

**Texas FFA Association**

Speaking Development Events

# **H A N D B O O K**

*Revised on 9.18.2023*



## SPEAKING DEVELOPMENT EVENTS

Tarleton State University

### Registration

All registration will be on-line in advance of the event date.

Entry fees are \$50.00 paid on-line.

All alternate speakers at each area level should be submitted with no registration fee.

1. Teachers must complete the online registration no later than 11:59 pm, May 15th. **Materials must be uploaded**

Registration submission will not be complete unless all required materials have been uploaded.

Required Documents:

Uploaded documents should be submitted separately according to the following:

- a. Submitted only in PDF Format;
- b. Documents should adhere to the following guidelines;
  - i. 1" margins on all sides;
  - ii. 12-point Times New Roman font;
  - iii. Follow APA style manual (latest edition)

Required Materials Include Documents that will be included:

1. Manuscript (including cover sheet To include Cover Page-Name, Chapter, Category, Event Date)
2. Abstract (1-page doublespaced page or less)
3. Complete references
4. Statement of originality
5. SWCB consultation affidavit form (for Soil Stewardship only)

**Late or incomplete registration/entries will incur a \$50 late fee from May 16-June 1. at midnight. If all requirements are not met by the June 1st deadline, the student will be disqualified. If needed, alternates will be notified as soon as possible.**

### Eligibility

1. Eligibility of participating contestants is based on the following criteria:
  - a. Contestants must be members of the FFA and listed on the state roster of a chartered chapter in current good standing.
  - b. Contestants must have been enrolled in an agriculture, food and natural resources class during the current school year. An AFNR course is any class meeting the criteria of the Texas FFA Association's membership eligibility standards.
  - c. The individual, not the chapter, qualifies in the Speaking Development Events; therefore, should an individual not be able to compete, for any reason, in one of Speaking Development Events for which they qualify, the next highest placing individual from the same area shall qualify. (The chapter of the individual who is unable to compete may not name a replacement from their own chapter.
  - d. Contest winners are ineligible to compete in the same event again. This does not apply to division winners in senior prepared public speaking.
2. A chapter may have one contestant per event in the junior prepared, soil and water stewardship and extemporaneous speaking development events and one contestant per division in the senior prepared event.
3. The contestants may participate in more than one speaking event at the state contest. Students must use a different speech for multiple events as well as multiple categories. Should a contestant win more than one national qualifying event, pursuant to National FFA Organization policy, the state association will certify the contestant for national competition in the event of the contestant's choice.
4. Each area is entitled to send two state qualifiers in junior prepared, soil and water stewardship and extemporaneous and one qualifier per division plus an alternate in senior prepared. Substitutions: Should a state qualifier become ineligible to participate, the third-place area contestant shall be certified to participate in the state event. Substitute participants shall not be penalized for late entry provided that complete entry is made within seven (7) days of notification of participation eligibility.
5. Students may not participate in both the Junior and Senior Prepared speaking categories within the same school year.

## Required Documents Document Guidelines

1. Uploaded documents should be submitted separately according to the following:
    - a. Submitted only in PDF Format;
    - b. Documents should adhere to the following guidelines:
      - i. 1" margins on all sides;
      - ii. 12-point Times New Roman font;
      - iii. Follow APA style manual (latest edition)
- Required Materials Include Documents that will be included:
1. Manuscript (including cover sheet To include Cover Page-Name, Chapter, Category, Event Date)
  2. Abstract (1-page double spaced page or less)
  3. Complete references
  4. Statement of originality
  5. SWCB consultation affidavit form (for Soil Stewardship only)
- c. National Qualifier will be required to have a manuscript in APA for the National Speaking competition at the National Convention.
2. Any contestant that does not cite references or commits plagiarism will be disqualified from the contest. (See Statement of Originality for clarification).

## State Event Procedures

1. All contestants must be in official FFA dress according to Texas FFA which may include black dress boots, in each event with the exception of Agricultural Skills Demonstration events (the FFA bowtie is NOT acceptable official dress). Complete Official Dress Guidelines can be found at [www.texasffa.org](http://www.texasffa.org) → About → Official Dress. Hair accessories and jewelry are acceptable. Visible socks must be black. Students not in full compliance of official dress standards shall be notified before entering the event room and given the opportunity to correct the deficiency as long as such remedial action does not disrupt the event schedule. Members who fail to comply will not be allowed to compete. No penalties will be assessed and no corrections will take action after the contest begins. The superintendent has the final authority to make a decision on enforcing/not enforcing this rule in extenuating circumstances. No penalties will be assessed if students are required to wear personal protective equipment (i.e. face masks, face shield, gloves, etc.).
2. The semi-final and final rounds shall be held on days, times, location, and format determined by the executive director or his/her designee. Contestants with potential scheduling conflicts shall make arrangements with the contest superintendent prior to the start of the contest.
3. A contestant and coaches' orientation meeting will be held prior to the scheduled event. Contestants and their advisors in the extemporaneous speaking event must attend a mandatory orientation in advance of the scheduled event.
4. At the designated start time of in person events, in person contestants will be sequestered in a holding room until the appropriate time for entering the preparation room. Leaving the holding room will require an official escort. **No guest may enter the holding room or preparation room after the events have started.** Electronic devices shall not be permitted in the holding or preparation rooms. This excludes devices allowed in the extemporaneous speaking rules. If remote contestants are permitted, they will be required to follow procedures determined by the executive director or his/her designee.
5. For all in person speaking development events, each contestant must make the presentation without a microphone. Contestants shall not be penalized for moving about or using (or not using) a podium.
6. Virtual contestants (when permitted) should join the meeting from their own individual device that will remain stationary during the presentation, and video should be displayed in landscape mode. There should be no penalties assessed to contestants for the use of a cellular phone and headphones during this event.
7. When possible, in person events will be open to the public. Any FFA member, parent, or guest may enter the room at any time between speeches. However, once they have entered the room, they must remain in the room until the next break between speeches. Videoing or recording of events at any time is NOT permitted.
8. Due to time constraints, judges handshakes will not be permitted at the state level speaking events.
9. Semi-final heats will follow a pre-established speaking order. Contestants advancing to the finals in

Extemporaneous, Jr. Prepared, and Soil Stewardship speaking will be assigned times following the order of participation in the preliminaries, alternating between heat one and heat two. Contestants advancing to the finals in Sr. Prepared will follow the posted rotation within these rules. Contestants with conflicts may request a trade of performance times with another team with the approval of the general superintendent. Advisors are under no obligation to trade performance times with another chapter. The top five teams from each heat will advance to the finals. Teams advancing to the finals will be assigned times following the order of participation in the preliminaries, alternating between heat one and heat two.

