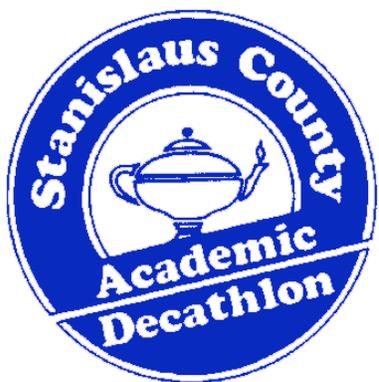


A Contest of Academic Strength

*Providing academic competition to
encourage, acknowledge and reward
academic excellence through teamwork
among decathletes of all achievement levels.*



Stanislaus County ACADEMIC DECATHLON

SPEECH GUIDELINES

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Since 1968, the Academic Decathlon has grown into the premier scholastic competition in America. The Academic Decathlon was created to provide opportunities for high school decathletes to experience the challenges of rigorous team and individual competition. Designed to provide a forum for celebrating and acknowledging scholastic achievement and academic excellence in the context of a team environment, the Academic Decathlon provides high school decathletes the opportunity to participate in an educational forum that fosters a deep respect for knowledge, cooperation, and self-esteem

GUIDELINES FOR SPEECH JUDGING

Welcome to Academic Decathlon, and thank you for serving as a Speech Judge in this year's competition. **Each decathlete will be giving a prepared speech and an impromptu speech.** Please read the following carefully and adhere to all procedural and timing guidelines. Enjoy the event!

- You will be assigned to a room with other judges and will be evaluating one decathlete at a time using an online Evaluation Form (link to be emailed). Bring your own device or let SCOE know prior that a device will be needed. Hard copy evaluation forms will be available if technical difficulties arise.
- Each judge will evaluate the decathlete individually.
- If a timekeeper has not been assigned to your room, then decide who will be the timekeeper and give him/her the timekeeper packet. If a timekeeper has been assigned, then the timekeeper does not judge the speeches (only three scoring judges per room).
- Time accurately for a fair competition and release decathletes ON TIME.

General Rules:

1. GESTURES are acceptable, but PROPS are not allowed.
2. NOTE CARDS may be used, but speeches should not be read.
3. Speech must be given STANDING unless a disability prevents this.
4. Speech must be researched, written and delivered by the contestant.
5. Under no circumstances may a judge ask a decathlete what school or area he/she is from. There is no penalty if a decathlete reveals where they live or what school they attend.
6. There are specific guidelines regarding the length of the two speeches. If either the prepared or impromptu speech is not within the proper time limit, a time violation is assessed.
7. If a judge knows a student speaker, he/she has the option to be excused from scoring that speaker if they feel they cannot impartially judge the student. Inform staff if this happens.
8. Judges may discuss a decathlete's performance after they have completed their scoring and the decathlete has left the room, but each judge must take responsibility for making his/her own mind. Teams of speech judges are not to reach consensus regarding a decathlete's performance. Each speech judge must score the decathlete's performance independently of the other judges' feedback.
9. Judges are not to applaud or provide any written or verbal praise or recommendations to a decathlete's speech.

Speech Room Procedures

- Lead judge will be responsible to remind judges to use the online Evaluation Form. Each judge will need to enter their email, name, cell number, and the Decathlete's ID number.
- Lead Judge welcomes decathlete and instructs panel of judges to enter student ID number in their online Evaluation Form. Decathlete ID number will be indicated on their name badge.
- Judges introduce themselves to decathlete.
- Lead Judge will explain the procedures to decathlete (See script, page 3) which includes timing procedures. Cell phones in airplane mode may be used to time. Timekeeper starts timer, uses timing cards at appropriate times, and signals decathlete to END prepared speech.
- Once the prepared speech has ended, the Lead Judge will give instructions to the decathlete about their impromptu speech (see script).
- Timekeeper starts timing impromptu preparation time (1 minute) once decathlete turns the impromptu topic sheet over. Timekeeper will end the one minute preparation time by announcing "time."
- Timekeeper will signal decathlete to START impromptu speech ("You may begin"). Timekeeper starts timing when the decathlete begins his/her speech using timing cards at appropriate times, and signals decathlete to END prepared speech.
- Lead Judge will thank the Decathlete and direct the decathlete out of the room.
- Timekeeper will inform the judges after the decathlete leaves the room of any timing penalties. The *Speech Penalties* box **must** be scored ("Penalty" or "No Penalty" - **all three judges need to select the same**).
- BE SURE CONTESTANT LEAVES ON SCHEDULE.
- **JUDGES:** Be sure to enter the correct student ID number. This is critical for scoring. Decathlete ID number will be located on their name badge.
- Reserve the higher scores (9 or 10) for exceptional speakers.

TIME FORMAT	
<i>Time allotted each decathlete</i>	
Time for introductions and review of procedures (script).....	40 seconds
Prepared Speech	4 minutes
Transition to and from Impromptu table	10 seconds
Select & Prepare Impromptu	1 minute
Impromptu Speech	2 minutes
Thank you & dismissal.....	10 seconds
Complete Scoring.....	2 minutes
Total Time	
	10 minutes

Script for Speech Lead Judge

(also includes timer information if other than Lead Judge)

1. "Welcome to the Speech Room. My name is _____, and I am the Lead Judge for the panel of judges. I will let my fellow judges introduce themselves.
2. "Please tell us your first name and your identification number."
3. "You will give two speeches: a 3 ½ to 4-minute prepared speech and a 1 ½ to 2 minute impromptu speech. I'll give you a list of topics to select from for the impromptu speech after you have finished your prepared speech." Timing penalty will occur if not completed in the allotted time.
4. "During your prepared speech, a blue 1 minute card (*have timekeeper show card to decathlete*) will be held up when you have 1 minute remaining and a pink 30 seconds card (*have timekeeper show card to decathlete*) to let you know you have 30 seconds remaining and a white "time" card (*have timekeeper show card to decathlete*) when time has expired."
5. "Ready, please begin." (*Start timer when the decathlete begins speaking. Raise the blue 1-minute card at 3 minutes, the pink 30 seconds card at 3 ½ minutes, and the white TIME card at 4 minutes. Stop the decathlete if he/she continues past 4 minutes and 10 seconds by saying, "Stop." Log the decathletes speech time to be reported to the judges after decathlete leaves the room.*)
6. "There is a sheet with three impromptu topics located on the table/desk (*point to the table/desk*). You are to turn over the sheet and select one of the topics. After turning the sheet over, you will have one minute to select and prepare your impromptu speech. When you begin your speech, please let the judges verbally know which topic you have chosen. Your time will begin once you have informed us of your speech topic and you begin your speech. I (or timekeeper if different from you) will raise the blue 1-minute card to let you know when you have 1-minute remaining, the pink 30 seconds card to let you know when you have 30-seconds remaining, and the white TIME card when 2 minutes have expired." (*Stop the decathlete if he/she continues past 2 minutes and 10 seconds and log the decathletes speech time to be reported to the judges after decathlete leaves the room.*)
7. (*After the decathlete turns over the impromptu topic sheet*) "You now have one minute to select and prepare your speech. You may use the pencil and paper to write down some quick thoughts." (*Call time after one minute and reset the timer.*)
8. "Before you begin your speech and time begins, please let us know which topic you have chosen. Your time will begin once you start your speech."
9. (*Start timer when the decathlete begins his/her speech. Raise the blue 1-minute card 1 minute into the speech. Raise the pink 30 seconds card at 1 ½ minutes and the white TIME card at 2 minutes. Stop the decathlete if he/she continues past 2 minutes and 10 seconds.*)
10. "Thank you. You may now leave the room and go to your next assignment." (*Timekeeper to inform the judges of the amount of time used by the decathlete for his/her speeches and assess penalty(ies) if necessary. Remind judges to complete their online Evaluation Form.*)
11. **Keep strict adherence to the time schedule** and do not report speech times and penalties to the judges until "after" the decathlete leaves the room.

SPEECH COMPETITION RULES

Objectives: To assess the student’s ability to present a speech prepared in advance in accord with the specific written criteria.

To assess the decathlete’s ability to make an impromptu speech.

Criteria for Prepared Speech:

Content: There will be no required speech topic. Speeches must be original and must not have been used in a previous competition.

Time: Length is 3½ to 4 minutes. A signal will be given by the timekeeper when 1 minute remains; again when 30 seconds remain; and, when 0 time remains. If the speech is not within the proper time limit (i.e., 3:30 to 4:00 minutes), points will be deducted from participants overall score.

Delivery: Over-reliance on note cards, where decathletes actually read some parts of the speech, represents a poorly prepared speech and may not be scored above the Fair range in SPEECH DEVELOPMENT category. Glancing at note cards as an occasional guide, especially if it does not detract from the presentation, should not be penalized in any way. Gestures are acceptable, but props (including costumes) are not permitted. The decathlete must stand while delivering the speech, unless a handicap condition prevents this.

Evaluation: See Speech Rating Scale (page 6) for specific items to be evaluated.

Criteria for Impromptu Speech:

Content: The decathlete will be given three speech topics. The decathlete will pick one of the three topics and speak to that topic.

Evaluation: There are 3 areas of the Impromptu Speech (see table)

Time: The impromptu speech is to be delivered immediately following the prepared speech. The decathlete has one minute to select and prepare the topic selection. The length of the speech is 1½ to 2 minutes. A signal will be given by the timekeeper when 30 seconds remains and when 0 time remains. If the speech is not within the proper time limit (i.e., 1:30 to 2:00 minutes), points will be deducted from participants overall score.

Delivery: Notes may be used. Gestures are acceptable.

Speech Penalties: After the decathlete has completed both the prepared and the impromptu speeches, and has left the room, the Lead Judge asks the timekeeper if a timing violation has occurred. If it has not, then judges mark the “no penalty” at the end of the online Evaluation Form. If a timing violation has occurred, then judges mark the appropriate box (-3, -7, -10). Evaluation Form must reflect that the penalty is the same for all three judges. A timing violation occurs when a speaker’s time does not follow the timing rules above.

CONTENT	
<ul style="list-style-type: none"> ▪ Ideas ▪ Originality of Thought ▪ Organization 	
DELIVERY	
<ul style="list-style-type: none"> ▪ Vocal Variety ▪ Body Language ▪ Gesture/Movement 	
EFFECTIVENESS	
<ul style="list-style-type: none"> ▪ Achievement of Purpose ▪ Verbal Communication ▪ Non-verbal Communication 	
<i>Rating for Content, Delivery & Effectiveness</i>	
Excellent	10-9
Very Good	8-7
Good	6-5
Fair	4-3
Poor	2-0

DESCRIPTORS FOR PREPARED SPEECH

EVALUATION FORM RATING SCALE

SPEECH DEVELOPMENT is the way the speaker puts ideas together so the audience can understand them. The speech is structured around a purpose and this structure must include an opening, body, and conclusion. A good speech immediately engages the audience's attention and then moves forward toward a significant conclusion. This development of speech is supported by relevant examples and illustrations, facts, and figures delivered with such smoothness that they blend into the framework of the speech to present the audience with a unified whole.

EFFECTIVENESS is measured in part by the audience's reception of the speech, but a large part is your subjective judgment of how the speech came across. You should ask yourself such questions as "Was I able to determine the speaker's purpose?" "Did the speech relate directly to that purpose?" "Was the speaker able to hold the interest of the audience?" "Was the speech subject appropriate for this particular audience?"

CORRECTNESS of language insures that attention will be directed toward what the speaker says, not how it is said. Proper use of grammar and correct punctuation will show that the speaker is the master of words being used.

APPROPRIATENESS of language refers to the choice of words that relate to the speech purpose and to the particular audience hearing the speech. Language should promote clear understanding of thoughts and should fit the occasion precisely.

SPEECH VALUE justifies the act of speaking. The speaker has a responsibility to say something meaningful and original to the audience. The listeners should feel the speaker has made a contribution to their thinking. The ideas should be important ones, although this does not preclude a humorous presentation of them.

VOICE is the sound that carries the message. It should be flexible, moving from one pitch to another for emphasis, and should have a variety of rate and volume. A good voice can be clearly heard and the words easily understood.

NON-VERBAL presentation of a speech carries part of the responsibility for effective communication. The speaker's appearance should reinforce the speech whether profound, sad, humorous, or instructional. Body language should support points through gestures, expressions, and body positioning. The speaker's manner should indicate an interest in the audience and confidence in their reactions.

