

Rules for Demonstration Speech



Purpose of the Category

To develop skills in expository speaking with emphasis on skill in exhibiting a process using objects or physical activity.

Definition of the Category

A demonstration speech explains how to do something or how something works. The speaker(s) must demonstrate a process using objects or physical activity. Visual aids (charts, graphs, diagrams, maps, pictures, etc.) are optional, and may be used to enhance the demonstration, but are not to take the place of objects or activity. The speech must be instructive and present valuable and significant information.

Rules

1. There may be one or two speakers.
2. The speech must be written by the participant(s).
3. The speaker(s) must demonstrate a process using objects or physical activity.
4. Presentations will take place in normal-sized classrooms with normal-sized doors. A table or desk will be supplied. All visuals, properties, and equipment are to be supplied by the speaker(s); however, the use of digital presentations, videos, and other projection is not allowed.
5. This category prohibits the use of properties or equipment endangering the health or safety of the participant, audience or adjudicator. This includes, but is not limited to: weapons of any kind, sharp knives, dangerous chemicals, and animals.
6. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. **Timing begins when the student begins setting up and ends when all materials are removed.** There is no minimum time requirement but development of the speech is open to critique.
7. The use of both sides of one 4"x 6" paper note card for each speaker is optional.

Criteria for Evaluation

1. How does/do the speaker(s) demonstrate his/her commitment to the topic by thoroughly developing the speech? How does/do the speaker(s) appear engaged with the chosen topic?
2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion? Is the speech well written? How does/do the speaker(s) utilize quality word choices? Are there clear transitions? Are effective language skills utilized throughout?
3. Is the demonstration easy to see? Are all parts of the process visible to the audience? Are the objects and/or physical activity integral to the demonstration of the process?
4. How does/do the speaker(s) utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does/do the speaker(s) utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does/do the speaker(s) utilize appropriate eye contact and facial expressions to engage the audience? If there are two speakers, do they work well together as a team?



Demonstration Speech Evaluation

Max Time: **10 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Topic

1. How does/do the speaker(s) demonstrate his/her commitment to the topic by thoroughly developing the speech? How does/do the speaker(s) appear engaged with the chosen topic?

1 2 3 4 5

Content/Organization

2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion? Is the speech well written? How does/do the speaker(s) utilize quality word choices? Are there clear transitions? Are effective language skills utilized throughout?

1 2 3 4 5

Style of Delivery

3. Is the demonstration easy to see? Are all parts of the process visible to the audience? Are the objects and/or physical activity integral to the demonstration of the process?

1 2 3 4 5

Vocal Delivery

4. How does/do the speaker(s) utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does/do the speaker(s) utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does/do the speaker(s) utilize appropriate eye contact and facial expressions to engage the audience? If there are two speakers, do they work well together as a team?

1 2 3 4 5

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Extemporaneous Speech



Purpose of the Category

To develop skills in researching and retrieving information in response to a specific question in a limited time frame. The response to the question should be delivered as a coherent and well-developed speech.

Definition of the Category

The Extemporaneous Speech should provide a direct response to the question drawn. The challenge to the speaker is to phrase a clear answer to the question and support it with evidence and reasoning. The participant may use resource material from any publication, but questions - supplied by the WHSA State Office for every level - will be based on current news events, and questions will be drawn from credible news sources published during the previous three months.

Rules

1. The speech is to be written by the participant and no prepared speeches, outlines, notes, or parts of speeches – such as introductions, conclusions, or other prepared materials – are to be used. Prior to a festival, the student may download any pertinent news articles that may be used to research a question topic, but only materials previously prepared can be used. In the prep room, the student may not access an electrical power source, the Internet, or online media files nor can the speech be written on the laptop. Laptops must stay in the prep room until the student has completed all three rounds. Complete guidelines for using digital media can be found in the *Speech Handbook* (p. 8).
2. One-half hour before speaking, the participant will draw five questions, choose one, and return the remaining four. Identical sets of questions will be used for multiple sections of Extemporaneous Speaking. A student may not speak on the same question more than once during a particular festival. Questions will be drawn by extemporaneous speakers at scheduled intervals each round.
3. Before speaking, the participant must provide the adjudicator with the question actually drawn.
4. Visuals are not permitted.
5. Maximum time limit: 7 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
6. Notes are permitted but limited to both sides of one 4"x 6" note card. The host school shall provide a uniform, identifiable 4"x 6" paper note card for each round. The use of a speaker's stand is optional and must be provided by speaker.
7. Extemporaneous speakers may use a cell phone only as a timing device. Adjudicators and prep room supervisors may request to verify usage.

Criteria for Evaluation

1. How does the speaker directly answer the question chosen? Is the response well-defined?
2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion with effective transitions? Does the speaker support the response with evidence and reasoning and cite credible sources appropriately?
3. How does the speaker utilize quality word choices? How are effective language skills utilized throughout the speech? How does the style of delivery help the speech flow?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?



Extemporaneous Speech Evaluation

Max Time: **7 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Topic

1. How does the speaker directly answer the question chosen? Is the response well-defined?

1 2 3 4 5

Content/Organization

2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion with effective transitions? Does the speaker support the response with evidence and reasoning and cite credible sources appropriately?

1 2 3 4 5

Style of Delivery

3. How does the speaker utilize quality word choices? How are effective language skills utilized throughout the speech? How does the style of delivery help the speech flow?

