

# S P E E C H

**PURPOSE:** To provide opportunities for young men and women to develop their verbal communication talents and speaking skills.

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## PROCESS:

### Each participant (or church coordinator) will:

- Be certain they are registered for this event.
- Be at the assigned room at the start of the event.
- Be certain that at least one adult volunteer is provided for every three participants from a congregation. (The church coordinator is responsible for this.)

### The Event Coordinator will:

- Assume responsibility for the Mid-West LTC Speech Event and be certain that the event setup

is adequate (including setup of boys & girls divisions).

- Assign participants to event rooms. Please refer to "Event Coordinator Guide" for details.
- Provide adult volunteers to serve as "room emcee" for each event room. Please refer to "Event Coordinator Guide" for details.
- Conduct an evaluators meeting before the event. Please refer to "Event Coordinator Guide" for details.
- Report results and provide critique sheets to the Awards Committee.

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## GUIDELINES:

### Participant Eligibility

- There are two grade levels in this event: Grades 3-6 and Grades 7-12
- This event is available to boys & girls. There will be separate venues for boys and girls to deliver their speeches.

### The Speech

- *Content:* The speech must relate to the current year's theme. No speech may be repeated by another speaker.
- *Time:* The speech must be between three and six minutes. Speeches that are less than three minutes or greater than six minutes in length will be penalized. Speeches that are longer than seven minutes will be disqualified.
- *Participant Aids:* Note cards and props may be used.
- *Delivery:* This event is for the delivery of a speech (i.e. sermon, devotional, etc). For that purpose, tone of voice, facial expressions, body mannerisms, etc, can enhance the delivery. However, this event is not for dramatic interpretations or skits. The evaluators will decide if the speech is overly dramatic.
- *Participant Appearance:* Each participant should dress as if they were speaking at their home congregation. It is expected that this should be at least dress casual (i.e. khakis or slacks with a nice shirt for boys; comparable for girls). The participant's appearance should be neat, modest, and not a distraction.

### Adult Involvement

- *Preparation:* It is understood that adult involvement in the conceptualization and writing of the speech will differ as participants grow and develop. Parents or coaches may assist participants in 3<sup>rd</sup>-6<sup>th</sup> grade; however, it is expected that participants will be heavily involved. By 7<sup>th</sup>-8<sup>th</sup> grade, the work should primarily be that of the participants. By 9<sup>th</sup>-12<sup>th</sup> grade, all work should be researched and written by the participant. Evaluators and event coordinators are not able to monitor or evaluate the amount of adult involvement, thus no points are assigned to this area. However, Church Coordinators and parents are expected to set the example for participants by enforcing this principle.
- *Evaluators:* Adult volunteers will evaluate participants' speeches. Evaluators may not evaluate a participant related to them.

### Spectators

- Spectators may not enter or leave the room while participants are speaking. Door monitors will only allow entrance and exit between speeches.
- Any video or audio equipment must be set up prior to the event.

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## AWARDS:

<b>Grade Level 3-6</b>	Gold = 90 to 100	Silver = 80 to 89	Bronze = 70 to 79	Participant = 69 & less
<b>Grade Level 7-12</b>	Gold = 95 to 100	Silver = 85 to 94	Bronze = 75 to 84	Participant = 74 & less

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## EVALUATION CRITERIA:

See the Speech evaluation form for criteria and weighting.

# Speech

## Instructions for Evaluators:

1. Place bar code label or write student info.
2. Assign score for each criteria & calculate total.
3. Write additional comments.

Place Label Here	Name:	Place Label Here	EVENT COORD:
	Grade:		Gender:
	Cong:		FINAL AWARD

## Thesis / Main Point and LTC Theme

Score: \_\_\_\_\_

**14-15:** Main point is very clear; may be very compelling/creative. • Most material clearly relates to the current LTC theme.

