esenter us | e their voice(g, and heighte | s) to achie | G ve clarity ? | NI /, | | | | |
| | Physica | al Deliv | ery S | S E | G | NI | | | | |
| | | ng to achie | nploy facial ex ve clarity, pro | | and a second or the second | | | | | |
| | | s the prese | ntation achie | ve its goals | G s? Does | NI s it | | | | |
| | Ratino | ıs: S | S (Superio | or) | E | Exce | llent) | G | Good) | NI (Needs Improvement) |



| Ro | und | | | Ra | nk in th | is Rou | nd | | Rule violation? |
|-------|--|---|--|------------------------|------------------------------------|-----------------|-----------------|-----------------|--|
| # | | 1 st | 2 nd | 3rd | 4 th | 5 th | 6 th | 7 th | □Yes |
| Name | e & Cod | de: | | | | Selection | on: | | |
| ation | | t aterial pres relevant, a | Ra S ented enrich the | | | Cor | | | ctive Comments n for any rating other than superior. |
| clam | Organiz Is the prese the presente material? | ntation is e | S asy to understa planned a logid | E and and fo | G NI ollow? Has ssion of the | | | | |
| De | | esenter use | S e their voice(s) , and heighten | | G NI e clarity, | | | | |
| | | esenter em g to achiev | ery S ploy facial expr e clarity, prom | | | | | | |
| | | the presen | S station achieve f this forensic e | | G NI Does it | | | | |
| | Rating | s: S | (Superior |) | E (Excel | lent) | G (G | ood) | NI (Needs Improvement) |



Harker Middle School Tournament December 5th & 6th, 2015

| Round | | | Rar | k in t | his Rou | nd | | Rule violation? | | | | | | |
|---|--|---|-----------------------------------|---------------------------|-----------------|---------------------|-----------------------|---|--|--|--|--|--|--|
| # | 1 st | 2 nd | 3 rd | 4 th | 5 th | Detry, | 7 th | □ Yes | | | | | | |
| Name & Cod | Name & Code: Daniel Chen Selection: I have no enemies | | | | | | | | | | | | | |
| | t aterial presente relevant, and o | ed enrich the | | | Con | Co nments should | nstruct be given f | ive Comments or any rating other than superior. | | | | | | |
| Organiz Is the present the presente material? | ation ntation is easy r carefully plan | to understan | E dend and follow | NI w? Has on of the | · Goras | at lines | soni | ling | | | | | | |
| Vocal Does the prepromote und | elivery senter use the erstanding, and | S ir voice(s) to d heighten ir | E G achieve cla nterest? | | · ben | y maral | ans | | | | | | | |
| Does the pres | Delivery senter employ to achieve cla interest? | facial expres | E G ssion, move e understar | NI ement, eding, | " repe | tetrie | hand | l motion | | | | | | |
| Overall In total does to demonstrate in | Effect he presentatio nastery of this | S n achieve its forensic eve | E G goals? Do | / | ·uner | gonyed | ed t | tul, uni | | | | | | |
| Ratings | : S (S | uperior) | E | (Excell | ent) | G (Good | d) N | (Needs Improvement) | | | | | | |

E (Excellent)

NI (Needs Improvement)



| Round | | | Rank i | n this Rou | nd | | Rule violation? | | |
|---|---|---------------------------------------|---|------------------------|-------------------|---------------------|--|--|--|
| # | 1 st | 2 nd | 3 rd 4 | th 5 th | 6 th | 7 th | □ Yes | | |
| Name & Co | de:Tr | isha B | hima | Selection | on: Mala | la Y | oousafza; UN | | |
| | it naterial pres , relevant, a | sented enrich the | E G e audience? Is it ith the purpose o | NI | Con | struct e given f | ive Comments for any rating other than superior. | | |
| the present material? Vocal I | entation is e er carefully | planned a logica | E G achieve clarity, | the | , lut te | 70 JJ | tog at time | | |
| Physica Does the pr | al Deliver | ery S | nterest? | t, | tet ive | hand | motion | | |
| Overall In total does demonstrate | the presen | S (tation achieve it this forensic ev | s goals? Does it | NI -altu las goz | your or artifu | oice ciall | a little ly, auto very | | |
| Rating | s: S | (Superior) | E (E | xcellent) | G (Good |) 1 | NI (Needs Improvement) | | |