1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does the speaker utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

1 2 3 4 5

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Farrago



Purpose of the Category

To develop skills in identifying, selecting, combining, and presenting quality literature from a variety of genres which is connected by a specific theme or emotion.

Definition of the Category

The challenge of Farrago is to select material from a variety of literary genres (poetry, short stories, speeches, essays, drama, songs, novels), which address a central specific theme or emotion and to interpret material through oral presentation. **Quality material** is required – that which provides insight into human values, motivations, relationships, problems, and understandings, and is not characterized by sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations.

Rules

1. Original material is not allowed. The reader should choose material from no fewer than two different literary genres, which have a common theme or emotion. An introduction – written by the student and presented without use of notes – is required to establish unity of development of the chosen theme. A student may read a portion of a selection before beginning the introduction (teaser). Each contestant may choose one of two approaches for delivering their program:
 - a. Delivering each selection/piece of source material separately, with transitions between them for coherence, which identify each selection's title, author, and genre; **or**
 - b. Including all titles, authors, and genres in the introduction and interweaving selections without formal transitions. **Students must announce they are presenting a transitionless program.**
2. The selections are to be read from a paper manuscript. The use of a reading stand is optional but not required and must be provided by the speaker. A copy of all source material must be available for inspection.
3. Costumes, props, music, or other audio-visuallys may not be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
4. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.
5. The participant may not walk except during the introduction and transitions that connect material read. ***If presenting a transitionless program, movement may be used to indicate change in selection.***

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include the titles and authors? How does the speaker connect the materials to the selected theme? Are the introduction and transitions presented without the use of notes?
2. How does the chosen material provide insight into human values, motivations, relationships, problems and understandings without sentimentality, violence for its own sake, unmotivated endings or stereotyped characterizations?
3. Does the speaker understand the material? How does the speaker portray the meaning to the audience through the presentation? Are the intellectual, emotional, and sensory experiences of the material made vivid by the speaker's engagement with the materials chosen?
4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expressions to engage the audience? (The speaker may not walk except during introduction and transitions that connect material read; ***If presenting a transitionless program, movement may be used to indicate change in selection.***)



Farrago Evaluation

Max Time: **10 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Introduction/Transitions

1. Does the speaker provide well-written introduction/transitions that include the titles and authors? How does the speaker connect the materials to the selected theme? Are the introduction and transitions presented without the use of notes?

1 2 3 4 5

Quality Material

2. How does the chosen material provide insight into human values, motivations, relationships, problems, and understandings without sentimentality, violence for its own sake, unmotivated endings or stereotyped characterizations? (Original material is not allowed.)

1 2 3 4 5

Understanding the Selection

3. Does the speaker understand the material? How does the speaker portray the meaning to the audience through the presentation? Are the intellectual, emotional, and sensory experiences of the material made vivid by the speaker's engagement with the materials chosen?

1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does the speaker utilize appropriate physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expressions to engage the audience? (The speaker may not walk except during introduction and transitions that connect material read; *If presenting a transitionless program, movement may be used to indicate change in selection.*)

1 2 3 4 5

Overtime Vocal Music Penalty (-1):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Group Interpretive Reading



Purpose of the Category

To develop skills related to the ensemble interpretive reading of a literary script.

Definition of the Category

Contrary to dramatic performance, the challenge of this category is to compile and present a literary script in such manner that the audience imagines action being described rather than witnessing it being performed. Symbolic characterization and vocal and physical action, rather than a literal dramatization or pantomime, is required. Ideas are imagined through oral reading and not through acting; therefore, the ensemble of oral readers act as a medium of expression for the audience. Group Interpretive Reading is an ensemble presentation by **2-5 readers**.

Rules

1. Original material is allowed, but is open to critique.
2. The script may be a cutting, a complete work, or a script compiled from a variety of sources, including prose, poetry, or essay – or a combination of these forms – but drama (play for theatre, screen, or radio) as source material is prohibited. A copy of all source material must be available for inspection.
3. An introduction is required, and, with any necessary transitions, must be written by the students and memorized or presented extemporaneously without use of notes.
4. Each participant is required to read from the printed page of a paper manuscript or book with optional use of chairs or stools and reading stands provided by students, but not used as props. Costumes and props (including using the script as a prop rather than a script), are not allowed. Merely dressing alike or coordinated outfits is **not** considered costuming.
5. Movement to suggest relationships, feelings, changes, ideas, moods, locales, etc., consistent with the offstage focus of the presentation and appropriate to the script is acceptable and subject to evaluation. Onstage focus (direct eye contact) and physical contact (touching) between participants is prohibited. No pre-recorded sound effects are permitted. Participants may produce their own sound effects, but these – as well as no more than thirty (30) seconds total of vocal music – must be an integral part of the literature and incidental to the performance. Exceeding the vocal music time limit will result in a one-point deduction.
6. Maximum time limit: 12 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.

Criteria for Evaluation

1. Do the speakers provide well-written introduction/transitions that include title and author of the work(s) as well as sufficient information to set the mood and tone for the material? Do the introduction and any transitions help the presentation move along smoothly? Are the introduction and transitions presented without use of notes?
2. How does the group portray its understanding of the literature and intended meaning to the audience? How effectively do the speakers express the intellectual, emotional, and sensory experiences of the material?
3. How does the group utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct? Do the group members' voices blend together in unison when appropriate?
4. How does the group utilize appropriate physical techniques? Do gestures and physical presence enhance the presentation? Do the speakers use appropriate eye contact and facial expressions to engage the audience, while maintaining offstage focus? Are the scripts handled as scripts rather than props?
5. Is the performance well-paced and unified? How does each group member contribute to the total effect?