10. Rules of the National FFA Organization's Speaking CDEs will be followed as they apply.
11. There shall be a minimum of 3 and a maximum of 5 judges for each event at the state level.
12. For the preliminary rounds, judges should receive all manuscripts no less than one business day prior to the event. For the finals, manuscripts will be shared at the conclusion of the announcement of preliminary results.
13. Rubrics will be used and each judge's raw score will be converted to rankings. Placings will be determined by rank, without dropping high and low ranks.
14. TIE BREAKER: The first tiebreaker will be based on the contestant with the higher total raw score. If a tie still exists, these will be broken based on the contestant who scores higher on the question portion of the rubric, and if a tie still exists, the Oral Communications score will be used to determine placement.
15. Speakers in violation of these rules may be disqualified.

#### **Awards**

1. All state qualifying speakers will receive a plaque during the Speaking Development Awards Ceremony following the preliminary events.
2. All Speaking Event finalists will be announced during the Speaking Development Event Awards Ceremony. Finalists will be posted to the Texas FFA website at the conclusion of the SDE Awards Ceremony.
3. The top 12 participants from each Sr. Prepared Division will receive a banner during the SDE Awards Ceremony following the preliminary events.
4. The top 12 overall Sr. Prepared Finalists will be recognized during the SDE Recognition Ceremony on the convention stage. At this time, the Sr. Prepared Champion and Sr. Prepared Runner Up will receive a banner.
5. The top 10 individuals from the Jr. Prepared, Extemporaneous, and Soil Stewardship events will receive banners on the convention stage during the SDE Speaking Recognition Ceremony.

#### **Texas FFA Association Inclement Weather Policy**

##### **Inclement Weather**

For state events, the state executive director shall work proactively with providers to assess potential weather and road hazards which could create travel risks for students and teachers. Should inclement weather pose a potential travel risk for groups from any part of the state, the executive director shall consult the state executive board and appropriate experts (such as but not limited to National Weather Service forecasters) to assess potential hazards and consider options for amending event start times or participation schedules to facilitate safer travels, event postponement or cancellation. The Texas FFA Association shall make student safety the top priority in all such decisions.

If possible, the executive director or his or her designee shall notify teachers via e-mail and/or the emergency text messaging system of any impending event decisions regarding inclement weather.

District and area associations are to work with their respective executive committees in assessing weather-related travel risks. The state executive director shall work with area event coordinators in adjusting state entry and material submission deadlines for area events postponed due to inclement weather.

##### **Lightning Safety**

Lightning may be the most frequently encountered severe storm hazard endangering physically active people each year. Millions of lightning flashes strike the ground annually in the United States, causing nearly 100 deaths and 400 injuries. Three quarters of all lightning casualties occur between May and September, and nearly four fifths occur between 10:00 am and 7:00 pm, which coincides with the hours for most career development events held in field conditions.

Providers should postpone or suspend activity if a thunderstorm appears imminent before or during an activity or contest (irrespective of whether lightning is seen or thunder heard) until the hazard has passed. Signs of imminent thunderstorm activity are darkening clouds, high winds, and thunder or lightning activity. Student safety must be the first priority. If the provider deems it necessary to collect and hold scan sheets, students must be moved to a safe location before such collections are conducted.

### Recommendations for Lightning Safety

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1. Establish a chain of command that identifies who is to make the call to remove individuals from the field.
2. Name a designated weather watcher (A person who actively looks for the signs of threatening weather and notifies the chain of command if severe weather becomes dangerous). Lightning meters are recommended but not required. Most athletic departments own these meters.
3. Have a means of monitoring local weather forecasts and warnings.
4. Designate a safe shelter for each venue that can accommodate the anticipated number of contestants. See examples below.
5. Use the Flash-to-Bang count to determine when to go to safety. By the time the flash-to-bang count approaches thirty seconds all individuals should be already inside a safe structure. See method of determining Flash-to-Bang count below.
6. Once activities have been suspended, wait at least thirty minutes following the last sound of thunder or lightning flash prior to resuming an activity or returning outdoors.
7. Avoid being the highest point in an open field, in contact with, or proximity to the highest point, as well as being on the open water. Do not take shelter under or near trees, flagpoles, or light poles.
8. Assume that lightning safe position (crouched on the ground weight on the balls of the feet, feet together, head lowered, and ears covered) for individuals who feel their hair stand on end, skin tingle, or hear "crackling" noises. Do not lie flat on the ground.
9. Observe the following basic first aid procedures in managing victims of a lightning strike:
  - Activate local EMS
  - Lightning victims do not "carry a charge" and are safe to touch.
  - If necessary, move the victim with care to a safer location.
  - Evaluate airway, breathing, and circulation, and begin CPR if necessary.
  - Evaluate and treat for hypothermia, shock, fractures, and/or burns.
10. All individuals have the right to leave a career development event site in order to seek a safe structure if the person feels in danger of impending lightning activity, without fear of repercussions or penalty from anyone.

### Definitions

#### **Safe Shelter:**

1. A safe location is any substantial, frequently inhabited building. The building should have four solid walls (not a dug out), electrical and telephone wiring, as well as plumbing, all of which aid in grounding a structure.
2. The secondary choice for a safer location from the lightning hazard is a fully enclosed vehicle, including a school bus, with a metal roof and the windows completely closed. It is important to not touch any part of the metal framework of the vehicle while inside it during ongoing thunderstorms.
3. It is not safe to shower, bathe, or talk on landline phones while inside of a safe shelter during thunderstorms (cell phones are considered safe).

#### **Flash-to-Bang:**

To use the flash-to-bang method, begin counting when sighting a lightning flash. Counting is stopped when the associated bang (thunder) is heard. Divide this count by five to determine the distance to the lightning flash (in miles). For example, a flash-to-bang count of thirty seconds equates to a distance of six miles. Lightning has struck from as far away as 10 miles from the storm center.

## **CONFLICT RESOLUTION**

1. Appeals concerning district and area standings for recognition and awards shall be resolved by officials at the corresponding levels of competition.
2. The state SDE process is a tournament concept that begins at the district level and culminates at the state event. Unresolved district-level disputes concerning qualification for area competition may be appealed to the respective area executive committee only after the district committee has heard and ruled on the matter in question. Teachers may request a state level review of any such ruling. The state executive committee shall overturn only those decisions that are ruled to be arbitrary or in conflict with state policy.
3. Appeals of area-level decisions concerning state qualification or state event decisions must be filed in writing with the Texas FFA Association executive director no later than 5:00 p.m. on the working day following the decision under appeal. All appeals shall be considered by the executive board.
4. Persons whose judgment may be influenced by a vested interest or a pre-existing relationship that may impair their ability to be fair and impartial must excuse themselves from all deliberations concerning appeals.
5. Subjective qualitative judgments inherent in evaluating event performances may not be appealed.

## **EXTEMPORANEOUS SPEAKING**

*Tarleton State University*

The purpose of this event is to develop the ability of all FFA members to express themselves on a given subject without having to prepare or rehearse its content in advance.

1. The first competitor will have their reference material screened ten minutes prior to reporting to the holding room.
2. The first selection of topics shall be held thirty minutes before the event. The contestant will draw three specific topics relating to the industry of agriculture and will select one. After the first contestant selects a topic, all three topics will be returned to the original group of topic areas. The next contestant will then draw three topics and then select a topic. This process continues for each contestant. Each contestant shall have 30 minutes of preparation time prior to their performance.
3. Twelve topics shall be prepared by the superintendent of the event and will include three each from the following categories: (a) agriscience and technology, (b) agri-marketing, and international agricultural relations, (c) food and fiber systems and (d) urban agriculture. They will be typed on cards. There shall be twelve different topics for the preliminary and final heats prepared by the superintendent.
4. When not preparing or performing, contestants will remain sequestered in a holding area until after they perform. Contestants will participate according to the rotation established by state rules. The first contestant will be admitted to the preparation room 30 minutes prior to the event and subsequent contestants at 15-minute intervals.
5. All reference material must be provided for screening by officials 30 minutes prior to the start of the contest and will be held until the last speaker has spoken. Contestants may choose to use either print (a-b) or electronic sources (c-h) and may not use both. All material, whether print or electronic, will be screened by the officials in charge of the event on the following basis:
  - a. Allowed printed material may include books or magazines (cannot be notes or speeches prepared by the students or notes prepared by another person for use for this event.) Materials from industry or academic websites may be used. Authorship of the printed internet material may be subject to verification by the superintendent. URL, copyright, or official website header.
  - b. Shall be limited to five items. To be counted as one item, a notebook or folder of collected items containing NO more than 100 pages (page size should not exceed a typical page of books and manuscripts which is 8 ½" x 11" and should be one-sided only); books, newspapers, and magazines are acceptable under the discretion of the Extemporaneous Speaking Superintendent. All five items may consist of separate notebooks. A typed table of contents or tabs may be utilized but shall be counted as a part of the 100-page limit.
  - c. Electronic files shall be limited to those contained on a maximum 4GB USB flash drive, subject to inspection. All files must be saved in PDF format with URL content shown. There shall be no modification to sources. Each document shall be a single, complete source in and of itself. Indexing is allowed. Other formats such as Word, WordPad etc. will result in automatic disqualification. Contestants cannot use computers to prepare speeches. They can use computers to search and read files stored on flash drive but cannot write or organize thoughts on computers.
  - d. Students shall not access audio, video, or other multimedia files during the contest. Devices must be muted in the preparation room during the contest. Contestants shall not play games or engage in other distracting activities on their electronic devices. Officials may ask a contestant to power off the device if it becomes distracting.
  - e. All computer connectivity to outside sources and wireless capability shall be disabled. For example: no Internet, no instant messaging (IM), no outside servers, no cell phone tethers, etc.
  - f. Wired connections (Ethernet or phone) during the contest are not permitted. Tablets and iPads are acceptable but must have a USB port for flash drive use.
  - g. Computers shall be turned on with files open for inspection by contest officials at any time. No other applications shall be viewable. Contestants must present content at the request of officials.
  - h. Contestants electing to use computers are responsible for providing their own computers and batteries, and cords. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time will be given. Contestants accept full responsibility for the

- safety and security of their electronic retrieval devices throughout the entirety of the contest.
- i. Cell phones, smart phones, and gaming devices are not allowed during the contest
6. Each speech shall be the result of the contestant's own effort using approved reference material which the contestant may bring to the preparation room. No other assistance may be provided. The event superintendent shall provide all note cards used by contestants if contestants choose to use notecards, 3x5 and 4x6 note cards will be provided by the event superintendent for contestants to use. Any notes for speaking must be made during the 30-minute preparation period.
  7. Each speech shall be no less than four (4) nor more than six (6) minutes with five (5) minutes additional time allowed for related questions, which shall be asked by the judges. A 30-second warning shall be provided via a timecard from the timekeeper or a judge for contestants in the Extemporaneous Speaking Development Event. Such a warning shall be provided when the contestant has 30 seconds remaining before going beyond the six-minute time allotment. Contestants will be penalized one point per second on each judge's score sheet for being over six minutes or under four minutes. Time commences when the contestant begins speaking. Contestants may use a wristwatch only to keep record of time.
  8. Rules of the National FFA Organization's extemporaneous speaking career development event will be followed as they apply.



## Extemporaneous Public Speaking

Contestant Name:

Chapter:

Area:

Oral Communication - 600 points						
Indicators	Very strong evidence skill is present 5-4	Moderate Evidence skill is present 3-2	Evidence Skill is not present 1-0	Points Earned	Weight	Total Score
A. Examples	<ul style="list-style-type: none"> <li>•Examples are vivid, precise and clearly explained.</li> <li>•Examples are original, logical and relevant</li> </ul>	<ul style="list-style-type: none"> <li>•Examples are usually concrete, but sometimes needs clarification.</li> <li>•Examples are effective but need more originality or thought.</li> </ul>	<ul style="list-style-type: none"> <li>•Examples are abstract or not clearly defined.</li> <li>•Examples are sometimes confusing, leaving the listeners with questions.</li> </ul>		X 10	
B. Speaks without hesitation	<ul style="list-style-type: none"> <li>•Speaks very articulately without hesitation.</li> <li>•Never has the need for unnecessary pauses or hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>•Speaks articulately, but sometimes hesitates.</li> <li>•Occasionally has the need for a long pause or moderate hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>•Speaks articulately, but frequently hesitates.</li> <li>•Frequently hesitates or has long, awkward pauses while speaking.</li> </ul>		X 15	
C. Tone	<ul style="list-style-type: none"> <li>•Appropriate tone is consistent.</li> <li>•Speaks at the right pace to be clear.</li> <li>•Pronunciation of words is very clear and intent is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>•Appropriate tone is usually consistent.</li> <li>•Speaks at the right place most of the time, but shows some nervousness.</li> <li>•Pronunciation of words is usually clear, sometimes vague.</li> </ul>	<ul style="list-style-type: none"> <li>•Has difficulty using an appropriate tone.</li> <li>•Pace is too fast, nervous.</li> <li>•Pronunciation of words is difficult to understand.</li> </ul>		X 15	
D. Speaker is detail oriented	<ul style="list-style-type: none"> <li>•Is able to stay fully detail oriented.</li> <li>•Always provides details which support answers/basis of the question.</li> </ul>	<ul style="list-style-type: none"> <li>•Is mostly detail oriented.</li> <li>•Usually provides details which are supportive of the answers/basis of the questions.</li> </ul>	<ul style="list-style-type: none"> <li>•Has difficulty being detail oriented.</li> <li>•Sometimes overlooks details that could be very beneficial to the answers/basis of the question.</li> </ul>		X 20	
E. Connects and articulates facts and issues	<ul style="list-style-type: none"> <li>•Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>•Possess a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>•Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>•Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>•Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>•Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</li> </ul>		X 20	
F. Questions and Answers <u>Articulation of Answers</u>	<ul style="list-style-type: none"> <li>•Speaks unrehearsed with comfort and ease.</li> <li>•Is able to speak quickly with organized thoughts and concise answers.</li> </ul>	<ul style="list-style-type: none"> <li>•Mostly speaks unrehearsed with comfort and ease, but sometimes seems nervous or unsure.</li> <li>•Is able to speak effectively but has to stop and think and sometimes gets off focus.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows nervousness or seems unprepared when speaking unrehearsed.</li> <li>•Seems to ramble or speaks before thinking.</li> </ul>		X 40 20	

## Extemporaneous Public Speaking

Contestant Name:

Chapter:

Area:

	<u>•Answer(s) sounds logical and valid.</u>	<u>•Some answer(s) sound logical and valid.</u>	<u>•No answer(s) seem logical or valid.</u>			
<u>G. Validity of Answers</u>					<u>X 20</u>	

## Extemporaneous Public Speaking

Contestant Name:

Chapter:

Area:

Non-verbal Communication - 400 points						
A. Attention (eye contact)	<ul style="list-style-type: none"> <li>•Eye contact consistently used as an effective connection.</li> <li>•Constantly looks at the entire audience (90-100% of the time).</li> </ul>	<ul style="list-style-type: none"> <li>•Eye contact is mostly effective and consistent.</li> <li>•Mostly looks around the audience (60-80% of the time).</li> </ul>	<ul style="list-style-type: none"> <li>•Eye contact does not always allow connection with the speaker.</li> <li>•Occasionally looks at someone or some groups (less than 50% of the time).</li> </ul>		X 20	
B. Mannerisms	<ul style="list-style-type: none"> <li>•Does not have distracting mannerisms that affect the effectiveness.</li> <li>•No nervous habits.</li> </ul>	<ul style="list-style-type: none"> <li>•Sometimes has distracting mannerisms that pull from the presentation.</li> <li>•Sometimes exhibits nervous habits or ticks.</li> </ul>	<ul style="list-style-type: none"> <li>•Has mannerisms that pull from the effectiveness of the presentation.</li> <li>•Displays some nervous habits - Fidgets or anxious ticks.</li> </ul>		X 20	
C. Gestures	<ul style="list-style-type: none"> <li>•Gestures are purposeful and effective.</li> <li>•Hand motions are expressive and used to emphasize talking points.</li> <li>•Great posture (confident) with positive body language.</li> </ul>	<ul style="list-style-type: none"> <li>•Usually uses purposeful gestures.</li> <li>•Hands are sometimes used to express or emphasize talking points.</li> <li>•Occasionally slumps; sometimes negative body language.</li> </ul>	<ul style="list-style-type: none"> <li>•Occasionally gestures are used effectively.</li> <li>•Hands are not used to emphasize talking points; hand motions are sometimes distracting.</li> <li>•Lacks positive body language; slumps.</li> </ul>		X 20	
D. Well poised	<ul style="list-style-type: none"> <li>•Is extremely well poised.</li> <li>•Poised and in control at all times.</li> </ul>	<ul style="list-style-type: none"> <li>•Is usually well poised.</li> <li>•Poised and in control most of the time; rarely loses composure.</li> </ul>	<ul style="list-style-type: none"> <li>•Isn't always well poised.</li> <li>•Sometimes seems to lose composure.</li> </ul>		X 20	
<b>Gross total points</b>						
Point deduction (-1 point per second under 4 minutes or over 6 minutes)						
<b>NET TOTAL POINTS - 1000 points possible</b>						