| Ro | und | | | Rank | c in th | nis Rou | nd | Rule violation? | |
|--------|--------------------------|------------------|---------------------------|--|-----------------|-----------------|-----------------|-----------------|---|
| # | | 1st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| Name | e & Coo | de: Kau | whik | Auti | | Selection | on: She | Punn | le ul Malintin |
| nation | Captio Conten Does the m | t aterial presen | Ra S sted enrich th | eting E G le audience? I with the purpo | NI | | С | onstruc | tive Comments for any rating other than superior. |
| eclan | | ntation is eas | | E G and and follow cal progressio | | | | | |
| | | | | E G to achieve cla interest? | NI rrity, | | | | |
| | Does the pro | ng to achieve | oy facial expr | ression, move ote understan | | 'met | in slig | g at -l | ines |
| | | | | E G its goals? Doevent? | NI pes it | | | | |
| | Rating | s: S | (Superior |) E | (Exce | llent) | G (G | ood) | NI (Needs Improvement) |



| Round | | | Rank | c in t | his Rou | nd | | Rule violation? | | |
|---|----------------------------------|--|--|----------------------------|---|-----------------|-----------------|------------------------------------|--|--|
| # | 1 st | 2 nd | 3rd | 4 th | 5 th | 6 th | 7 th | □ Yes | | |
| Name & Cod | de:Josh | wa A- | thave de | | Selectio | n: | vre No- | + Special | | |
| Captio | n | R | ating | | Constructive Comments Comments should be given for any rating other than superior. | | | | | |
| Content Does the ma meaningful, this forensic | aterial present relevant, and | S ed enrich th consistent v | E G ne audience? Is with the purpos | NI s it se of | · Very | | | or any rating other than superior. | | |
| Organiz. Is the present the presenter material? | tation is easy | to understa | E G and and follow? cal progression | NI Has of the | | | | | | |
| Vocal De | senter use the | S eir voice(s) t d heighten | E G to achieve clari interest? |) NI ty, | · spoke | too toos | fast at s | and some points | | |
| Physical Does the pres and gesturing and heighten | enter employ to achieve cla | facial expre | E G ession, movem te understandii | ent | ·always | smi li | | nd movement often | | |
| Overall E In total does the demonstrate me | ne presentatio | S n achieve it forensic ev | E G ts goals? Does vent? | NI s it | | | | | | |
| Ratings | : S (s | uperior) | E (| Excell | ent) | G (G | ood) N | (Needs Improvement) | | |



| Round | | | Rai | nk in tl | nis Rou | nd | | Rule violation? | | | | | | |
|---|--|---|-----------------------------------|-----------------------------|-----------------|-----------------|-----------------|---|--|--|--|--|--|--|
| # | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □Yes | | | | | | |
| | | | | | | | | | | | | | | |
| Name & Cod | Name & Code: Deepali Joshi Selection: On Being Wrong | | | | | | | | | | | | | |
| Captio | n | Ra | ating | | Con | Comments show | onstruct | ive Comments or any rating other than superior. | | | | | | |
| Does the ma meaningful, this forensic | aterial present relevant, and | S ted enrich the consistent w | e audience | G NI ? Is it pose of | god | conten | + | | | | | | | |
| Organiz Is the present the presented material? | ation tation is easy r carefully plar | to understanned a logica | nd and follo | NI ow? Has ion of the | | | | | | | | | | |
| Vocal De Does the pres promote unde | senter use the | S eir voice(s) to ad heighten in | achieve c | NI arity, | artifi | icial | reprodu | uctiens | | | | | | |
| Physical Does the pres and gesturing and heighten | senter employ to achieve cla | facial expre | E G ssion, movo e understar | ement | awk | word | aand Bocial | motions expressions | | | | | | |
| Overall E In total does the demonstrate in | ne presentatio | S on achieve its forensic eve | E G s goals? Do ent? | NI pes it | | | | | | | | | | |
| Ratings | : S (S | uperior) | E | (Excelle | ent) | G (Go | od) N | (Needs Improvement) | | | | | | |



