

## 4-H PUBLIC SPEAKING—JUDGES' ORIENTATION

*This orientation handout is to be photocopied and given to all judges at each level of 4-H Public Speaking Competitions, and accompanied by a copy of the **Saskatchewan 4-H Public Speaking Guidelines & Score Sheet** and the **4-H Public Speaking Rubric**. Each group of judges will also receive one **Judge's Final Results** form to fill in and submit to the committee.*

1. The Purpose of 4-H Public Speaking is for members to develop confidence and communication skills. Those who are participating in the competition are young people who are relatively inexperienced. While this event is competitive, comments should be constructive and positive. The emphasis of judge's comments should be to motivate members to continue their participation in public speaking.
2. Speeches alternate from Cloverbud to Junior to Intermediate to Senior, so judges will have plenty of time to write notes and determine scoring after each speaker is completed.
3. Review Agenda for afternoon. There is an intermission halfway through the competition.
4. As per 4-H guidelines, there are three judges per age category. Each group of judges will be sitting at a specific table, as identified by your 4-H committee.
5. **Competitor Age Categories: Cloverbud: 6—8; Junior: 9—12; Intermediate: 13—15; Senior: 16—21**
6. **Time limits are: Cloverbud: 1—3 min; Junior: 2—4 min; Intermediate: 3—5 min; Senior: 4—8 min.**
7. Review the 4-H "*Public Speaking Guidelines*".
8. Review the "*4-H Public Speaking Score Sheet*" and accompanying explanation and definitions of score card terms
9. Review the "*4-H Public Speaking Rubric*" from the How to Host Appendix. **This is a scoring guide for judges and should not be shared with members.**
10. As an option to break ties, prior to the start of competition, judges can choose either the highest score from the material section on the score card, or the highest score from the presentation section as the tie-breaking score.
11. Judges should work independently in scoring speeches, with one score sheet per member, per judge.
12. Members will **not** be docked marks for saying thank you or for introducing themselves.
13. Timekeepers will notify judges of any timing penalties. Speakers have a 30-second leeway over and under the expected speech length. After that, they are deducted 5 points per minute.
14. After speeches, judges should have a private place to deliberate and tally scores. Deliberation usually takes 30—45 minutes. Committee should review where deliberation rooms are for competition.
15. The speakers will receive the 'comments' portion of the score sheet, so judges are reminded to please be constructive and positive with written comments as it is a learning opportunity for 4-H members. **Members do not receive the "raw scores"**.

16. Judges at all levels must fill in the ***Final Placings Form***. Committee helpers will collect the *Final Placings Forms* and all score sheets after judging is complete.

**For District and Regional 4-H Public Speaking**, please only rank all speakers in each age group.

**For Provincial 4-H Public Speaking**, please rank only the top three speakers in each age group.

17. One judge from each group may be asked to provide general comments at the Awards portion of the event. These verbal comments will be about the age group judged, and will be given prior to announcing the final placings. Comments should be generalized and should not single out an individual competitor.

18. At **Club, District and Regional levels**, judge's comments should be designed to provide encouragement, constructive feedback, and/or techniques or points that will assist the member at the next level of competition.

18. The committee may ask one judge per group to present participation certificates. Call up each speaker in your age group, one at a time, so they can receive their certificate.

19. Your committee will also let you know if you are supposed to announce the top two or three winners. If you are, always announce the First Place winner last!

20. If you have any questions, please contact the 4-H committee chairperson or a 4-H staff member.

# 4-H PUBLIC SPEAKING—FINAL PLACINGS FORM

**DISTRICT & REGIONAL JUDGES:**

Please list **all the speakers** in the order you have selected, from First to Tenth. All ties must be broken by the Judges, though you may be able to have an Honourable Mention (please check with the organizing committee about this). Although prizes will only be given to only the first few speakers, **all speakers must be placed, as alternates must be contacted in case the winners cannot advance to the next level of competition.**

**PROVINCIAL JUDGES:**

Please list only the **top three speakers** for the Provincial event. All ties must be broken by the Judges, though you may be able to have an Honourable Mention (please check with the organizing committee about this).