### EXTEMPORANEOUS SPEAKING SCORE CARD

<b>Name:</b>		1	2	3	4	5	6	7	8	9	10	11	12
<b>Chapter:</b>													
<b>ORAL COMMUNICATION 600 points</b>													
A. Examples	50												
B. Speaks without hesitation	75												
C. Tone	75												
D. Speaker is detail oriented	100												
E. Connects and articulates facts and issues	100												
F. Speaks unrehearsed (Question and Answer)	200												
<b>NON-VERBAL COMMUNICATION 400 points</b>													
A. Attention (eye contact)	100												
B. Mannerisms	100												
C. Gestures	100												
D. Well poised	100												
<b>Total Points</b>													
<b>Deductions (-1pt under 4/over 6 mins)</b>													
<b>Net Total Points</b>													

Judge's Signature: \_\_\_\_\_

<b>Speaker Presentation Total:</b>	
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## **PREPARED PUBLIC SPEAKING**

### **Senior Division**

*Tarleton State University*

1. Each speech shall be no less than six (6) nor more than eight (8) minutes with five (5) minutes additional time allowed for related questions, which shall be asked by the judges. Contestants will be penalized one (1) point per second on each judge's score sheet for being more than eight (8) minutes or less than six (6) minutes. Time commences when the contestant begins speaking. Contestants may use a wristwatch only to keep record of time.
2. Each category for the Senior Prepared Public Speaking Contest will advance the top 2 speakers, resulting in 12 finalists.
3. The following description for each speech division is provided to the participants as a suggested guideline for that division and in no way meant to be all inclusive. It is the responsibility of the participant to select subject matter appropriate and acceptable to the judges. Obviously, all subject matter should have ties to the agricultural industry.

#### Designated FFA Prepared Public Speaking Divisions:

- a. **Animal Science**: Participants may choose any current or future subject that deals with any aspect of the industries of dairy, equine, poultry, sheep, swine, beef, specialty animals, embryo transfer, etc.
- b. **Plant Science**: Participants may choose any current or future subject that deals with any aspect of horticulture and/or agronomy industries. This may include such areas as floriculture, fruit and or/vegetable production, nursery operations, turf and landscape management, crop production, specialty crop production, etc.
- c. **Natural Resources**: Participants may choose any current or future subject that deals with topics such as soil, water, air, rural water, wildlife, forestry, aquaculture, conservation, recreation, recycling, energy, environmental issues, etc.
- d. **Agribusiness**: Participants may choose any current or future subject that deals with topics such as cooperatives, sales, service, entrepreneurship, marketing, finance, commodities, futures, hedging, advertising, online marketing program, etc.
- e. **Agricultural Policy**: Participants may choose any current or future subject that deals with topics such as domestic farm issues, international trade, rural economic development, politics, animal rights, law, subsidies, price supports, etc.
- f. **Agriculture Technology and Communications**: Participants may choose any current or future subject that deals with topics such as biotechnology, biogenetics, bioengineering, mechanical engineering, farm safety, use of technology, research, laser, satellites, computers, journalism, communications, social media, public relations, etc.

Members may participate in more than one division if different speeches are given in each division. A different speech is defined as follows: "All speech material in each manuscript must be entirely different, including the introduction, body, and conclusion, which also includes all facts, figures, quotes, titles, etc."

## Senior Prepared Public Speaking - SPEECH

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>SPEECH CONTENT – Topic is important and appropriate (40 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
Is the topic current and of interest?	<ul style="list-style-type: none"> <li>• Topic is current.</li> <li>• Strong evidence of personal involvement in the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is dated.</li> <li>• Some evidence of personal involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is irrelevant for the times.</li> <li>• Unrelated to personal involvement.</li> </ul>		X 4	
Is the topic relevant and within the scope identified in the rules appropriate to the category?	<ul style="list-style-type: none"> <li>• Topic addresses an issue facing the agricultural industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic addresses an issue that may show some relationship to the agricultural industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic addresses an issue unrelated to the agricultural industry.</li> </ul>		X 4	
<b>Total points for this section</b>						
<b>SPEECH COMPOSITION – Organization and Development of Content (40 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
Is the speech content in logical order, and does it maintain unity of thought throughout?	<ul style="list-style-type: none"> <li>• Clearly organized and concise by remaining on target.</li> <li>• Completely focused with obvious construction and strong introduction, body and conclusion layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Good organization with few statements out of place or lacking in clear construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no organization is present.</li> <li>• Sometimes awkward and lacking construction.</li> </ul>		X 4	
Does the content accomplish the speech's purpose?	<ul style="list-style-type: none"> <li>• The style chosen has obviously been well thought out, based on the specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Most language is appropriate for the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Some language used might be confusing for some audiences.</li> </ul>		X 4	
<b>Total points for this section</b>						
<b>SPEECH COMPOSITION - Grammatical Accuracy (20 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
Grammar in the ORAL PRESENTATION (sentence structure, verb agreement, etc.)	<ul style="list-style-type: none"> <li>• Grammar is extremely high quality, with 2 or fewer errors in the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar is adequate with 3-5 errors in the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar is less than adequate with 6 or more errors in the speech.</li> </ul>		X 4	
<b>Total points for this section</b>						