| Round | 0 | | Ran | k in t | nis Rou | nd | | Rule violation? | |
|---|---|--|----------------------------|-----------------|-----------------|-----------------|------------------------|--|-----|
| #_1 | 1st | 2 nd | 3rd | 4 th | 5 th | 6 th | 7 th | □ Yes | |
| me & Co | de: Sh | ivani | Vazi | Young | Selectio | on: | he 2 | ch at MUM | # |
| Captio | on | Ra | ating | | Con | | | Ictive Comments en for any rating other than superior. | _ |
| Conten Does the m meaningful, this forension | aterial preser , relevant, and | S nted enrich th d consistent v | E (e audience? | ls it | | | | Hent, delivered | |
| the presente material? | zation entation is eas er carefully pl | | | w? Has | | | | | |
| | elivery esenter use tl derstanding, a | | | | | | | ce modulational tran | |
| Does the pre | al Deliver esenter emplor g to achieve n interest? | y facial expre | ession, mov te understa | ement, | E: | acel | 1-ent | facial expre | 2 9 |
| | Effect the presenta | | | | | Messi | age | delivered:) | |
| Ratings | | Superior) | | E (Excel | | G (G | | NI (Needs Improvement) | |



Harker Middle School Tournament December 5^{th} & 6^{th} , 2015

| Round | ound Rank in this | | | | | | | Rule violation? |
|--|--|--|--------------------|-----------------|-----------------|------------------|-----------------|---|
| # | 1 st 2 ^r | ıd | 3rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| me & Co | de: | | | S | electio | n: | | |
| Caption Content | | Rati S nrich the a | E | G NI | Con | C nments shou | onstruc | tive Comments for any rating other than superior. |
| | relevant, and cons | | | | | | | |
| | zation entation is easy to υ er carefully planned | | and follo | | | | | |
| Vocal Does the pr | Delivery resenter use their v derstanding, and h | S oice(s) to a eighten into | E (achieve cerest? | | | | | |
| Does the pr | al Delivery resenter employ facing to achieve clarity | | | vement, | | | | |
| Overall In total does demonstrat | Effect s the presentation as a mastery of this fo | S achieve its rensic ever | E (goals? [| | | | | |
| Rating | S: S (Sup | nerior) | | E (Excel | lent) | G (G | ood) | NI (Needs Improvement) |



Harker Middle School Tournament December 5th & 6th, 2015

| 1st 2nd France | 3rd Zhan | 4 th | 5 th | 6 th | 7 th | Yes | time |
|-------------------------|---|--|---|---|--|---|---|
| - Will | Zhan | | | Va | 2 00 | 1 | 1 1 |
| <i>U</i> | | | Selectio | n: | Tees | in my | head |
| | Rating | | Com | Coments should | nstruci | tive Comm | ents her than superior. |
| erial presented enrich | the audience? Is i | NI it | | Gwod | | | nor than superior. |
| vent? | with the purpose | OI | | | | | tice. |
| tion S | - 6 | | | | | | 2 meduci |
| tion is easy to unders | tand and follow? | Has | Li J | it the | e spy | eech 2 | : remice |
| nter use their voice(s) | to achieve clarity | , NI | Min | destri | nn bl | es. I pints. ontact | mprove Show |
| Delivery S | E G | NI | No | mor | ene | nts. | |
| achieve clarity, prom | ression, moveme ote understanding | nt, g, | I | mpro | re | facial | expressi |
| presentation achieve | E G its goals? Does event? | NI it | Mi a | he m | ono t | one w | as noticea |
| | tion Sation is easy to understanding, and heighter Sate of the carefully planned a log standing, and heighter Sate of achieve clarity, promoterest? | tion S E G ation is easy to understand and follow? carefully planned a logical progression of the standing, and heighten interest? Delivery S E G enter use their voice(s) to achieve clarity standing, and heighten interest? Delivery S E G enter employ facial expression, moveme to achieve clarity, promote understanding terest? | elevant, and consistent with the purpose of vent? Ition S E G NI ation is easy to understand and follow? Has carefully planned a logical progression of the carefully planned a logical progression of the livery S E E C C C C C C C C C C C | tion S E G NI ation is easy to understand and follow? Has carefully planned a logical progression of the livery S E G NI enter use their voice(s) to achieve clarity, standing, and heighten interest? Delivery S E G NI material expression, movement, or achieve clarity, promote understanding, iterest? | Action S E G NI Lut the stand in seasy to understand and follow? Has carefully planned a logical progression of the livery S E G NI Livery S E | tion S E G NI ation is easy to understand and follow? Has carefully planned a logical progression of the livery S E G NI anter use their voice(s) to achieve clarity, standing, and heighten interest? Delivery S E G NI Inter employ facial expression, movement, or achieve clarity, promote understanding, terest? The more of the search of the standing of the search | Need more prac Ition S E G NI Ation is easy to understand and follow? Has carefully planned a logical progression of the Itivery S E G NI Anter use their voice(s) to achieve clarity, standing, and heighten interest? Delivery S E G NI Inter employ facial expression, movement, or achieve clarity, promote understanding, terest? The more fore we are contact and the propose of the presentation achieve its goals? Does it The more fore we are a presentation achieve its goals? Does it |