**AGE CATEGORY:** \_\_\_\_\_

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_

Thank you!



# 4-H Public Speaking Competition Rubric – 2018

## FOR JUDGES' USE ONLY – NOT TO BE GIVEN TO SPEAKERS

SPEAKER: \_\_\_\_\_ TOPIC: \_\_\_\_\_ AGE GROUP: \_\_\_\_\_

### SECTION A: MATERIAL

| CATEGORY     | POOR (1)  | FAIR (2)   | GOOD (3-4)   | EXCELLENT (5)   | SCORE     |
|--------------|---|--|--|---|-----------|
| <b>Topic</b> | Topic was not appropriate for age / maturity of speaker   | Topic is not appropriate for age / maturity of speaker, but they demonstrate understanding of it                                     | Topic is appropriate for age / maturity of speaker | Topic is appropriate for age / maturity of speaker and member demonstrates keen understanding | <b>/5</b> |
|              | Member is disassociated (not connected to) from topic. Topic is generic or 'picked from a book' | Member is somewhat disassociated from topic. Although it was 'picked from a book', member shows some level of connection or interest | Member is connected with topic.                    | Member is very well associated and connected with topic and it shows!                         |           |

| CATEGORY            | POOR (1)   | FAIR (2)  | GOOD (3-4)                                | EXCELLENT (5)  | SCORE     |
|---------------------|--|---|---|--|-----------|
| <b>Introduction</b> | Subject matter not effectively identified        | Subject matter somewhat identified. Clarification found later in speech | Subject matter effectively identified     | Subject matter easily identified and apparent to audience                                      | <b>/5</b> |
|                     | Audience's attention is not captured effectively | Audience's attention somewhat captured, though audience's focus waned   | Audience's attention captured effectively | Speaker captured audience's attention in an effective and unique way that generated enthusiasm |           |

| CATEGORY       | POOR (1)   | FAIR (2)   | GOOD (3-4)  | EXCELLENT (5)   | SCORE      |
|----------------|--|--|---|---|------------|
| <b>Content</b> | Content was not well developed. Member repeated self with little variation | Content was somewhat developed, though several more points could have been added   | Content was well developed                        | Content was well developed and thought-provoking  | <b>/20</b> |
|                | Content was not well arranged. Content had multiple focus                  | Content attempted to be arranged in a specific manner, though had several confusing points of focus                          | Content was well arranged.                        | Content arranged well. Effective use of natural builds and falls in content layout          |            |
|                | Content lacked explanation or supporting material to topic                 | Content had some supporting material / explanation, though further materials and explanations would have enhanced the speech | Content had supportive materials and explanations | Content had superior amount of relevant explanation and supporting material                 |            |
|                | Content did not support topic efficiently or in an effective manner        | Content attempted to support topic, but was too weak or lost focus several times   | Content supported topic appropriately             | Content supported and demonstrated speaker's passion for / excellent understanding of topic |            |

| CATEGORY          | POOR (1)  | FAIR (2)  | GOOD (3-4)  | EXCELLENT (5)  | SCORE      |
|-------------------|---|---|---|--|------------|
| <b>Conclusion</b> | Conclusion did not effectively summarize content                        | Conclusion attempted to summarize content, but haphazardly                        | Conclusion effectively summarized content               | Conclusion summarized content in succinct, interesting way   | <b>/10</b> |
|                   | Conclusion did not give final message                                   | Conclusion attempted to give final message but it was weak or mostly inconclusive | Conclusion efficiently left audience with final message | Conclusion efficiently left audience with final message, yet wanting to hear more                                      |            |
|                   | Conclusion was too abrupt; Audience surprised speech was over           | Conclusion was short and could have been 'fleshed out' in greater detail          | Conclusion seemed an appropriate length                 | Conclusion was appropriate length, and had a special message that left audience inspired                               |            |
|                   | Audience did not know when speech was concluded until member left stage | Audience did not know when speech was over until member said 'thank you'          | Audience had definite idea when speech was over         | Speech concluded in effective manner, but with flare / style that left audience inspired / appreciative / wanting more |            |