SPEECH RATING SCALE FOR PREPARED SPEECH

	Excellent (10 - 9)	Very Good (8 - 7)	Good (6 - 5)	Fair (4 - 3)	Poor (2 - 0)
Speech Development <ul style="list-style-type: none"> • Organization • Body • Opening & Closing 	Excellent structure with an intro that captures your attention and moves forward toward a significant conclusion. Includes excellent examples , illustrations, facts and figures that are delivered with such smoothness that blend into the framework of the speech to present the audience with a unified whole.	Very good structure with an intro that captures your attention and moves forward toward a good conclusion. Includes very good examples , illustrations, facts and figures that are delivered so that they generally blend into the framework of the speech.	Good structure with an introduction and generally moves forward toward a conclusion. Includes some good examples , illustrations, facts, and figures.	Some structure but hard to follow at times. Includes some examples , illustrations, facts, and figures but they may have difficulty relating them to the topic being presented. Speaker read a portion of their speech.	Poor or no structure and is hard to follow. The speech includes poor or no examples , illustrations, facts, and figures. Speaker relied on notecards for a major portion or all of their speech.
Effectiveness <ul style="list-style-type: none"> • Achievement of Purpose • Interest • Reception 	Excellent job communicating a clear and easy to identify purpose. Elements of the speech related directly to the purpose. Excellent job holding the attention of the audience throughout the entire speech.	Very good job of communicating a purpose that was clear. Elements of the speech related directly to the purpose. Very good job holding the attention of the audience.	Good job of communicating a purpose. Elements of the speech generally related to the purpose. Good job holding the attention of the audience for most of the speech.	Attempts to communicate a purpose but may not be clear. Not all elements of the speech relate to an overall purpose. Fair job of holding the attention of the audience for only some of the speech.	Does not communicate a purpose. Elements of the speech seemed random without a focus or purpose. Poor job of holding the attention of the audience.
Correctness <ul style="list-style-type: none"> • Grammar • Pronunciation • Word Selection 	Excellent use of language and word selection which ensures that attention is directed towards what the speaker says, not how it is said. Excellent use of grammar and correct pronunciation.	Very good use of language and word selection which ensures that attention is directed towards what the speaker says, not how it is said. Very good use of grammar and correct pronunciation.	Good use of language and word selection. The speaker in general has a good use of grammar and correct pronunciation but may make a few mistakes.	Fair use of language and makes some mistakes in word selection. The speaker makes quite a few mistakes in grammar and pronunciation.	Poor use of language and makes frequent mistakes in word selection. The speaker makes frequent mistakes in grammar and pronunciation.
Appropriateness <ul style="list-style-type: none"> • Word selection and style appropriate to the audience 	Excellent topic choice for the audience and the speaker uses words and a style that fits the nature of the speech.	Very good topic choice for the audience and the speaker uses words and a style that fits the nature of the speech.	Good topic choice for the audience. Speaker generally uses words and a style that fits the nature of the speech; however, some content may not be appropriate.	Fair topic choice and may not be totally appropriate. Words and style may be inappropriate or speaker breaks one of the USAD rules (the speech is sung, etc.).	Poor topic choice and may be offensive or not be totally appropriate. Words and style are very inappropriate or speaker breaks one of the USAD rules (the speech is sung, etc.).
Speech Value <ul style="list-style-type: none"> • Ideas • Logic • Originality 	Excellent job presenting meaningful and original ideas. Excellent logical ideas that contribute to the thinking of the audience. (Although this does not preclude a humorous presentation of theme.)	Very good job presenting meaningful and original ideas. Good logical ideas that make a contribution to the thinking of the audience.	Good job presenting generally meaningful and original ideas. Generally have good logical ideas that make some contribution to the thinking of the audience.	Fair job presenting some meaningful ideas but may not be very unique. Has some logical ideas that make a contribution to the thinking of the audience.	Poor job of presenting meaningful ideas. Poor job presenting logical ideas that make any contribution to the thinking of the audience.
Voice <ul style="list-style-type: none"> • Flexibility • Volume • Variety 	Excellent use of voice...flexible moving from one pitch to another for excellent emphasis of ideas and information being presented. Voice could be clearly heard and words easily understood.	Very good use of voice...flexible moving from one pitch to another for emphasis. Voice could be clearly heard and words easily understood.	Good use of voice...some flexibility moving from one pitch to another for emphasis. Voice could generally be heard and words were mostly understood.	Fair use of voice that showed little flexibility only occasionally moving from one pitch to another. Voice might not always be heard and words may not be understood.	Poor use of voice that showed no flexibility and was generally monotone. Voice might not always be heard and words may not be understood.
Non-Verbal <ul style="list-style-type: none"> • Appearance • Movement • Assurance 	Excellent job using appearance to reinforce the speech, whether profound, sad, humorous, or instructional. Body language and movement supported points through use of gestures, expressions, and body positioning.	Very good job using appearance to reinforce the speech, whether profound, sad, humorous, or instructional. Body language and movement supported points through use of gestures, expressions, and positioning.	Good job using appearance to reinforce the speech. Some body language used to support points through use of gestures, expressions, and body positioning.	Fair job using appearance to reinforce the speech. Little body language used and when used may have been occasionally distracting to what the speaker was saying.	Poor job using appearance to reinforce the speech. Little or no body language used and when used may have been very distracting to what the speaker was saying.