Group Interpretive Reading Evaluation

Max Time: **12 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Introduction/Transitions

1. Do the speakers provide well-written introduction/transitions that include title and author of the work(s) as well as sufficient information to set the mood and tone for the material? Do the introduction and any transitions help the presentation move along smoothly? Are introduction and any transitions presented without the use of notes?

1 2 3 4 5

Conveying Meaning

2. How does the group portray its understanding of the literature and intended meaning to the audience? How effectively do the speakers express the intellectual, emotional, and sensory experiences of the material?

1 2 3 4 5

Vocal Delivery

3. How does the group utilize effective vocal techniques to enhance meaning? Are pitch, volume and rate appropriate? Are articulation and pronunciation clear and correct? Do the group members' voices blend together in unison when appropriate?

1 2 3 4 5

Physical Delivery

4. How does the group utilize appropriate physical techniques? Do gestures and physical presence enhance the presentation? Do the speakers use appropriate eye contact and facial expressions to engage the audience, while maintaining off-stage focus? Are scripts handled as scripts rather than props?

1 2 3 4 5

Overall Effect

5. Is the performance well-paced and unified? How does each group member contribute to the total effect?

1 2 3 4 5

Overtime Vocal Music Penalty (-1):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Impromptu Speech



Purpose of the Category

To develop skills in developing a spontaneous response to a specific prompt in a limited time frame.

Definition of the Category

The Impromptu Speech should provide a direct response to the prompt drawn with an original, well-organized and imaginative interpretation, supported by examples. The challenge to the speaker is to phrase pertinent information sufficient to support the central thought of the topic and organized according to some logical plan to produce a complete speech within the time allowed.

Rules

1. The State Office will share topic prompts with festival managers, devising these from proverbs, objects, abstract words, events, quotations, hypothetical questions, and famous people.
2. The festival shall provide each adjudicator an envelope containing a uniform set of topics, with a different subject area used for each round. One speaker at a time will draw three topics, immediately choose one to keep and prepare from, and return the other two to the envelope. After that is done, the adjudicator will begin timing; the student will have a total of 5 minutes to prepare and speak, and may not receive advice, information, or suggestions from anyone. Use of preparation versus speaking time is at the student's discretion, but subject to critique by the adjudicator. When the student is ready to speak, the adjudicator must be ready to listen and evaluate. Students should remain in the room for the entire round to listen to other speakers.
3. Properties or visuals are not permitted.
4. Maximum time limit: 5 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
5. Students may not bring materials – including prepared speeches, outlines, notes, or parts of speeches (introductions, conclusions, etc.) – into contest rooms; they must rely on background knowledge and memory of personal experiences. The speech must be created during the round, optionally using one uniform 4" x 6" note card provided by the contest.
6. Speakers may use a cell phone only as a timing device. Adjudicators may request to verify usage.

Criteria for Evaluation

1. How does the speaker directly answer the prompt chosen? Is the response well-defined?
2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion with effective transitions? Does the speaker support the response with relevant personal insight, examples, reasoning, and utilize examples to their best knowledge?
3. How does the speaker utilize quality word choices? How are effective language skills utilized throughout the speech? How does the style of delivery help the speech flow?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?



Impromptu Speech Evaluation

Max Time: **5 Minutes** (15 sec. grace period)

Round: _____

Time: _____

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Topic

1. How does the speaker directly answer the prompt chosen? Is the response well-defined?

1 2 3 4 5

Content/Organization

2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion with effective transitions? Does the speaker support the response with relevant personal insight, examples, reasoning, and utilize examples to their best knowledge?

1 2 3 4 5

Style of Delivery

3. How does the speaker utilize quality word choices? How are effective language skills utilized throughout the speech? How does the style of delivery help the speech flow?

1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does the speaker utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

1 2 3 4 5

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Informative Speech



Purpose of the Category

To develop the skill of speaking informatively on any topic.

Definition of the Category

The challenge to the speaker is to present well-developed material, which has the primary intent of informing, although persuasive elements may be present. The speaker should limit the topic to ideas that can be developed adequately in the time allotted. The speech is to be organized, coherent, unified, and clear. A range of support materials are to be used which can include quotations, statistics, examples, comparisons, and analogies. Correct citation of support materials should be used where appropriate.

Rules

1. The speech must be written by the participant.
2. Visuals are optional, but may not be worn. Mechanical sound and lighting are not allowed. The use of digital presentations, videos, and other projection is not allowed.
3. Maximum time limit: 6 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
4. The use of both sides of one 4" x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
5. *In addition to citing sources in the speech*, the contestant must hand a printed list of works cited to each adjudicator. When no list is provided, the adjudicator will deduct two points.

Criteria for Evaluation

1. How does the speaker demonstrate his/her commitment to the topic? How does the speaker engage the audience in understanding the topic?
2. Is the speech well-developed and organized in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is the information accurate, documented, and cited correctly when appropriate?
3. Is the speech well written? How does the speaker utilize quality word choices? How are effective language skills utilized throughout?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? If used, do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? If used, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?