**13-14:** The main point is clear. • The material generally relates to the current LTC theme.

**11-13:** The main point is clear. • A minimal amount of material relates to the current LTC theme.

**0-11:** The main point is unclear. OR The material does not relate to the current LTC theme.

## Organization

Score: \_\_\_\_\_

**14-15:** All points are clear, logically developed & well supported. • Entire speech flows well & well organized. • Good transitions.

**13-14:** Most info presented logically and adequately supported. • Speech generally well organized, may need better transitions.

**11-13:** Info presented logically but needs more support/ development. • May need better transitions.

**0-11:** The points are not logically organized or are unclear. (The speaker "jumps around.") • Needs transitions.

## Content

Score: \_\_\_\_\_

**14-15:** Content very original/interesting/ significant • Supporting material (stories, facts, examples, etc.) is interesting and varies in type. • Word choice is vivid and precise throughout.

**13-14:** Content significant & somewhat original &/or interesting. • Supporting material (stories, facts, examples, etc.) is relevant and reasonably interesting. • Word choice is sometimes vivid and precise.

**11-13:** Content has minimal originality &/or interest. • Supporting material (stories, facts, examples, etc.) is only loosely connected to main points. • Word choice is not particularly vivid or precise.

**0-11:** Content is too repetitive and/or needs more development/ substance. • Supporting material is lacking or does not support the main points. • Word choice was limited and/or often unclear (slang, jargon, etc.).

## Voice

Score: \_\_\_\_\_

**14-15:** Speaks loud enough for all to hear. • Clear articulation. • Tone always consistent with message & may help hold interest.

**13-14:** Speaks loud enough for most to hear. • Clear articulation. • The tone is often consistent with the message

**11-13:** Speaks too low to be heard in back. • Relatively clear articulation. • Tone may detract from the message.

**0-11:** Speaks too low to be heard by most or mumbles. • Tone may be inconsistent with the message or monotone.

## Verbal Delivery

Score: \_\_\_\_\_

**19-20:** Smooth, natural delivery, free of stumbling, mispronunciations & grammatical errors • Limited filler words ("ums") used • Pleasing pace

**17-19:** Relatively smooth delivery. • May stumble some or make a few pronunciation / grammatical errors. • Any filler words ("ums") not distracting. • Appropriate pace.

**15-17:** Somewhat choppy delivery; stumbles often • May make several pronunciation or grammatical errors. • Filler words ("ums") are somewhat distracting. • The pace is sometimes too slow or too fast.

**0-15:** Verbal delivery detracts from the message. • Filler words ("ums") used excessively. • Pace is often too slow or too fast.

## Non-Verbal Delivery

Score: \_\_\_\_\_

**19-20:** Eye contact, facial expression, gestures and movements indicate confidence and sincerity. • Appropriate enthusiasm and/or feeling • Seldom looks at notes maintaining eye contact throughout • Neat & appropriate dress

**17-19:** Uses adequate facial expressions, gestures, and movements. • Appropriate enthusiasm and/or feeling • May look at notes frequently but maintains eye contact most of the time • Neat & appropriate dress

**15-17:** Uses minimal facial expressions, gestures and movement OR they may seem unnatural • Minimal enthusiasm and/or feeling • May be over-dependent on notes but occasionally makes eye contact • Appropriate dress

**0-15:** Non-verbal delivery detracts from message. • Lacks enthusiasm/feeling; may seem insincere. • Very limited eye contact. • Inappropriate dress

**PENALTIES** (check any that apply):    \_\_\_ Deduct 2 pts if 6:01 - 6:30 in length.  
\_\_\_ Deduct 20 pts for 7th-12th (10 pts    \_\_\_ Deduct 5 pts if 6:31-7:00 in length.  
for 3rd-6th) if under 3 minutes.

**Total Score:** \_\_\_\_\_

3rd-6th grd: 0-69; 70-79; 80-89; 90-100  
7th-12th grd: 0-74; 75-84; 85-94; 95-100

## Evaluator's Comments: