

Procedures for the Speech Event

Prepared:

1. Meet and greet the student.
2. Verify that the student ID is the appropriate one and have the correct Scantron form in front of you.
3. The timekeeper should signal the student to begin.
4. After 3 minutes (1 minute remaining) into the prepared speech the timekeeper shall hold up the 1 minute remaining sign.
5. After 3 and a half minutes (1/2 minute remaining) into the prepared speech the timekeeper shall hold up the 1/2 minute remaining sign.
6. After 4 minutes (0 minutes remaining), if the speaker has not finished, the timekeeper shall hold up the 0 sign, but will not say **STOP**.

Impromptu:

1. After the completion of the prepared speech hand the appropriate impromptu page to the student. (first session-honors, second session-scholastic, third session-varsity).
2. The student will be given one minute from the point of being given the impromptu topics.
3. The timekeeper will say "Begin" at the beginning of the one-minute session and say "Stop" at the end of minute.
4. The timekeeper will immediately say "Begin" to inform the student to begin their impromptu.
5. After 1 minute (1 minute remaining) into the prepared speech the timekeeper shall
6. hold up the 1 minute remaining sign.
7. After 1 and a half minutes (1/2 minute remaining) into the prepared speech the timekeeper shall hold up the 1/2 minute remaining sign.
8. After 2 minutes (0 minutes remaining), if the speaker has not finished, the timekeeper shall hold up the 0 sign but will not say **STOP**.

Thank the student for coming and refrain from comments: "You were superb" or "You were great."

Timing Violations:

If the student is over 4 minutes or under 3 and a half minutes in the prepared only then bubble in the prepared only section of the form.

If the student is over 2 minutes or under 1 and a half minutes in the impromptu only then bubble in the impromptu only section of the form.

If the student has violated both the prepared and impromptu then bubble both speeches section of the form.

Prepared Speech - Rules

- **Topic** is open – selected by the decathlete – approved by the coach
- Speech must be:
 - √ **original work** of student
 - √ **current** and not used in an Academic Decathlon event from a previous year or a previous competition other than Academic Decathlon of the current year.
 - √ given from a **standing position** without a lectern (Special arrangements made for a physically handicapped decathlete)
 - √ between **3½ and 4 minutes long**
- **Note cards** may be used; however, the speech **may not be Read** - Over reliance on note cards represents a poorly prepared speech and should not be scored above the FAIR range (0 – 4) in all categories except Correctness and Appropriateness.
- **Gestures are acceptable, but no props (including costumes) may be used**

Purposes of Speech

- **Create content** that shows
 - √ originality of thought
 - √ persuasiveness of reasoning
 - √ achievement of purpose, and
 - √ sense of value.
- **Organize ideas** in a clear and logical pattern
 - √ appropriate for the speaker's purpose and
 - √ convincing to the audience.
- **Express ideas** through the use of
 - √ effective vocabulary
 - √ structures of the language appropriate to formal usage.
- **Present a physical image** that
 - √ aids in the acceptance of ideas.
- **Use voice** to maintain attention.
 - √ pitch, volume, and flexibility.
 - √ convincing to the audience.

UNITED STATES ACADEMIC DECATHLON
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 the 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.

UNDERSTANDING THE SPEECH RUBRIC – Prepared Speech

CRITERIA	Descriptor	What to look for
Speech Development	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.	An introduction that contains a clear enough topic sentence so that the listener knows what the speech is going to be about. The speaker provides several “roadmap clues” so that the judge is not constantly asking, “Where is he going with this speech?” The body of the speech is developed thoroughly using examples, anecdotes, and/or quotes, etc. The speech culminates with a memorable conclusion that ties all the parts of the speech together.
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?”	The judge must determine the purpose of the speech—to inform, entertain, analyze, persuade, etc. Then he determines if the speaker achieved this purpose. Both interest and reception are matters of personal taste. Students are encouraged to avoid really controversial topics; however, the rules do not specify a speech topic. Sometimes a universal message will create interest and other times it may be the unusual or different that evokes interest. Annoying gestures, faulty logic, and/or confusing organization will affect both interest and reception .
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.	Speech rules call for “an effective vocabulary and the structures of the English language appropriate to formal usage.” Students are encouraged to avoid slang and too many colloquialisms. However, the judge should not forget to judge the speech according to its type. Perhaps pronunciation and/or certain “catch” phrases are appropriate to a speaker’s purpose.
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.	Does the language “fit” the purpose of the speech? Does the student repeat words often or does he look for meaningful synonyms to create interest? Perhaps you feel that the speaker has not really searched for the exact word and that he should heighten his language to a more formal, precise level. It is hard to imagine a speech where profanity is appropriate.
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.	Sometimes in a speech, no logical pattern is necessitated. In other speeches, clear logic is vital. In either case, the speech should contain lots of ideas with examples that demonstrate a student’s point of view. Original, fresh ideas are so much more appealing than regurgitated facts or opinions with nothing to give them substance. Looking at something in a different or creative way makes a speech exciting.
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.	Judges should not have to strain to hear yet varying both the volume and tone can be effective. The expressiveness a speaker uses can help him clearly articulate and express ideas. Enthusiasm can certainly be detected in the voice. Students in Academic Decathlon are taught to practice voice control.
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.	The student should be clean, neat, and well-groomed. Gestures should be natural and appropriate as opposed to contrived and mechanical. They should also be used to emphasize points. Movements should not be fidgety or distracting, and demeanor should indicate that the student is purposeful and engaged. A smiling, attentive, confident student can establish a relationship with judges before he begins the actual speech. He can maintain that rapport with good eye contact and inspired content!