UNITED STATES
ACADEMIC DECATHLON®

SPEECH GUIDELINES

GUIDELINES FOR JUDGING SPEECH

Welcome to Academic Decathlon® and thank you for serving as a Speech Judge in this year's virtual 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!

Teams of Judges

Each team will consist of 2–3 speech judges and a timer. Each team will be assigned to a specific Zoom breakout room that will function as your individual speech room. Judges will evaluate one Decathlete at a time using the U.S. Academic Decathlon® Speech Evaluation Form (see sample on pages 16–19), which is an online Google form. Each judge will evaluate the Decathlete individually, and only speech judges (not timers) will evaluate the speeches.

Schedule

Please be sure to time accurately for a fair competition and release Decathletes ON TIME. All Decathletes **must** receive the same amount of time for each speech.

Time Rules

- Time speeches precisely
- Admit and dismiss Decathletes according to established schedule
- Each Decathlete is allotted approximately 8 minutes of time
    - 35 seconds for introductions/instructions
    - **3 ½ – 4 minutes for prepared speech**
    - 20 seconds to set up for impromptu speech
    - One-minute impromptu speech preparation
    - **1 ½ – 2 minutes for the impromptu speech**
    - 5 seconds to thank and dismiss the Decathlete
- Judges should have about 2 minutes to score the two speeches and prepare for the next Decathlete

General Rules

- NOTE CARDS may be used, but speech should not be read.
- GESTURES are acceptable, but PROPS are not allowed.
- Students may deliver their speech while sitting or standing so long as they are clearly visible and audible to the judges. Students are permitted to use headsets/earbuds.
- Speech must be researched, written, and delivered by the contestant.
- 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.
- 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.

- If a judge knows a Decathlete or has any other type of bias toward that Decathlete, <u>the judge should disqualify themselves for that round</u>. In such cases, the judge must make a note of the student's name and ID number and inform the Speech Coordinator of the situation at the end of the competition. If there are only two judges in the room, judges must score the Decathlete regardless of their knowledge of the Decathlete. Knowledge of a Decathlete should not influence scoring.
- Judges should not discuss the speeches. Each speech judge scores independently.
- Judges should not applaud or give any written or verbal praise or recommendations to Decathlete.
- Speeches are **not to be rank ordered** with other speeches. That is, each prepared and/or impromptu speech is to be <u>evaluated independently</u> based on its own merits using the rubric in the U.S. Academic Decathlon® Speech Evaluation Form.
- Once you have completed the scoring of the student's prepared and impromptu speeches, you must click "Submit" to submit your scores and then click "Submit another response" to bring up a new Speech Evaluation Form for the next student.

Procedure Prior to the Arrival of the First Student Speaker

- Using the Zoom link provided to you, judges and timers should join the Zoom meeting at least 20 minutes prior to the scheduled start of the competition. Judges and timers should **change their display name on Zoom** to the name that was preassigned to them by the Speech Coordinator. (This allows the Speech Coordinator to easily identify the breakout speech room to which each judge and timer should be assigned.) To change your Zoom display name, right click on your name on the Zoom, click the "rename" option, and type in the preassigned display name.

- The Speech Coordinator will assign all judges and timers to **Zoom breakout rooms** that will function as individual speech rooms. Please be patient with this process, as the coordinator will need time to make all the necessary assignments. As soon as you see an invite pop up on your screen to join a breakout room, click to join the breakout room. This will bring you to your speech room where you will remain for the duration of the event. Each breakout room should have at least two judges and a timer. If a separate timer is not present, one of the judges will need to serve as the timer.

- Once in the speech breakout room, the judges and timer should introduce themselves and review the speech process and roles and responsibilities. Judges should **enter the preliminary information on the online Speech Evaluation form** (name, email, room#, and judge#) so they are ready for the student's arrival. Judges should also **CAREFULLY enter the first student's 4-digit ID#** based on your roster of students. Double-check the student ID# to ensure there are no typos.

- The judges and timer should have their **Zoom video set to Speaker View**, which will make the student speaker the largest tile on the screen during the speeches.