E (Excellent)

G (Good)



S (Superior)

Harker Middle School Tournament December 5th & 6th, 2015

| Round | | | Rai | nk in th | is Rou | nd | | Rule violation? |
|---|-------------------------------|--|-------------------------------|----------------------------|-----------------|-----------------|-----------------|--|
| #1 | 1 st | 2nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes |
| Name & Coo | de: K | atia 1 | Naga | wajes | Selectio | n: | My 12 | pairs of Legs |
| Captio | n | | / ating | , | | C | onstruct | ive Comments |
| Content Does the ma meaningful, this forensic | aterial prese relevant, an | S nted enrich th d consistent v | e audience | G NI ? Is it pose of | Con | Mice | uld be given f | ent Takes time |
| the presenter material? | ntation is eas | S sy to understa anned a logic | E (| w? Has | | | | |
| Vocal De Does the pres promote unde | senter use t | S heir voice(s) to and heighten i | E G achieve cl nterest? | NI arity, | 1 | i the | mide | Become monotor the. Minor fumble vice modulation |
| Physical Does the pres and gesturing and heighten | senter emplo to achieve | y facial expre | E G | ement. | 1 | Exces | sive | use of right el facial geshur |
| Overall E In total does the | ne presentat | S ion achieve its is forensic evo | E G s goals? Do ent? | NI pes it | | | | |

E (Excellent)

G (Good)



| Round | | | Rank i | n this R | Round | | Rule violation? |
|--|--------------------------------------|---|--|-------------------|---------------------|--------------------------|--|
| #1 | 1 st | 2 nd | 3 rd 4 | th 5 ^t | h (6 th | 7 th | □ Yes |
| Name & Coo | de: | onya | Ben | Sele | ction: | If I | should have |
| Captio Content Does the ma meaningful, this forensic | t aterial preser relevant, and | S | E G e audience? Is it | NI | | should be given | tive Comments for any rating other than superior. own confent |
| Organiz Is the presen | tation is eas | S y to understar anned a logica | E G and follow? Hall progression of the | he — | | | |
| Vocal De Does the pres promote unde | senter use th | S eir voice(s) to nd heighten in | achieve clarity. | NI | rast modu and | delive lation ence | y. Need voice Engage |
| | senter emplo to achieve o | y facial expre | E G Nession, movement, a understanding, | | | | ements. |
| Overall E In total does the | ne presentati | S on achieve its s forensic eve | E G N goals? Does it ent? | | Rush | ed de erful | livery lost the message. |
| Ratings | : S (s | Superior) | E (Ex | cellent) | G (| Good) N | (Needs Improvement) |



| Round | | | Ran | ınd | nd Rule violation? | | | | | |
|-------------|---|-----------------|--|-----------------|--------------------|------------------------|------------------------|---|--|--|
| # | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | □ Yes | | |
| me & Co | de: N | Sa | Khan | 9 | Selecti | on: | why n | re have too fen leaders | | |
| Captio | on | | Rating | | Co | | | ctive Comments of for any rating other than superior. | | |
| | aterial preser , relevant, and | nted enrich | S E G in the audience? int with the purpo | ls it | | nood be 1 | conten | it. Show you one in what you ere | | |
| | entation is eas | sy to unde | S E G rstand-and follow ogical progression | v? Has | | | | | | |
| Does the pr | Delivery resenter use t derstanding, | heir voice | S E G (s) to achieve classes ten interest? | NI arity, | | Grood fast Vnnec | inflei del essar | ction, Some time livery y scream | | |
| Does the pr | ng to achieve | oy facial e | S E G expression, move omote understar | ement, | | Good | despr | ressions and gestu it over acting | | |
| | | ation achie | S E G eve its goals? D ic event? | NI oes it | e' | Fast | del the | ivery inconsistent | | |
| Rating | ıs: S | (Superi | or) F | E (Excel | llent) | G (| Good) | NI (Needs Improvement) | | |