| CATEGORY           | POOR (1)  | FAIR (2)   | GOOD (3-4)   | EXCELLENT (5)  | SCORE      |
|--------------------|---|--|--|--|------------|
| <b>Composition</b> | Vocabulary level / word choice was inappropriate for speaker                            | Vocabulary level mostly inappropriate for speaker, though some wording was well-suited | Vocabulary appropriate for speaker; Good choice in words | Vocabulary level appropriate for speaker; Excellent word choice that enhanced speech significantly                 | <b>/10</b> |
|                    | Sentence structure is poor  | Sentence structure mostly poor, with a few decent sentences here and there             | Sentence structure is acceptable                         | Sentence structure is excellent and enhances speech  |            |
|                    | Sentence variety poor. Member use similar phrasing that resulted in too much repetition | Small attempts made to vary sentences  | Good use of sentence variation                           | Excellent use of sentence variation that enhanced speech significantly   |            |
|                    | Sentences not arranged in logical order. Speech tends to "jump around" significantly    | Various sentences noticeably "don't fit" with the rest of the speech                   | Sentences arranged in logical order                      | Sentences arranged in logical order that significantly enhanced speech (ie. Builds in narrative, denouement, etc.) |            |

**SECTION B: PRESENTATION**

| CATEGORY     | POOR (1)  | FAIR (2)   | GOOD (3-4)   | EXCELLENT (5)  | SCORE      |
|--------------|---|--|--|--|------------|
| <b>Voice</b> | Voice was not audible or clear due to lack of projection or enunciation, etc. | Voice was somewhat clear or audible. At times member made attempt to be heard, though could have projected / enunciated more effectively | Voice was audible and clear  | Voice was very audible and clear with varied pitch and effective use of volume   | <b>/25</b> |
|              | Speaker did not speak at a relaxed, normal pace, and did not take pauses      | Speaker attempted to speak at relaxed pace and take pauses, but tended to speed up / slow down throughout speech                         | Speaker spoke at relaxed, normal pace and took appropriate pauses              | Speaker spoke at relaxed, normal pace and used pauses and pacing to enhance speech (ie. "Dramatic pause", etc.)                                      |            |
|              | Speaker did not pronounce words correctly                                     | Speaker pronounced most words properly   | Speaker pronounced words correctly   | Speaker pronounced words correctly, but also explored nuances in word pronunciation, etc. to provoke reaction / get point across, etc.               |            |
|              | Speaker's expression did not match the topic; Emphasis not varied (monotone)  | Speaker attempted to match expression to topic, however emphasis was not varied so speaker came across as bored / slight monotone.       | Speaker's expression matched the topic; Emphasis on words varied (no monotone) | Speaker's expression matched the topic; Emphasis on words varied and speaker effectively took risks with voice (varies in pitch, volume, tone, etc.) |            |