Specific Procedure to Be Followed in Each Speech Room

- The head judge will **briefly greet** the student once they are present in the virtual speech room and confirm the student and judges can see and hear one another. *(See Head Judge Script)*
- The student's name and ID will have been confirmed prior to their arrival in the breakout room. However, if the student has not changed their screenname to include their student ID#, head judge will confirm the ID# to ensure judges enter the correct number on the scoring forms.
- The **timer will read the instructions** for the prepared speech and then the **student will present their speech**. *(See Timer Script)* The **judges and timer should mute their mics** while the student is speaking to avoid distracting the student with any background noise.
- After the student has presented their prepared speech, **the head judge** will **unmute** their mic and **thank the student**, and then the **timer will provide the instructions** for the impromptu speech, will **screenshare the three possible impromptu topics** and time a one-minute preparation time.

- During impromptu instructions and prep time, the judges will begin scoring the prepared speech.
- Timer starts **timing impromptu preparation time** (1 minute) as soon as student confirms impromptu topics are visible. After one minute, the timer announces, **"Time is up!"**
- The judges immediately stop scoring and return their attention to the student. Timer will instruct student to **indicate their chosen topic and begin their impromptu speech**.
- The judges and timer should mute their mics while the student is speaking to avoid distracting the student with any background noise. Timing Judge starts timing when the Decathlete begins their speech, uses timing cards at appropriate times.
- Head Judge will thank the Decathlete and direct the **Decathlete to exit out of the Zoom**.
- Timer will then inform the judges of the **timing results** by giving them one of the following choices: "No Penalty," "Penalty on Prepared," "Penalty on Impromptu," or "Penalty on Both Speeches." The timer is the final arbiter in the matter of timing if there are any penalties, and judges will mark the penalty section of the U.S. Academic Decathlon® Speech Evaluation Form accordingly.
- The judges **complete the scoring** of both speeches using the online USAD Speech Evaluation Form, click "**Submit**," and then click "**Submit another response**" to bring up a new form for the next student. Judges score the speeches independently of one another.
- As soon as the scores for the student have been submitted, the judges return their attention to the Zoom, so they are ready for the next student. Judges should fill in their name, email, judge#, room#, and the student ID# for the next student on the Speech Evaluation Form.
- As soon as the next student arrives, the Head Judge will greet them, and the process will repeat. If the judges are still working on scoring when the next student arrives, the Timer will greet the student and let them know the judges will be ready momentarily. The same procedure repeats for all students until all scheduled students have given their speeches.
- There will be **scheduled breaks** during the event. The judges and timer should NOT close any windows or tabs and, very importantly, must NOT exit out of Zoom or out of the breakout room. If you wish to take a break, please just mute your mic and turn off your video in Zoom. It is imperative that judges return to their speech rooms with adequate time to prepare for the next session.
- After the final student scheduled for your room has finished, and judges have submitted their scores, the judges and timer should **exit out of the breakout room ONLY to return to the main Zoom (do NOT exit out of Zoom entirely)**. The Speech Coordinator will then assign any additional students to your room, if needed; if not, the Speech Coordinator will thank and dismiss you.

Final Reminders

- The student ID number is critical—be sure to enter it accurately!
- Keep your mic muted while the student is presenting their speeches.
- The event timeline is exceptionally tight and does not allow time for any conversation with the student. Simply thank the student at the end of their speeches.
- BE AN OBJECTIVE JUDGE – Judges must use the given rubric to evaluate the quality of the students' speeches. Personal and political biases regarding the content of students' speeches should not influence scoring. Students who stand should not be scored more favorably than those who sit. Students who don't use headsets should not be scored more favorable than those who do. Zoom background has no influence on scoring.
- Treat each Decathlete in the same manner.
- HAVE FUN!

Thank you for volunteering for this event. We appreciate your time!