## Senior Prepared Public Speaking - PRESENTATION

Contestant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Area: \_\_\_\_\_

<b>ORAL COMMUNICATION – 300 POINTS</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
A. Examples	<ul style="list-style-type: none"> <li>Examples used in the speech are vivid, precise and clearly explained.</li> <li>Examples are original, logical and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used in the speech are usually concrete, but sometimes need clarification.</li> <li>Examples are effective but need more originality or thought.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used in the speech are abstract or are not clearly defined.</li> <li>Examples are sometimes confusing, leaving listeners with questions.</li> </ul>		X 10	
B. Speaks without hesitation	<ul style="list-style-type: none"> <li>Speaks very articulately and without hesitation.</li> <li>Never has the need for unnecessary pauses or hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks articulately, but sometimes hesitates.</li> <li>Occasionally has the need for a long pause or moderate hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Pace is too fast; nervous;</li> <li>OR</li> <li>Extremely long pause occurs.</li> </ul>		X 10	
C. Tone	<ul style="list-style-type: none"> <li>Consistent, appropriate tone.</li> <li>Speaks at the correct places to be clear.</li> <li>Pronunciation of words is very clear, and intent is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate tone is usually consistent.</li> <li>Speaks at the correct place most of the time but shows some nervousness.</li> <li>Pronunciation of words is usually clear; sometimes vague.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty using an appropriate tone.</li> <li>Pronunciation of words is difficult to understand.</li> </ul>		X 10	
D. Detail-oriented	<ul style="list-style-type: none"> <li>Is able to stay fully detail-oriented.</li> <li>Always provides details, which support answers/basis of the prompt/topic.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly detail-oriented.</li> <li>Usually provides details, which are supportive of the answers/basis of the prompt/topic.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty being detail-oriented.</li> <li>Sometimes overlooks details that could be very beneficial to the answers/basis of the prompt/topic.</li> </ul>		X 10	
E. Command of Audience	<ul style="list-style-type: none"> <li>Speaker uses power of presentation to engage and captivate the audience with the message of speech.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker presents speech as mere repetition of facts; speech comes across as a report.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker bores the audience with a lack of enthusiasm and power to deliver speech.</li> </ul>		X 10	
F. Connect and articulate facts and issues	<ul style="list-style-type: none"> <li>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses a good knowledge base and is able to, for the most part, effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</li> </ul>		X 10	
<b>Total points for this section</b>						

## Senior Prepared Public Speaking – PRESENTATION

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>NON-VERBAL COMMUNICATION – 200 POINTS</b>						
<b>Indicators</b>	<b>Very strong evidence the skill is present: 5-4</b>	<b>Moderate evidence the skill is present: 3-2</b>	<b>Evidence the skill is not present: 1-0</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
A. Attention (eye contact)	<ul style="list-style-type: none"> <li>● Eye contact consistently used as an effective connection.</li> <li>● Looks at the entire audience 90-100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Eye contact is mostly effective and consistent.</li> <li>● Looks around the audience 60-80% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Eye contact does not always allow the audience to connect with the speaker.</li> <li>● Looks at someone or some groups 50% or less of the time.</li> </ul>		X 10	
B. Mannerisms	<ul style="list-style-type: none"> <li>● Does not use distracting mannerisms that affect effectiveness.</li> <li>● No nervous habits.</li> </ul>	<ul style="list-style-type: none"> <li>● Sometimes uses distracting mannerisms that pull from the presentation.</li> <li>● Sometimes exhibits nervous habits or ticks.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses mannerisms that pull from the effectiveness of the presentation.</li> <li>● Displays nervous habits; fidgets or exhibits anxious ticks.</li> </ul>		X 10	
C. Gestures	<ul style="list-style-type: none"> <li>● Gestures used are purposeful and effective.</li> <li>● Hand gestures/motions are expressive and are used to emphasize talking points.</li> <li>● Great, confident posture.</li> <li>● Positive body language.</li> </ul>	<ul style="list-style-type: none"> <li>● Mostly uses purposeful gestures.</li> <li>● Hands are sometimes used to express or emphasize talking points.</li> <li>● Occasionally slumps; sometimes uses negative body language.</li> </ul>	<ul style="list-style-type: none"> <li>● Only occasionally are gestures used effectively.</li> <li>● Hands are not used to emphasize talking points.</li> <li>● Hand motions are sometimes distracting.</li> <li>● Lacks positive body language; slumps.</li> </ul>		X 10	
D. Well poised	<ul style="list-style-type: none"> <li>● Is extremely well poised.</li> <li>● Poised and in control at all times.</li> </ul>	<ul style="list-style-type: none"> <li>● Is usually well poised.</li> <li>● Poised and in control most of the time.</li> <li>● Rarely loses composure.</li> </ul>	<ul style="list-style-type: none"> <li>● Isn't always well poised.</li> <li>● Sometimes seems to lose composure.</li> </ul>		X 10	
<b>Total points for this section</b>						