Informative Speech Evaluation

Max Time: **6 Minutes** (15 sec. grace period)

Round:

Time:

Name/ Code:	Topic/ Title:
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<p><i>Use spaces below to explain your rating and provide suggestions for improvement. Please provide constructive comments for each of the five areas.</i></p>	Ratings ↓	<p>1 – Missing elements, refer to evaluation criteria 2 – Needs many improvements 3 – Developing, needs additional coaching/practice 4 – Meets expectations, needs polish 5 – Mastery, exceeds expectations</p>	← Circle the number representing your response to each question
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Topic

1. How does the speaker demonstrate his/her commitment to the topic? How does the speaker engage the audience in understanding the topic? 1 2 3 4 5

Content/Organization

2. Is the speech well-developed and organized in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is the information accurate, documented, and cited correctly when appropriate? 1 2 3 4 5

Style of Delivery

3. Is the speech well written? How does the speaker utilize quality word choices? How are effective language skills utilized throughout? 1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct? 1 2 3 4 5

Physical Delivery

5. How does the speaker utilize appropriate physical techniques? If used, do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? If used, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting? 1 2 3 4 5

Penalty for missing Works Cited List (-2):

Overtime Penalty (-1):

Adjudicator Signature:	Print Name/Code:	Total Points:
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Rules for Moments in History Speech



Purpose of the Category

To develop the skills in research and speaking related to an historical focus.

Definition of the Category

The challenge to the speaker is to select an historical topic within the limits presented each year by WHSFA. The general focus for a speech in this category is an exploration of history. Students may consider (but are not limited to) using the following areas of research: archival records, diaries, personal interviews, letters, newspapers, etc. The speaker is to use this researched information to compose and present a well-organized, informative speech. Speakers may use visual materials, but such materials must support, not dominate, the presentation. This category calls for a speech, not a visual media show or an acting performance.

Rules

1. The speech must be written by the participant.
2. Visuals are optional, but may not be worn. Mechanical sound and lighting are not allowed. The use of digital presentations, videos, and other projection is not allowed.
3. The student's topic choice must conform to the annual focus and WHSFA guidelines. The topic (person, event, trend, etc.) need not have been well-publicized.
4. Maximum time limit: 6 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
5. Use of both sides of one 4" x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
6. *In addition to citing sources in the speech*, the contestant must hand a printed list of works cited to each adjudicator. When no list is provided, the adjudicator will deduct two points.

Criteria for Evaluation

1. How does the speaker demonstrate a commitment to and understanding of the topic by justifying its relevance within the given time period(s)? How engaged is the speaker with the chosen topic?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?
3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? If used, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?

2018-19 Time Period (either time period or a combination of both)

1950-1959 and/or 1400-1499

Students may consider, but are not limited to these topic areas:

Politics or Military Action	Historical Sites/Monuments
Ethnology/Legends/Folklore	Science/Inventions/Medicine
Fashion and Fads	Heroes or Villains

Significant Speech
Natural Disasters
Arts and Entertainment
Personalities

Geography
Sports
Religion
Transportation



Moments in History Speech Evaluation

Max Time: **6 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Topic

1. How does the speaker demonstrate a commitment to and understanding of the topic by justifying its relevance within the given time period? How engaged is the speaker with the chosen topic?

1 2 3 4 5

Content/Organization

2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?

1 2 3 4 5

Style of Delivery

3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?

1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? If used, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?

1 2 3 4 5

Penalty for missing Works Cited List (-2):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

**Total
Points:**

Rules for Oratory Speech



Purpose of the Category

To develop skills in composing and presenting a persuasive formal speech on a significant topic of the speaker's choosing. The presentation should be delivered as a coherent and well-developed speech.

Definition of the Category

The oration is expected to be a thoroughly prepared, well composed, and well expressed speech of persuasion on a significant topic. As such, the oration must be unequivocally persuasive in its purpose. It may fulfill its persuasive challenge in one of three ways: 1) by alerting the audience to existence of a problem; 2) by affirming existence of a problem and offering a solution; or 3) by urging adoption of a policy. While the topic of the oration should be of significance to general society, it should be adapted to an audience composed of the speaker's peers. An effective oration is characterized by clear, vivid, and forceful language and appropriate stylistic devices such as metaphor, comparison/contrast, irony, allusion, analogy, etc. Quality supporting materials are a necessary part of the oration.

Rules

1. The speech is to be written by the participant.
2. Visuals are not permitted.
3. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
4. The use of both sides of one 4"x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
5. *In addition to citing sources in the speech*, the contestant must hand a printed list of works cited to each adjudicator. When no list is provided, the adjudicator will deduct two points.

Criteria for Evaluation

1. Does the speaker present a formal speech on a significant topic? How does the speaker fulfill the persuasive challenge in one of the three ways listed in the *Definition of the Category*? How does the speaker appear engaged with the chosen topic?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?
3. Does the speaker utilize quality word choices? How are effective language skills utilized throughout to send a persuasive message? Are stylistic devices used appropriately? How does the style of delivery help the speech flow?
4. How does the speaker utilize vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?



Oratory Speech Evaluation

Max Time: **10 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Topic

1. Does the speaker present a formal speech on a significant topic? How does the speaker fulfill the persuasive challenge in one of the three ways listed in the *Definition of the Category*? How does the speaker appear engaged with the chosen topic?

1 2 3 4 5

Content/Organization

2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?

1 2 3 4 5

Style of Delivery

3. Does the speaker utilize quality word choices? How are effective language skills utilized throughout to send a persuasive message? Are stylistic devices used appropriately? How does the style of delivery help the speech flow?

1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does the speaker utilize physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

1 2 3 4 5

Penalty for missing Works Cited List (-2):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Play Acting



Purpose of the Category

To develop skills in an ensemble dramatic presentation of a scene or cutting from a play.

Definition of the Category

Participants perform a scene or cutting from a play with emphasis on character development and appropriate physical movement. Participants may play more than one character; however, extreme fragmentation of actors into multiple roles may have a severely adverse impact on the ability to develop a believable character portrayal during the limited time available. Play Acting is an ensemble presentation by **2-5 actors**.

Rules

1. Original material is allowed, but must conform to character and plot development and is subject to critique.
2. The script may be a **cutting from or a complete work of one drama (play for theatre, screen, or radio)**. Non-original scripts must be published. A copy of the play script must be available for inspection.
3. Participants must memorize lines from a play script.
4. Introductions and any necessary transitions are to be written by the students and presented without the use of notes.
5. Participants should move as they would in a fully produced play, but without costumes, makeup, lights, or properties. Merely dressing alike or coordinated outfits is **not** considered costuming. Available table, desk, and/or chairs are permitted; any other hand props and set pieces are not permitted. Physical actions other than stage movement will need to be pantomimed. Mechanical or electronic sound effects are also prohibited. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
6. Maximum time limit: 12 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the performance is open to critique.

Criteria for Evaluation

1. Do the speakers provide well-written introduction/transitions that include title and author of the work(s) as well as sufficient information to set the mood and tone for the material? Do the introduction and any transitions help the presentation move along smoothly? Are the introduction and transitions presented without use of notes?
2. How do the speakers project the motivations, emotions, and interrelationships of the characters to the audience? Are the characters believable? Does the scene build to a climax?
3. How does the group utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct? How are the characters vocally portrayed in a realistic and consistent manner?
4. Is the group consistent in blocking, miming actions, and maintaining an on-stage focus? How are the characters physically portrayed in a realistic and consistent manner?
5. Is the performance a well-paced, unified presentation? How does each member of the group contribute to the total effect?



Play Acting Evaluation

Max Time: **12 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Introduction/Transitions

1. Do the speakers provide well-written introduction/transitions that include title and author of the work(s) as well as sufficient information to set the mood and tone for the material? Do the introduction and any transitions help the presentation move along smoothly? Are the introduction and transitions presented without the use of notes?

1 2 3 4 5

Conveying Meaning

2. How do the speakers project the motivations, emotions, and interrelationships of the characters to the audience? Are the characters believable? Does the scene build to a climax?

1 2 3 4 5

Vocal Delivery

3. How does the group utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct? How are the characters vocally portrayed in a realistic and consistent manner?

1 2 3 4 5

Physical Delivery

4. Is the group consistent in blocking, miming actions, and maintaining an on-stage focus? How are the characters physically portrayed in a realistic and consistent manner?

1 2 3 4 5

Overall Effect

5. Is the performance a well-paced, unified presentation? How does each member of the group contribute to the total effect?

1 2 3 4 5

Overtime Vocal Music Penalty (-1):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Poetry Reading



Purpose of the Category

To develop skills in conveying an understanding of poetry through use of body and voice.

Definition of the Category

The participant should select one or more poems centering on a specific theme or emotion. The presentation is read from a manuscript.

Rules

1. Original material is allowed, but is open to critique.
2. An introduction, written by the student, is required and, along with any transitions, must be presented without use of notes. A student may read a portion of the selection before beginning their introduction (teaser). A copy of all source material must be available for inspection.
3. Material is to be read from a paper manuscript with optional use of a reading stand provided by the student.
4. Costumes and props may not be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
5. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.
6. The participant may not walk except during the introduction and transitions that connect the poetry being read.

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include title(s) and author(s) of selected poem(s) while providing sufficient information about the unity of pieces to the selected theme? Are introduction and transitions presented without use of notes?
2. Does the speaker understand the poem(s)? How does the speaker portray the meaning to the audience through the presentation? Are intellectual, emotional, and sensory experiences of the material made vivid by the speaker's engagement with the poem(s) chosen?
3. How does the speaker recognize and appropriately use special effects of poetry such as rhythm, cadence, alliteration, and assonance? How does the style of delivery move the selection(s) along?
4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expression to engage the audience? (The speaker may not walk, except during introduction and transitions that connect the poetry being read.)



Poetry Reading Evaluation

Max Time: **8 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Introduction/Transitions

1. Does the speaker provide well-written introduction/transitions that include title(s) and author(s) of selected poem(s) while providing sufficient information about the unity of pieces to the selected theme? Are introduction and transitions presented without use of notes?

1 2 3 4 5

Conveying Meaning

2. Does the speaker understand the poem(s)? How does the speaker portray the meaning to the audience through the presentation? Are intellectual, emotional, and sensory experiences of the material made vivid by the speaker's engagement with the poem(s) chosen?

1 2 3 4 5

Style of Delivery

3. How does the speaker recognize and appropriately use special effects of poetry such as rhythm, cadence, alliteration, and assonance? How does the style of delivery move the selection(s) along?

1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does the speaker utilize physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expression to engage the audience? (The speaker may not walk, except during introduction and transitions that connect the poetry being read.)

1 2 3 4 5

Overtime Vocal Music Penalty (-1):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Prose Reading



Purpose of the Category

To develop skills in conveying an understanding of prose literature through use of body and voice.

Definition of the Category

The participant should select one or more works of prose literature, including short stories, cutting from novels, drama, essays, or other non-fiction work, centering on a specific theme or emotion. The presentation is read from a manuscript.