SCRIPT FOR SPEECH HEAD JUDGE AND TIMER

Head Judge: Hello, _____ *(Student Name)*, and welcome! Are you able to see and hear me clearly? *(If yes, continue; if no, assist student in troubleshooting audiovisual issues. If they cannot be resolved, contact the Zoom host/Speech Event Coordinator for assistance.)*

Head Judge: Great, I can see and hear you clearly, too. *(If you cannot see or hear student, assist student in troubleshooting the problem.)* My name is _____. I will be one of your speech judges today, and we also have Judge _____, Judge _____, and our timer, _____, who will now provide you with the instructions for your prepared speech.

Timer: You will first present your prepared speech, which must be at least 3½ minutes but no more than 4 minutes long. When 3 minutes have gone by and 1 minute is remaining, I will hold up the GREEN card *(timer holds up card to demonstrate)*. When 3 minutes and 30 seconds have gone by and 30 seconds are remaining, I will hold up the YELLOW card *(timer holds up card to demonstrate)*. At 4 minutes, I will hold up the RED card *(timer holds up card to demonstrate)*. To avoid a timing penalty, you need to reach the yellow card, but not go past the red card. Timing will begin with your first spoken word. Please begin.

(Student presents prepared speech.)

Head Judge: Thank you, _____ *(Student Name)*. _____ *(Timer Name)* will now explain the process for your impromptu speech.

Timer: Your impromptu speech must be at least 1½ minutes but no more than 2 minutes long. When 1 minute has gone by and 1 minute is remaining, I will hold up the GREEN card *(timer holds up card to demonstrate)*. When 90 seconds have gone by and 30 seconds are remaining, I will hold up the YELLOW card *(timer holds up card to demonstrate)*. At 2 minutes, I will hold up the RED card *(timer holds up card to demonstrate)*. To avoid a timing penalty, you must reach the yellow card, but not go past the red card. Timing begins with your first spoken word.

In a moment, I will share a screen that will show you the three possible topics for your impromptu speech. I will confirm that you can see this screen and once you confirm, I will immediately begin timing for 1 minute. During this 1 minute, you must select one of the topics and prepare your impromptu speech. You may compose and use note cards if you wish, but you are not permitted to use any outside materials such as an online search engine, book, etc.

(Timer screenshares impromptu topics)

Timer: Do you see the three possible topics on your screen? *(As soon as student says yes)* Please prepare your impromptu now.

(Timer begins timing for one minute.)

Timer: *(After one minute has elapsed)* Time is up! Please indicate the topic you selected and begin your speech.

(Student presents their impromptu speech.)

Head Judge: Thank you, _____ *(Student Name)*. It was a pleasure hearing your speeches today. You are all done. Please exit out of Zoom. Have a wonderful afternoon!

TIME OUTLINE SUMMARY

TIME OUTLINE
Time allotted for each Decathlete

Introductions and Prepared.............. 1½ minutes

Speech Instructions

Prepared Speech................................4 minutes

Impromptu Instructions....................... 1 minute

Select & Prepare Impromptu................ 1 minute

Impromptu Speech ....2 minutes

Thank you..30 seconds

Complete Scoring of Scantron ....2 minutes

_____

Total Time...12 minutes

REVIEW USAD SPEECH JUDGE SCHEDULE.

To be presented during the Speech Judge Orientation.