## Senior Prepared Public Speaking – RESPONSE TO QUESTIONS

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>RESPONSE TO QUESTIONS (200 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
A. Speaks unrehearsed during question and <b>question answer</b> period	<ul style="list-style-type: none"> <li>● Speaks unrehearsed and with comfort and ease.</li> <li>● Is able to speak quickly with organized thoughts and concise answers.</li> </ul>	<ul style="list-style-type: none"> <li>● Mostly speaks unrehearsed with comfort and ease, but sometimes seems nervous or unsure of self.</li> <li>● Is able to speak effectively but has to stop and think.</li> <li>● Sometimes gets off topic/lacks or loses focus.</li> </ul>	<ul style="list-style-type: none"> <li>● Shows nervousness or seems unprepared when speaking unrehearsed.</li> <li>● Seems to ramble.</li> <li>● Speaks before thinking.</li> </ul>		X 5	
B. Demonstrates knowledge of the topic during question and answer period.	<ul style="list-style-type: none"> <li>● Answer shows thorough knowledge of the subject of the speech.</li> <li>● Supports answer with strong evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● Answer shows some knowledge of the subject.</li> <li>● Some evidence is used in answer, but it lacks strength.</li> </ul>	<ul style="list-style-type: none"> <li>● Answer shows little knowledge of the subject.</li> <li>● Evidence is lacking to support the answer.</li> </ul>		X 20	
C. Demonstrates high level of articulation and vocabulary choice in answering questions.	<ul style="list-style-type: none"> <li>● Vocabulary and articulation of answers is advanced.</li> <li>● Speaks without the use of “umms”, “ahhs” and excessive “ands.”</li> </ul>	<ul style="list-style-type: none"> <li>● Answers shows some evidence of advanced word choices.</li> <li>● Very few “umms”, “ahhs” and “ands.”</li> </ul>	<ul style="list-style-type: none"> <li>● Word choice is below par for a senior level speaker.</li> <li>● Excessive use of “umms”, “ahhs” and “ands.”</li> </ul>		X 10	
D. Appropriate use of gestures and mannerisms in deliver of answers.	<ul style="list-style-type: none"> <li>● Gestures and mannerisms are natural.</li> <li>● Gestures and mannerisms enhance the quality of the answer being given.</li> <li>● Gestures and mannerisms are not distracting.</li> </ul>	<ul style="list-style-type: none"> <li>● Some use of gestures and mannerisms to enhance answer.</li> <li>● Gestures used are not distracting.</li> </ul>	<ul style="list-style-type: none"> <li>● Little to no use of gestures.</li> <li>● Distracting mannerisms.</li> </ul>		X 5	
<b>Total points for this section</b>						
<b>Point deduction</b> (-1 point per second under 6 minutes or over 8 minutes for senior division)						
<b>Net Total Points (800 points possible)</b>						

## **PREPARED PUBLIC SPEAKING**

### **Junior Division**

*Tarleton State University*

1. Active members who are seventh, eighth or ninth grade students are eligible to participate. Contestants may participate more than once.
2. Each speech should address a topic related to agriculture or agribusiness and shall be no less than five (5) nor more than eight (8) minutes with five (5) minutes additional time allowed for related questions, which shall be asked by the judges. Contestants will be penalized one (1) point per second on each judge's score sheet for being more than eight (8) minutes or less than five (5) minutes. Time commences when the contestant begins speaking. Contestants may use a wristwatch only to keep record of time.

## Junior Prepared Public Speaking - SPEECH

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
<b>SPEECH CONTENT – Topic is important and appropriate (40 points possible)</b>						
Is the topic current and of interest?	<ul style="list-style-type: none"> <li>• Topic is current.</li> <li>• Strong evidence of personal involvement in the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is dated.</li> <li>• Some evidence of personal involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is irrelevant for the times.</li> <li>• Unrelated to personal involvement.</li> </ul>		X 4	
Is the topic relevant and within the scope identified in the rules appropriate to the category?	<ul style="list-style-type: none"> <li>• Topic addresses an issue facing the agricultural industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic addresses an issue that may show some relationship to the agricultural industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic addresses an issue unrelated to the agricultural industry.</li> </ul>		X 4	
<b>Total points for this section</b>						
<b>SPEECH COMPOSITION – Organization and Development of Content (40 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
Is the speech content in logical order, and does it maintain unity of thought throughout?	<ul style="list-style-type: none"> <li>• Clearly organized and concise by remaining on target.</li> <li>• Completely focused with obvious construction and strong introduction, body and conclusion layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Good organization with few statements out of place or lacking in clear construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no organization is present.</li> <li>• Sometimes awkward and lacking construction.</li> </ul>		X 4	
Does the content accomplish the speech's purpose?	<ul style="list-style-type: none"> <li>• The style chosen has obviously been well thought out, based on the specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Most language is appropriate for the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Some language used might be confusing for some audiences.</li> </ul>		X 4	
<b>Total points for this section</b>						
<b>SPEECH COMPOSITION - Grammatical Accuracy (20 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
Grammar in the ORAL PRESENTATION (sentence structure, verb agreement, etc.)	<ul style="list-style-type: none"> <li>• Grammar is extremely high quality, with 2 or fewer errors in the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar is adequate with 3-5 errors in the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar is less than adequate with 6 or more errors in the speech.</li> </ul>		X 4	
<b>Total points for this section</b>						

## Junior Prepared Public Speaking - PRESENTATION

Contestant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_

Area: \_\_\_\_\_

<b>ORAL COMMUNICATION – 300 POINTS</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
A. Examples	<ul style="list-style-type: none"> <li>Examples used in the speech are vivid, precise and clearly explained.</li> <li>Examples are original, logical and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used in the speech are usually concrete, but sometimes need clarification.</li> <li>Examples are effective but need more originality or thought.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used in the speech are abstract or are not clearly defined.</li> <li>Examples are sometimes confusing, leaving listeners with questions.</li> </ul>		X 10	
B. Speaks without hesitation	<ul style="list-style-type: none"> <li>Speaks very articulately and without hesitation.</li> <li>Never has the need for unnecessary pauses or hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks articulately, but sometimes hesitates.</li> <li>Occasionally has the need for a long pause or moderate hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Pace is too fast; nervous;</li> <li>OR</li> <li>Extremely long pause occurs.</li> </ul>		X 10	
C. Tone	<ul style="list-style-type: none"> <li>Consistent, appropriate tone.</li> <li>Speaks at the correct places to be clear.</li> <li>Pronunciation of words is very clear, and intent is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate tone is usually consistent.</li> <li>Speaks at the correct place most of the time but shows some nervousness.</li> <li>Pronunciation of words is usually clear; sometimes vague.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty using an appropriate tone.</li> <li>Pronunciation of words is difficult to understand.</li> </ul>		X 10	
D. Detail-oriented	<ul style="list-style-type: none"> <li>Is able to stay fully detail-oriented.</li> <li>Always provides details, which support answers/basis of the prompt/topic.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly detail-oriented.</li> <li>Usually provides details, which are supportive of the answers/basis of the prompt/topic.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty being detail-oriented.</li> <li>Sometimes overlooks details that could be very beneficial to the answers/basis of the prompt/topic.</li> </ul>		X 10	
E. Command of Audience	<ul style="list-style-type: none"> <li>Speaker uses power of presentation to engage and captivate the audience with the message of speech.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker presents speech as mere repetition of facts; speech comes across as a report.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker bores the audience with a lack of enthusiasm and power to deliver speech.</li> </ul>		X 10	
F. Connect and articulate facts and issues	<ul style="list-style-type: none"> <li>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses a good knowledge base and is able to, for the most part, effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</li> </ul>		X 10	
<b>Total points for this section</b>						