Rules

1. Original material is allowed, but is open to critique.
2. An introduction, written by the student, is required and, along with any transitions, must be presented without use of notes. A student may read a portion of the selection before beginning the introduction (teaser). A copy of all source material must be available for inspection.
3. Material is to be read from a paper manuscript with optional use of a reading stand provided by the student.
4. Costumes and props may not be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
5. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.
6. The participant may not walk except during the introduction and transitions that connect the literature being read.

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include title(s) and author(s) of the selected material while providing sufficient information to establish the selected theme? Are introduction and transitions presented without use of notes?
2. Does the speaker understand the material? How does the speaker portray meaning to the audience through the presentation? Are intellectual, emotional, and sensory experiences of the material made vivid by the speaker's engagement with the material chosen?
3. How does the speaker use a style of reading that is appropriate to the material? How does the speaker draw the audience into the material through the delivery? How does the use of inflection, force, and timing enhance the performance?
4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expression to engage the audience? (The speaker may not walk, except during introduction and transitions that connect the material being read.)



Prose Reading Evaluation

Max Time: **8 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← Circle the number representing your response to each question

Introduction/Transitions

1. Does the speaker provide well-written introduction/transitions that include title(s) and author(s) of the selected material while providing sufficient information to establish the selected theme? Are introduction and transitions presented without use of notes?

1 2 3 4 5

Conveying Meaning

2. Does the speaker understand the material? How does the speaker portray meaning to the audience through the presentation? Are intellectual, emotional, and sensory experiences of the material made vivid by the speaker's engagement with the material chosen?

1 2 3 4 5

Style of Delivery

3. How does the speaker use a style of reading that is appropriate to the material? How does the speaker draw the audience into the material through the delivery? How does use of inflection, force, and timing enhance the performance?

1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

5. How does the speaker utilize physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expression to engage the audience? (The speaker may not walk, except during introduction and transitions that connect the material being read.)

1 2 3 4 5

Overtime Vocal Music Penalty (-1):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Public Address Speech



Purpose of the Category

To develop the skill of providing a direct response to a current issue. The response to the question should be delivered as a coherent and well-developed speech.

Definition of the Category

The challenge to the speaker is to contribute to the public dialog on a contemporary issue by presenting a well-informed speech directly responding to a question about that issue, selected from a list provided annually by WHSFA. The speaker is to be knowledgeable and is to use quality supporting material to substantiate his/her position. The Public Address speech is to be well-organized, clear, and effectively presented.

Rules

1. The speech must be written by the participant.
2. Visuals are not permitted.
3. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
4. The use of both sides of one 4" x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
5. *In addition to citing sources in the speech*, the contestant must hand a printed list of works cited to each adjudicator. When no list is provided, the adjudicator will deduct two points.

Criteria for Evaluation

1. How direct and defined is the speaker's response to – and analysis of – the question selected?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?
3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

2018-19 Topic Questions (choose one)

1. To what extent, if any, should the U.S. federal government substantially reduce restrictions on legal immigration to the United States?
2. To what extent, if any, should the U.S. government implement a national high-speed rail system?
3. How should schools deal with student protests?
4. To what extent, if any, is technology making us more alone?



Public Address Speech Evaluation

Max Time: 8 Minutes (15 sec. grace period)	
Round:	Time:

Name/ Code:	Topic/ Title:
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Use spaces below to explain your rating and provide suggestions for improvement. Please provide constructive comments for each of the five areas.	Ratings ↓	1 – Missing elements, refer to evaluation criteria	← Circle the number representing your response to each question
		2 – Needs many improvements	
3 – Developing, needs additional coaching/practice			
4 – Meets expectations, needs polish			
5 – Mastery, exceeds expectations			

Topic

1. How direct and defined is the speaker's response to – and analysis of – the question selected? 1 2 3 4 5

Content/Organization

2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate? 1 2 3 4 5

Style of Delivery

3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech? 1 2 3 4 5

Vocal Delivery

4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct? 1 2 3 4 5

Physical Delivery

5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? 1 2 3 4 5

Penalty for missing Works Cited List (-2): Overtime Penalty (-1):

Adjudicator Signature:	Print Name/Code:	Total Points:
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Rules for Radio News Reporting



Purpose of the Category

To develop the skills in selecting, editing, and organizing news items for vocal presentation.

Definition of the Category

The challenge to the speaker is to present a well-organized, clearly communicated newscast. Source material provided by the state office of approximately 15-20 minutes in length is to be cut and edited with special efforts made to end at 5 minutes. The host school should provide adjudicators with a copy of the material given to each speaker.

Rules

1. The speaker may delete or edit any parts of items from the provided material; however, no new articles may be added except transition sentences, introductions, and conclusions. Different material of 15 to 20 minutes in length will be provided for each round.
2. One-half hour before speaking, the participant will receive source material. Identical material will be provided for each participant at scheduled intervals each round.
3. The newscast will include news, weather, sports and one or more commercials advertising some product or service. Commercials will be supplied with script material, which the student may use as written or may be edited/embellished to further enhance the product or service, but no material may be added. The commercial(s) may be inserted at any point but must be included within time limits. Only WHSFA supplied news and commercial(s) may be used.
4. Any use of audio/visuals is not permitted. The speaker is to be seated in profile position to the adjudicator, who should critique vocal presentation only.
5. The speaker must supply his/her own stopwatch and equipment for cutting, editing, and reading the newscast. The radio speaker may use a cell phone only as a timing device, and must read from paper (not a digital device). Adjudicators and prep room supervisors may request to verify usage.
6. The speaker is expected to finish "on the nose;" within 10 seconds of the 5-minute time limit; however, beyond those limits one (1) point will be subtracted for each ten seconds away from 4 minutes 50 seconds or 5 minutes 10 seconds; see chart below for guidance on the first ranges for point deductions; further groupings of time result in additional points deducted. After 6 minutes has passed, the adjudicator should stop the presentation.