DETAILED TIME OUTLINE

Time Limit (12 minutes)	Procedure
1½ minutes	**The student is welcomed to the Zoom breakout room by Head Judge. Head Judge confirms student can be heard/seen clearly and student can see/hear judges and timer.** *(See Head Judge Sample Script)* ▪ Head Judge *briefly* introduces judges and timer. ▪ Student's ID# should be included in their screenname, but if it is not, Head Judge asks student to state their name and student number to confirm student's identity. ▪ Timer will read prepared speech instructions: *You will first present your prepared speech, which must be at least 3½ minutes but no more than 4 minutes long. When 3 minutes have gone by and 1 minute is remaining, I will hold up the GREEN card (timer holds up card to demonstrate). When 3 minutes and 30 seconds have gone by and 30 seconds are remaining, I will hold up the YELLOW card (timer holds up card to demonstrate). At 4 minutes, I will hold up the RED card (timer holds up card to demonstrate). To avoid a timing penalty, you need to reach the yellow card, but not go past the red card. Timing will begin with your first spoken word. Please begin.*
4 minutes	**The student delivers the Prepared Speech.**
1 minute	▪ Head Judge thanks the student for their Prepared Speech. ▪ Timer will read impromptu speech instructions: *Your impromptu speech must be at least 1½ minutes but no more than 2 minutes long. When 1 minute has gone by and 1 minute is remaining, I will hold up the GREEN card (timer holds up card to demonstrate). When 90 seconds have gone by and 30 seconds are remaining, I will hold up the YELLOW card (timer holds up card to demonstrate). At 2 minutes, I will hold up the RED card (timer holds up card to demonstrate). To avoid a timing penalty, you must reach the yellow card, but not go past the red card. Timing begins with your first spoken word.* *In a moment, I will share a screen that will show you the three possible topics for your impromptu speech. I will confirm that you can see this screen and once you confirm, I will immediately begin timing for 1 minute. During this 1 minute, you must select one of the topics and prepare your impromptu speech. You may compose and use note cards if you wish, but you are not permitted to use any outside materials such as an online search engine, book, etc.* ▪ Timer will screenshare prompts, confirm student sees them, and begin timing 1-minute
1 minute	**The student prepares for the Impromptu Speech.** ▪ The timer "times" the 1-minute preparation period. ▪ During the student's 1-minute prep time, judges may start scoring the prepared speech. This is the only time judges should be actively scoring while the student is present in the Zoom breakout room; at all other times judges' attention should be on the student. ▪ After 1 minute has elapsed, the timer will call "Time," will ask the student to indicate which of the three possible topics they selected and begin their impromptu speech. Timer will begin timing impromptu when student begins their speech.
2 minutes	**The student delivers the Impromptu Speech.**
30 seconds	Head Judge thanks student, briefly wishes them well, and asks them to exit out of Zoom.

2 minutes	- Once the student has exited, the timer indicates to the judges whether the student's speeches had "No Penalty," "Penalty on Prepared," "Penalty on Impromptu," or "Penalty on Both Speeches." All three judges' Speech Evaluation Forms must be marked accordingly. - Judges complete their scoring of the Speech Evaluation Form. - Judges must click "Submit" to finalize their scores. - Judges then click "Submit another response" to bring up a scoring form for the next student. - Judges score independently and do not discuss their scores with their fellow judges. - After scoring is complete, head judge will greet the next student, and process

SPEECH COMPETITION RULES AND GUIDELINES

Objectives
- To assess the Decathlete's ability to present a speech prepared in advance in accordance with specific written criteria.
- To assess the Decathlete's ability to make an impromptu speech.

Criteria and Rules and Regulations for Prepared Speech

- **Content**

  o There is no required speech topic.

  o Speeches must be the original work of the Decathlete and must not have been used in any previous competition other than the Academic Decathlon® for this year.

- **Time**

  o Length is three and one-half (3 ½) to four (4) minutes. The Timer gives signals when one (1) minute remains; again when thirty (30) seconds remains; and when no (0) time remains.

  o **If the speech is not within the proper time limit (i.e., 3:30 to 4:00), a time violation penalty is marked on the Speech Evaluation Form for that student.**

- **Delivery**

  o Overreliance on note cards or any other source, where the Decathlete reads some parts of the speech, represents a poorly prepared speech and should not be scored above the *Fair* range in *Speech Development* and multiple other categories. In a virtual setting, the student may be reading directly from their device, from cards posted behind their device, etc., so judges must pay close attention to nonverbal cues (e.g., lack of natural voice modulation and a monotone delivery as well as a lack of natural facial expressions, head movement, etc.) that may indicate a student is reading their speech.

  o Glancing at note cards as an occasional guide, especially if it does not detract from the presentation, should not be penalized in any way.

  o Gestures are acceptable, but props (including uniforms and costumes) are not permitted.

  o Decathletes may deliver their speech while sitting or standing so long as they are clearly visible and audible to the judges.