| CATEGORY   | POOR (1)  | FAIR (2)  | GOOD (3-4)  | EXCELLENT (5)   | SCORE      |
|--|---|---|---|---|------------|
| <b>Manner</b>  | Speaker displays noticeable lack of confidence;                                     | Speaker was not overly confident, but made an effort;                                     | Speaker had confident attitude, and suitable gestures   | Speaker had confident attitude,   | <b>/25</b> |
|  | Gestures do not match speech / speaker came across as "wooden"                      | Speaker attempted to use gestures, though they did not enhance speech                     |   | Gestures were suitable and significantly enhanced speech  |            |
|  | Speaker did not make eye contact / only looked at notes;                            | Speaker attempted to make eye contact but mostly referred to notes.                       | Speaker made eye contact; Notes referred to on occasion.  | Speaker memorized speech / made eye contact quite often / referred to notes very sparingly / did not have notes;                              |            |
|  | Prop detracted from speech (ie. Prop was awkward / not displayed effectively)       | Prop added to speech but was awkward / not displayed effectively                          | Props were easily set up / manageable and suitable for speech   | Props were easily set up / manageable and significantly enhanced speech   |            |
|  | Speaker did not hold audience's attention. Speaker was not enthusiastic about topic | Speaker held audience's attention at times. Speaker was somewhat enthusiastic about topic | Holds audience's attention and is enthusiastic about topic  | Speaker significantly held audience's attention (audience was captivated) Speaker was very enthusiastic about the topic and it was contagious |            |
| Speaker's posture and appearance significantly detracted from speech | Speaker's posture and appearance somewhat detracted from speech                     | Speaker demonstrated appropriate posture and appearance                                   | Speaker demonstrated appropriate posture; Appearance significantly enhanced speech (ie. Use of costume, etc.) |   |            |

**SECTION A TOTAL: \_\_\_\_\_ + SECTION B TOTAL: \_\_\_\_\_ - TIME FAULTS (-5 pts / min): \_\_\_\_\_ = TOTAL SCORE: \_\_\_\_\_**

After judging is completed:  
Cut along dotted line. Left side  
with scores is for Judges only.  
Right side with comments can  
be given to the participating  
member.

## 4-H Saskatchewan Public Speaking Scorecard



SPEAKER: \_\_\_\_\_

TOPIC: \_\_\_\_\_

AGE GROUP: \_\_\_\_\_



| POINT VALUE        | POINTS SCORED | MATERIAL  | COMMENTS           | POINT VALUE   |
|--------------------|---------------|---|--------------------|---------------|
| 5                  |               | <b>Topic</b> <ul style="list-style-type: none"> <li>Appropriate for the age and maturity of the speaker</li> </ul>  |                    | 5             |
| 5                  |               | <b>Introduction</b> <ul style="list-style-type: none"> <li>Effectively identifies subject matter, and captures the attention of the audience</li> </ul>   |                    | 5             |
| 10<br>10           |               | <b>Content</b> <ul style="list-style-type: none"> <li>Well Arranged</li> <li>Information is well developed, and supported</li> </ul>  |                    | 10<br>10      |
| 10                 |               | <b>Conclusion</b> <ul style="list-style-type: none"> <li>Effectively summarizes content and gives concluding message</li> </ul>   |                    | 10            |
| 5<br>5             |               | <b>Composition</b> <ul style="list-style-type: none"> <li>Appropriate vocabulary level and word choice</li> <li>Clear sentence structure, variety and logical sequencing</li> </ul>   |                    | 5<br>5        |
| 50                 |               | <b>SUBTOTAL</b>   |                    | 50            |
| POINT VALUE        | POINTS SCORED | PRESENTATION  | COMMENTS           | POINT VALUE   |
| 10<br>10<br>5      |               | <b>VOICE</b> <ul style="list-style-type: none"> <li>Relaxed, normal rate of speed, pauses, and correct pronunciation</li> <li>Expression matches with subject matter, and varied for emphasis</li> <li>Audible and clear</li> </ul>                             |                    | 10<br>10<br>5 |
| 10<br>10<br>5      |               | <b>Manner</b> <ul style="list-style-type: none"> <li>Confident attitude, suitable gestures, eye contact and correct use of notes and props</li> <li>Holds audience's attention: enthusiastic about topic</li> <li>Appropriate posture and appearance</li> </ul> |                    | 10<br>10<br>5 |
| 50                 |               | <b>SUBTOTAL</b>   |                    | 50            |
| 100                |               | <b>TOTAL</b>  |                    | /100          |
| 5/min              |               | Subtract Time Faults: (Note: 30 seconds allowable leeway over and under time)   |                    | -5/min        |
| <b>FINAL SCORE</b> |               | <b>Member's Copy</b>  | <b>Time:</b> _____ |               |