0 pts.	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.	etc. →
4:50-5:00	4:40-4:49	4:30-4:39	4:20-4:29	4:10-4:19	4:00-4:09	Continue deductions...
5:00-5:10	5:11-5:20	5:21-5:30	5:31-5:40	5:41-5:50	5:51-6:00	Stop contestant.

Criteria for Evaluation

1. Does the speaker provide a clear and logical organization of the script? Are elements of international, national, and state news, weather, sports, and commercial(s) presented in a balanced manner?
2. How does the speaker use effective and engaging language skills, including introductions, smooth transitions, and conclusions? How does style of delivery create a professional sounding broadcast?
3. How does the speaker utilize effective vocal techniques to enhance meaning? Are articulation and pronunciation clear and correct? Does the voice sound confident, clear, and pleasant?
4. How is the commercial presented as an important element to the newscast without overshadowing other news elements? How well does the speaker "sell" the product or service?
5. Is the newscast delivered without unnatural speeding up or slowing down? How authentic does the speaker make the newscast sound?



Radio News Reporting Evaluation

Max Time: 5 Minutes (4:50-5:10 required)	
Round:	Time:

Name/ Code:	Call Letters:
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Use spaces below to explain your rating and provide suggestions for improvement. Please provide constructive comments for each of the five areas.	Ratings ↓	1 – Missing elements, refer to evaluation criteria	← Circle the number representing your response to each question
		2 – Needs many improvements	
3 – Developing, needs additional coaching/practice			
4 – Meets expectations, needs polish			
5 – Mastery, exceeds expectations			

Broadcast

1. Does the speaker provide a clear and logical organization of the script? Are elements of international, national, and state news, weather, sports, and commercial(s) presented in a balanced manner?

1 2 3 4 5

Style of Delivery

2. How does the speaker use effective and engaging language skills, including introductions, smooth transitions, and conclusions? How does style of delivery create a professional sounding broadcast?

1 2 3 4 5

Vocal Delivery

3. How does the speaker utilize effective vocal techniques to enhance meaning? Are articulation and pronunciation clear and correct? Does the voice sound confident, clear, and pleasant?

1 2 3 4 5

Commercial

4. How is the commercial presented as an important element to the newscast without overshadowing other news elements? How well does the speaker "sell" the product or service?

1 2 3 4 5

Overall Effect

5. Is the newscast delivered without unnatural speeding up or slowing down? How authentic does the speaker make the newscast sound?

1 2 3 4 5

Time Penalty -1 for each increment of 10 seconds, or **fraction thereof**, over/under:

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Adjudicator Signature:	Print Name/Code:	Total Points:
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Rules for Solo Acting



Purpose of the Category

To develop skills in the presentation of dramatic literature.

Definition of the Category

The material shall be a cutting from serious or humorous drama or other literature adapted to the dramatic format with brief narrative transitions allowed that includes any number of characters. By using the self as a medium between the selection and the audience, the student shall create the character(s) and shall utilize action appropriate to the characterization(s) within the control of the setting. Students will enter either *Humorous* or *Serious* divisions at sub-district, district, and state festivals, with up to four entries per school in both divisions, collectively. Quality material is required. **Quality material –that which provides insight into human values, motivations, relationships, problems, and understandings, and is not characterized by sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations.**

Rules

1. Original material may not be used. The source material must be published.
2. A copy of original source material must be available for inspection.
3. The presentation must be memorized.
4. An introduction, written by the student, is required and, along with any transitions, must be presented without use of notes.
5. A **single, stationary chair** is permitted; costumes, props (including additional chairs), sound, lighting, and make-up are not permitted. Physical actions other than stage movement will need to be pantomimed. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
6. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of characterization(s) is open to critique.

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include title and author of the work as well as sufficient information to set the mood and tone for the piece? Do the introduction and any transitions help the presentation move along smoothly? Were introduction and transitions presented without use of notes?
2. How does the piece chosen provide insight into human values, motivations, relationships, problems, and understandings without sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations?
3. How does the speaker utilize effective vocal techniques to enhance meaning and convey motivations and emotions? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
4. Is the speaker consistent in blocking, miming actions, and maintaining focal points for dialogue? How is/are character(s) physically portrayed in a realistic and consistent manner?
5. How is the performance a strong example of a well-paced, unified presentation? Does the presentation build to a climax?



Solo Acting Evaluation

Max Time: **10 Minutes** (15 sec. grace period)

Round:

Time:

Name/
Code:

Topic/
Title:

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← **Circle the number representing your response to each question**

Introduction/Transitions

1. Does the speaker provide well-written introduction/transitions that include title and author of the work as well as sufficient information to set the mood and tone for the piece? Do the introduction and any transitions help the presentation move along smoothly? Were introduction and transitions presented without the use of notes?

1 2 3 4 5

Quality Material

2. How does the piece chosen provide insight into human values, motivations, relationships, problems, and understandings without sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations?

1 2 3 4 5

Vocal Delivery

3. How does the speaker utilize effective vocal techniques to enhance meaning and convey motivations and emotions? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

4. Is the speaker consistent in blocking, miming actions, and maintaining focal points for dialogue? How is/are character(s) physically portrayed in a realistic and consistent manner?