Criteria for Impromptu Speech

- **Content**

  o The Decathlete shown a screen with three speech topics written on it. The Decathlete picks one of the three topics and speaks on that topic.

- **Time**

  - The impromptu speech is delivered immediately following the prepared speech.

  - The Decathlete has one minute to select and prepare the topic selection once the screen with the three impromptu topics has been shown to the Decathlete. The Decathlete may use notecards if they wish. The Decathlete may not turn off their camera during the speech preparation time.

  - The length of the impromptu speech is one and one-half (1.5) to two (2) minutes. The timekeeper gives signals when one (1) minute remains; again when thirty (30) seconds remains; and when no (0) time.

  - **If the speech is not within the proper time limit (i.e., 1:30 to 2:00), a time violation penalty is marked on the Speech Evaluation Form for that student.**

- **Delivery**

  - Same guidelines as the prepared speech.

- **Evaluation**

  - The Speech Evaluation Scantron shows specific items for the Decathlete's evaluation.

Speech Penalties

- After the Decathlete has completed both the prepared and the impromptu speeches, the judges will thank the student and instruct the student to exit out of the Zoom. Once the student has left, the Timer will immediately inform the judges of the timing results by giving them one of the following choices: "No Penalty," "Penalty on Prepared," "Penalty on Impromptu," or "Penalty on Both Speeches." The judges will mark the penalty section of the U.S. Academic Decathlon® Speech Evaluation Form accordingly.

- Decathletes should be familiar with the Speech Rules and Guidelines as outlined in the USAD Study Guide.

DESCRIPTORS FOR PREPARED AND IMPROMPTU SPEECHES

Guidelines for Judging a <u>Prepared</u> Speech:

Speech Development (the way the speaker puts ideas together so the audience can understand them)
- Organization
  - Does the speech flow from one idea to the next while staying on the topic?
- Body
  - Does the body explain or expand on the topic?
- Opening/Closing
  - Does the opening introduce the topic of the speech?
  - Does the conclusion bring the topic to a definite close?

Effectiveness (measures the reception of how the speech comes across to the audience)
- Achievement of purpose
  - Did the speech complete a description, point of view, or explanation completely?
- Interest
  - Did the decathlete seem interested in their speech?
  - Students who watch the clock or look around demonstrate a lack of interest.
- Reception
  - Was the judge interested in listening to the speech regardless of topic?
  - The judge may not agree with the topic/position but is still engaged in the speech.

Correctness (the proper use of grammar and correct pronunciation)
- Grammar
  - Did all sentences have proper breaks? Did the student use "run-on" sentences?
- Pronunciation
  - Were all words pronounced correctly?
- Word selection
  - Does the decathlete use language appropriate for the high school level?
  - For example: Using "received a letter" instead of "got a letter."

Appropriateness (refers to the choice of words in relation to the purpose of the speech)
- Word selection and style appropriate to audience
  - Is the speech respectful, non-derogatory, and free of offensive language?
  - Use of slang is acceptable if the speech is enhanced by the use.
  - The speech should not be too conversational (e.g., with questions directed at judges).

Speech Value (justifies the act of speaking and responsibility of speaker to say something meaningful)
- Ideas
  - Does the speech sound like the student's own words?
  - Paraphrasing or quotes are allowed if credit is given to original author.
  - Plagiarism is unacceptable.
  - Does the speech sound like the student did their own research or own experience?
- Logic
  - Do the ideas presented fit the topic?
  - For example: introduces topic on sports but the main idea is about healthy dieting.
- Originality
  - Is the topic unique or presented in an original way?

Voice (the sound that carries the message)
- Flexibility
  - Does the decathlete present the speech in a way that is interesting; with differentiating tones correlating with emotions when appropriate?

- Volume
  - Does the decathlete raise and lower their voice in the appropriate places?
  - Is the speech at a level the judges can hear?
- Variety
  - Does the student speed up and slow down when it is appropriate?
  - Speeches should not be fast all the way through.

