Name of student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Judge #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Impressions

Content of Speech

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Excellent 5** | **Above Average 4** | **Proficient 3** | **Developing 2** | **Unacceptable 1** | **Circle One**  |
| Did the student dress in and greet the judges in a professional manner?  | Highly professional:Appearance above average and greeting genuine  | Good/ average professional appearance and greeting seemed awkward | Lacking some professional attire and greeting was nervous | Too casual in appearance and greeting was mere formality, less than genuine | Dress was inappropriate/ unkempt and greeting was not attempted | 0 1 2 3 4 5 |
| Was the student’s letter to you polished and professional?  | Well written; great flow to letter; no grammatical errors | Good letter but contained few grammatical errors | Letter was not well written and contained grammatical errors | Letter lacking in content and many grammatical errors | Poorly constructed letter and no apparent attempt to revise | 0 1 2 3 4 5 |
| Was there an introduction with a hook?  | Strong hook; very engaging | Hook was clear/ above average | Attempted hook, but artificial | Poor attempt at engaging audience | No attempt to hook audience | 0 1 2 3 4 5 |
| Was there a purpose stated? | Student’s purpose was genuine | Purpose was stated, but relevant | Purpose was somewhat unclear, but present | Poor reason for completing project | No purpose for doing project beyond compliance | 0 1 2 3 4 5 |
| Did the student integrate knowledge, content, & experiences?  | Fully integrated knowledge, content, & experiences in an organized, accurate & detailed manner.  | Good/ average integration of knowledge, content, & experiences  | Fair Integration of knowledge, content or experiences  | Some integration of knowledge, content, or experiences | Failed to integrate knowledge, content, or experiences | 0 1 2 3 4 5 |
| Did the student refer to his/her research?  | Research was clearly stated & informative- above expectation/ beyond average understanding | Research was stated and informative, but understanding was average | Research was mentioned, but lacked detail | Research was implied, but no understanding was evident | Research was weak | 0 1 2 3 4 5 |
| Did the student address a learning stretch?  | Exceptional stretch; clear and legitimate | Good stretch; mostly clear and legitimate | Limited stretch; limited | Implied stretch; not explicitly stated | Stretch was weak | 0 1 2 3 4 5 |
| Was there a closing? | Clearly signaled and appropriate | OK closing, may have seemed awkward | Closing was present but abrupt | Closing was attempted but artificial/ out of place  | Closing was weak | 0 1 2 3 4 5 |
| Did the student speak in an articulate manner & integrate professional language? | Spoke clear and articulately; integrated professional language throughout the response; No “um’s, uh’s, er’s” | Clear speech and articulate most of the time; language was professional but had some “um’s, uh’s, er’s”  | Spoke clearly but articulation was weak, lacking in professional language, had a fair amount of “um’s, uh’s, er’s”  | Sketchy use of professional language, lacking articulation, many “um’s, uh’s, er’s”  | Not articulate, no professional language, speech riddled with “um’s, uh’s, er’s”  | 0 1 2 3 4 5 |
| Was the student’s body language appropriate & gestures natural?  | Highly Natural, at ease, & effective | Mostly natural and appropriate, lacking some ease | Fairly natural and effective, not at ease | Extraneous movements distracting, unnatural, stiff | Moved nervously throughout, extremely stiff and exceptionally distracting gestures | 0 1 2 3 4 5 |
| Did the student’s eye contact seem natural? | Excellent. Sustained, appropriate, and natural | Good. Mostly natural and sustained.  | Appropriate and fairly consistent, natural | Intermittent or inconsistent  | Limited | 0 1 2 3 4 5 |
| Did the product reflect any effort? | Excellent effort is evident. Commendable | Good amount of effort evident. Well done.  | Fair amount of effort evident. OK.  | Some effort evident.  | Little effort was evident.  | 0 1 2 3 4 5 |
| Did the product clearly relate to the research?  | Exceptionally clear.  | Clearly related.  | Somewhat related.  | Small parts were related.  | Almost none of it relates to research.  | 0 1 2 3 4 5 |
| Was the font/ color scheme appropriate & text meaningful and grammatically correct?  | Thoughtful. Legible. Appropriate. Meaningful. No grammatical errors. | Good. Mostly legible. Mostly meaningful. 1-2 grammar errors.  | Slightly distracting. Somewhat legible. Few grammatical errors.  | Difficult to read. Minimal helpful text or many grammatical errors. Too wordy.  | Nearly impossible to read. No helpful text or too much text. Student read from visual aid.  | 0 1 2 3 4 5 |
| Did the student answer the question(s)?  | Answers reflected explicit depth of knowledge | Average depth of knowledge reflected. | OK depth of knowledge reflected. Generic.  | Answers reflected a partial understanding.  | Answers did not reflect knowledge/ understanding.  | 0 1 2 3 4 5 |
| Did the student answer with confidence?  | Very confident and honest | Confident and honest | Mostly confident and honest | Somewhat confident and honest | Lacked confidence.  | 0 1 2 3 4 5 |
| Observations | Excellent 5 | Above Average 4 | Proficient 3 | Developing 2 | Unacceptable 1 |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Delivery of Speech

Product: Physical, Demo Performance, or Service

Response to Judges’