1 2 3 4 5

Overall Effect

5. How is the performance a strong example of a well-paced, unified presentation? Does the presentation build to a climax?

1 2 3 4 5

Overtime Vocal Music Penalty (-1):

Overtime Penalty (-1):

Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Special Occasion Speech



Purpose of the Category

To develop skills related to writing and delivering a speech appropriate for a specific occasion.

Definition of the Category

The challenge to the speaker is to write a speech appropriate to a specific occasion and its probable audience. It is possible that a speech may pursue more than one of the standard general purposes of informing, persuading, or entertaining. Speakers may use visual materials but such materials must support – not dominate – the presentation. This category calls for a speech, not a visual media show. The situations from which the student selects are determined each year by WHSFA.

Rules

1. The speech must be written by the participant.
2. Prior to the presentation, the participant is to announce which of the situations has been chosen. This announcement must be brief and is not considered part of the speech on which the student will be timed and evaluated.
3. Visuals are optional, but may not be worn. Mechanical sound and lighting are not allowed. The use of digital presentations, videos and other projection is not allowed.
4. Maximum time limit 6 minutes with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
5. The use of both sides of one 4" x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.

Criteria for Evaluation

1. Does the speaker give a specific speech appropriate to the occasion selected? How does the speaker appear engaged with the chosen occasion? Is the purpose of the speech fulfilled for the occasion?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions?
3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? If used, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?

2018-19 Situation Topics (choose one)

1. A principal's welcome to incoming students
2. A recruitment speech
3. A ribbon cutting speech
4. A school office candidacy speech



Special Occasion Evaluation

Max Time: **6 Minutes** (15 sec. grace period)

Round:

Time:

Name/ Code:	Topic/ Title:
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Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← **Circle the number representing your response to each question**

Occasion

1. Does the speaker give a specific speech appropriate to the occasion selected? How does the speaker appear engaged with the chosen occasion? Is the purpose of the speech fulfilled for the occasion?

1	2	3	4	5
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Content/Organization

2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions?

1	2	3	4	5
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Style of Delivery

3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?

1	2	3	4	5
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Vocal Delivery

4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1	2	3	4	5
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Physical Delivery

5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? If used, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?

1	2	3	4	5
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Overtime Penalty (-1):

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Adjudicator
Signature:

Print
Name/Code:

Total
Points:

Rules for Storytelling



Purpose of the Category

To develop skills in presenting a story in an imaginative way.

Definition of the Category

To tell a story is to chronicle events. The storyteller's purpose is to chronicle those events in a coherent, unified, clear, and interesting manner. While seated, the storyteller utilizes vocal variation and physical movement to suggest different characters and character relationships in order to make the story clearer and more interesting. The emphasis of the storyteller's art is on the teller as an *intermediary or narrator*. The student is expected to demonstrate a sense of audience, that is, tell the chosen story in a manner suitable for the intended audience, be it young children, teenagers, or adults. Students select and rehearse a story for each of the topic areas set by the WHSFA each year.

Rules

1. Original material is allowed, but subject to critique.
2. Students will bring to festivals a single card listing the four topic areas, with one different title, and author(s) for each. Before each performance the student presents the card to the adjudicator, who will choose and initial the selection to be performed that round, and return the card to the speaker. The student is required to tell a different selection each round. For State, students are allowed to select (3) three of the (4) four topic areas.
3. A brief introduction identifying author, title **and intended audience** is required, but not subject to evaluation.
4. The entire presentation is to be given extemporaneously, without the use of notes.
5. **The participant must sit in a chair.** No costumes, props, or visuals may be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
6. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.

Criteria for Evaluation

1. Does the speaker tell the story in a coherent, spontaneous, and unified manner? How well does the story relate to the chosen topic?
2. How does the speaker use language and imagery appropriate to the story and intended audience (named in the introduction)?
3. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
4. Is the speaker consistent in maintaining a seated position while using gestures and facial expressions to enhance the story? How does the speaker engage the audience while maintaining offstage focus?
5. How does suggestion of characters and relationships recreate the story chosen? Does the speaker balance the role of storyteller while playing characterizations with offstage focus?

2018-19 Story Topics (must have a story for each of the topics)

1. A story from the British Isles and/or Ireland
2. A story about illness/plague
3. A story about agriculture and/or gardening
4. A fish-out-of-water story



Storytelling Evaluation

Max Time: **8 Minutes** (15 sec. grace period)

Round:

Time:

Name/ Code:	Topic/ Title:
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Use spaces below to **explain your rating and provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings ↓

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

← **Circle the number representing your response to each question**

Story Choice

1. Does the speaker tell the story in a coherent, spontaneous, and unified manner? How well does the story relate to the chosen topic?

1 2 3 4 5

Sense of Audience

2. How does the speaker use language and imagery appropriate to the story and intended audience (named in the introduction)?

1 2 3 4 5

Vocal Delivery

3. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?

1 2 3 4 5

Physical Delivery

4. Is the speaker consistent in maintaining a seated position while using gestures and facial expressions to enhance the story? How does the speaker engage the audience while maintaining offstage focus?

1 2 3 4 5

Overall Effect

5. How does suggestion of characters and relationships recreate the story chosen? Does the speaker balance the role of storyteller while playing characterizations with offstage focus?

1 2 3 4 5

Overtime Vocal Music Penalty (-1):

Overtime Penalty (-1):

Adjudicator Signature:	Print Name/Code:	Total Points:
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