Non-Verbal (is the physical presence of the speaker)
- Appearance
  - Is the decathlete dressed in appropriate attire?
  - Props and costumes are not permitted.
- Expressiveness
  - Does the decathlete have natural and appropriate facial expressions?
  - Is the decathlete engaged with their audience (judges) and with the topics on which they are speaking?
- Assurance
  - Does the decathlete express confidence in what they are saying?
  - Does the decathlete sound prepared?
- Notecards
  - Decathlete can glance at notecards as an occasional guide, especially if it does not detract from the delivered speech.

Guidelines for Judging an Impromptu Speech (s*ame as the prepared speech but separated into these categories and subcategories):*
Content (reflects the quality of ideas expressed and how the ideas are organized)
- Originality (speech value)
- Ideas (speech value)
- Organization (speech development)

Delivery (the way the speaker presents the ideas)
- Expressiveness (engagement with topic and audience)
- Assurance (confidence in the content of their speech)
- Voice (flexibility, volume, variety)

Overall Effectiveness (how well the speaker achieved the purpose of the speech)
- Achievement of purpose (effectiveness)
- Verbal communication (correctness and appropriateness)
- Non-verbal communication (expressivity and assurance)

Speech Penalty/Timing Violation
- Fill in only one bubble after **BOTH** speeches are complete.
- All judges must mark the same bubble for the same decathlete.

PREPARED SPEECH RATING SCALE

	Excellent (10 - 9)	Very Good (8 - 7)	Good (6 - 5)	Fair (4 - 3)	Poor (2 - 0)
Speech Development • **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 • **Achievement of Purpose** • **Interest** • **Reception**	**Excellent** job communicating a clear and easy to identify purpose. Elements of the speech related directly to the purpose. E**xcellent** 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. G**ood** 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 • **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 • **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 • **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 • **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 • **Appearance** • **Expressiveness** • **Assurance**	**Excellent** job using appearance to reinforce the speech, whether profound, sad, humorous, or instructional. Facial expressions support points. Demeanor consistently indicates confidence and engagement with audience and topic.	**Very good** job using appearance to reinforce the speech, whether profound, sad, humorous, or instructional. Facial expressions support points. Demeanor generally indicates confidence and engagement with audience and topic.	**Good** job using appearance to reinforce the speech. Facial expressions support **some** points. Demeanor **sometimes** indicates confidence and engagement with audience and topic.	**Fair** job using appearance to reinforce the speech. Facial expressions **rarely** used to support points and/or appear forced or are distracting. Demeanor **rarely** indicates confidence and engagement with audience and topic.	**Poor** job using appearance to reinforce the speech. Facial expressions **are not used** to effectively support points and/or appear forced or are distracting. Demeanor does not indicate confidence and engagement with audience and topic.

IMPROMPTU SPEECH RATING SCALE

	Excellent (10 – 9)	Very Good (8 – 7)	Good (6 – 5)	Fair (4 – 3)	Poor (2 – 0)
Content • **Originality** • **Ideas** • **Organization**	**Excellent** job presenting meaningful, creative, insightful, and original ideas. **Excellent structure** with an intro that captures your attention and moves forward toward a significant conclusion. Includes **excellent examples** that blend into the framework of the speech to present the audience with a unified whole.	**Very good** job presenting meaningful, creative, insightful, and original ideas. **Very good structure** with an intro that captures your attention and moves forward toward a good conclusion. Includes **very good** examples that are delivered so that they generally blend into the framework of the speech.	**Good** job presenting generally meaningful, creative, insightful, and original ideas. **Good structure** with an introduction and generally moves forward toward a conclusion. Includes **some good examples**.	**Fair** job presenting some meaningful and insightful ideas but may not be very creative or unique. **Some structure** but hard to follow at times. Includes **some examples**, but they may have difficulty relating them to the topic being presented. Speaker had some distracting pauses. Speaker repeated a few ideas or examples to fill time.	**Poor** job of presenting meaningful ideas. **Poor or no structure** and is hard to follow. The speech includes **poor or no examples**. Speaker relied on notecards for a major portion or all of their speech. . Speaker had extensive distracting pauses. Speaker repeated multiple ideas or examples to fill time.
Delivery • **Expressiveness** • **Assurance** • **Voice—flexibility, volume, variety**	**Excellent** job using appearance to reinforce the speech. Facial expressions support points. Demeanor consistently indicates confidence and engagement with audience and topic. **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** job using appearance to reinforce the speech. Facial expressions support points. Demeanor generally indicates confidence and engagement with audience and topic. **Very good** use of voice…flexible moving from one pitch to another for emphasis. Voice could be clearly heard and words easily understood.	**Good** job using appearance to reinforce the speech. Facial expressions support **some** points. Demeanor **sometimes** indicates confidence and engagement with audience and topic. **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** job using appearance to reinforce the speech. Facial expressions **rarely** used to support points and/or appear forced or are distracting. Demeanor **rarely** indicates confidence and engagement with audience and topic. **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** job using appearance to reinforce the speech. Facial expressions **are not used** to effectively support points and/or appear forced or are distracting. Demeanor does not indicate confidence and engagement with audience and topic. **Poor** use of voice that showed no flexibility and was generally monotone. Voice might not always be heard and words may not be understood.
Overall Effectiveness • **Achievement of Purpose** • **Verbal Communication** • **Nonverbal Communication**	**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. **Excellent** use of language and word selection. **Excellent** job using appearance to reinforce the speech. Facial expressions support points. Demeanor consistently indicates confidence and engagement with audience and topic.	**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. **Very good** job using appearance to reinforce the speech. Facial expressions support points. Demeanor generally indicates confidence and engagement with audience and topic.	**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. **Good** job using appearance to reinforce the speech. Facial expressions support **some** points. Demeanor **sometimes** indicates confidence and engagement with audience and topic.	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. **Fair** job using appearance to reinforce the speech. Facial expressions **rarely** used to support points and/or appear forced or are distracting. Demeanor **rarely** indicates confidence and engagement with audience and topic.	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. **Poor** job using appearance to reinforce the speech. Facial expressions **are not used** to effectively support points and/or appear forced or are distracting. Demeanor does not indicate confidence and engagement with audience and topic.

USAD U.S. ACADEMIC DECATHLON
SPEECH EVALUATION FORM

DIRECTIONS

USE NO. 2 PENCIL ONLY

PLEASE –
1. MAKE DARK MARKS
2. ERASE COMPLETELY TO CHANGE
3. ENTER: STUDENT'S NAME AND NUMBER
   YOUR NAME AND NUMBER
   ROOM NUMBER
4. MARK 1 STUDENT PER FORM

EXAMPLE:
1 0 2

STUDENT'S NAME

JUDGE'S NAME

ROOM NUMBER

JUDGE
1 2 3
4 5 6

STUDENT ID NUMBER

VOLUNTEER NUMBER

0 1 2 3 4 5 6 7 8 9

PREPARED SPEECH

		EXCELLENT		VERY GOOD		GOOD		FAIR		POOR	
SPEECH DEVELOPMENT	• ORGANIZATION • BODY • OPENING/CLOSING	10	9	8	7	6	5	4	3	2	1	0
EFFECTIVENESS	• ACHIEVEMENT OF PURPOSE • INTEREST • RECEPTION	10	9	8	7	6	5	4	3	2	1	0
CORRECTNESS	• GRAMMAR • PRONUNCIATION • WORD SELECTION	10	9	8	7	6	5	4	3	2	1	0
APPROPRIATENESS	• WORD SELECTION AND STYLE APPROPRIATE TO THE AUDIENCE	10	9	8	7	6	5	4	3	2	1	0
SPEECH VALUE	• IDEAS • LOGIC • ORIGINALITY	10	9	8	7	6	5	4	3	2	1	0
VOICE	• FLEXIBILITY • VOLUME • VARIETY	10	9	8	7	6	5	4	3	2	1	0
NON-VERBAL	• APPEARANCE • MOVEMENT • ASSURANCE	10	9	8	7	6	5	4	3	2	1	0

IMPROMPTU SPEECH

		EXCELLENT		VERY GOOD		GOOD		FAIR		POOR	
CONTENT	• ORIGINALITY • IDEAS • ORGANIZATION	10	9	8	7	6	5	4	3	2	1	0
DELIVERY	• MOVEMENT/GESTURE • BODY LANGUAGE • VOICE	10	9	8	7	6	5	4	3	2	1	0
OVERALL EFFECTIVENESS	• ACHIEVEMENT OF PURPOSE • VERBAL COMMUNICATION • NON-VERBAL COMMUNICATION	10	9	8	7	6	5	4	3	2	1	0

SPEECH PENALTIES

	BOTH SPEECHES	PREPARED ONLY	IMPROMPTU ONLY	NO PENALTY
TIMING VIOLATION	-10	-7	-3	0

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FORM NO. F-14100-USAD-L

SCANTRON

USAD Speech Evaluation Form

* Required

Email address *

Your email

Speech Room Number *

○ Speech 1

○ Speech 2

○ Speech 3

Judge Name *

Your answer

Judge Number *

○ 1

○ 2

○ 3

Student ID number - must be 4 digits *

Your answer

Next

Section 2 of 3

Prepared Speech

Excellent 9–10
Very Good 7–8
Good 5–6
Fair 3–4
Poor 0–2

Speech Development (organization, body, opening/closing) *

	0	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	○	Excellent

Effectiveness (achievement of purpose, interest, reception) *

	0	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	○	Excellent

Correctness (grammar, pronunciation, word selection) *

	0	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	○	Excellent

Appropriateness (word selection and style appropriate for audience) *

	0	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	○	Excellent

Speech Value (ideas, logic, originality) *

	0	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	○	Excellent

Voice (flexibility, volume, variety) *

	0	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	○	Excellent

Nonverbal (facial expressions, gestures, assurance) *

	0	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	○	Excellent

USAD Speech Evaluation Form

* Required

Impromptu Speech

Excellent 9-10
Very Good 7-8
Good 5-6
Fair 3-4
Poor 0-2

Content (originality, ideas, organization) *

	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	Excellent

Delivery (facial expressions, gestures, voice) *

	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	Excellent

Overall Effectiveness (achievement of purpose, verbal communication, non-verbal communication) *

	1	2	3	4	5	6	7	8	9	10	
Poor	○	○	○	○	○	○	○	○	○	○	Excellent

Timing Violation Prepared or Impromptu Speech? *Must verify with other judges *

○ Prepared Speech

○ Impromptu Speech

○ Neither

○ Both

Speech Showcase Nomination *

○ Yes

○ No

Comments (This section is to report any issues to event admin, not to provide feedback to the student.)

Your answer

A copy of your responses will be emailed to the address you provided.

Back   Submit

USAD Speech Evaluation Form

Your response has been recorded.

Submit another response

EVALUATION FORM

What was your role?   ❑ Speech Judge   ❑ Head Judge   ❑ Timer

Chart: ⑤ = Excellent ④ = Great ③ = Average ② = Below Average ① = Poor	Circle one	Rating
Questions / Comments		
1. Do you feel you were given adequate training to perform your job? Comments:	**Yes** **No**	⑤ ④ ③ ② ①
2. What was the most critical component of the training?		
3. Was the time allotted sufficient for the training? Comments (suggestions):	**Yes** **No**	⑤ ④ ③ ② ①
4. Was the time allotted sufficient for each Decathlete, judging, etc. in the actual session? Comments (suggestions):	**Yes** **No**	⑤ ④ ③ ② ①
5. Would you be willing to judge again in the future? If yes, print name and phone number at the bottom of this evaluation form. Comments:	**Yes** **No**	

Additional comments can be made on the back of this evaluation form.

(Optional)

Print Name: _____   Phone w/Area Code: _____

E-mail: _____

Please return completed evaluation form to terry@usad.org at the conclusion of the event.

Thank you for volunteering!