## Junior Prepared Public Speaking – PRESENTATION

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>NON-VERBAL COMMUNICATION – 100 POINTS</b>						
<b>Indicators</b>	<b>Very strong evidence the skill is present: 5-4</b>	<b>Moderate evidence the skill is present: 3-2</b>	<b>Evidence the skill is not present: 1-0</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
A. Attention (eye contact)	<ul style="list-style-type: none"> <li>● Eye contact consistently used as an effective connection.</li> <li>● Looks at the entire audience 90-100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Eye contact is mostly effective and consistent.</li> <li>● Looks around the audience 60-80% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Eye contact does not always allow the audience to connect with the speaker.</li> <li>● Looks at someone or some groups 50% or less of the time.</li> </ul>		X 5	
B. Mannerisms	<ul style="list-style-type: none"> <li>● Does not use distracting mannerisms that affect effectiveness.</li> <li>● No nervous habits.</li> </ul>	<ul style="list-style-type: none"> <li>● Sometimes uses distracting mannerisms that pull from the presentation.</li> <li>● Sometimes exhibits nervous habits or ticks.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses mannerisms that pull from the effectiveness of the presentation.</li> <li>● Displays nervous habits; fidgets or exhibits anxious ticks.</li> </ul>		X 5	
C. Gestures	<ul style="list-style-type: none"> <li>● Gestures used are purposeful and effective.</li> <li>● Hand gestures/motions are expressive and are used to emphasize talking points.</li> <li>● Great, confident posture.</li> <li>● Positive body language.</li> </ul>	<ul style="list-style-type: none"> <li>● Mostly uses purposeful gestures.</li> <li>● Hands are sometimes used to express or emphasize talking points.</li> <li>● Occasionally slumps; sometimes uses negative body language.</li> </ul>	<ul style="list-style-type: none"> <li>● Only occasionally are gestures used effectively.</li> <li>● Hands are not used to emphasize talking points.</li> <li>● Hand motions are sometimes distracting.</li> <li>● Lacks positive body language; slumps.</li> </ul>		X 5	
D. Well poised	<ul style="list-style-type: none"> <li>● Is extremely well poised.</li> <li>● Poised and in control at all times.</li> </ul>	<ul style="list-style-type: none"> <li>● Is usually well poised.</li> <li>● Poised and in control most of the time.</li> <li>● Rarely loses composure.</li> </ul>	<ul style="list-style-type: none"> <li>● Isn't always well poised.</li> <li>● Sometimes seems to lose composure.</li> </ul>		X 5	
<b>Total points for this section</b>						

## Junior Prepared Public Speaking – RESPONSE TO QUESTIONS

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b><i>JUNIOR PREPARED</i> - RESPONSE TO QUESTIONS (100 points possible)</b>						
<b>Indicators</b>	<b>Very strong evidence the skill is present: 5-4</b>	<b>Moderate evidence the skill is present: 3-2</b>	<b>Evidence the skill is not present: 1-0</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
A. Speaks unrehearsed during question and answer period	<ul style="list-style-type: none"> <li>• Speaks unrehearsed and with comfort and ease.</li> <li>• Is able to speak quickly with organized thoughts and concise answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly speaks unrehearsed with comfort and ease, but sometimes seems nervous or unsure of self.</li> <li>• Is able to speak effectively but has to stop and think.</li> <li>• Sometimes gets off topic/lacks or loses focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows nervousness or seems unprepared when speaking unrehearsed.</li> <li>• Seems to ramble.</li> <li>• Speaks before thinking.</li> </ul>		X 10	
B. Demonstrates knowledge of the topic during question and answer period.	<ul style="list-style-type: none"> <li>• Answer shows thorough knowledge of the subject of the speech.</li> <li>• Supports answer with strong evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer shows some knowledge of the subject.</li> <li>• Some evidence is used in answer, but it lacks strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer shows little knowledge of the subject.</li> <li>• Evidence is lacking to support the answer.</li> </ul>		X 10	
<b>Total points for this section</b>						
<b>Point deduction</b> (-1 point per second under 5 minutes or over 8 minutes for junior division)						
<b>Net Total Points (600 points possible)</b>						

## **SOIL STEWARDSHIP PUBLIC SPEAKING**

*Tarleton State University*

1. FFA members must write a speech relating to soil stewardship. Concepts or topics for contestants must be in accordance with the theme selected by the Texas Association of Soil and Water Conservation Districts for the corresponding year. The title of the speech may be different than the established theme as long as the content of the speech appropriately addresses the theme. The outline for speech development, as provided by the Association of Texas Soil and Water Conservation Districts, is for guidance only. Addressing all elements contained in the outline is not required.
2. Each speech shall be no less than six (6) nor more than eight (8) minutes with five (5) minutes additional time allowed for related questions, which shall be asked by the judges. Contestants will be penalized one point per second on each judge's score sheet for being more than eight (8) minutes or less than six (6) minutes. Time commences when the contestant begins speaking. Contestants may use a wristwatch only to keep record of time.
3. To be eligible for district competition, the contestant must have presented the speech to the local chapter. To be eligible for area competition, the contestant must have presented the speech to a school or community group and competed at the district level.

## Soil Stewardship Speaking - SPEECH

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
<b>SPEECH CONTENT – Topic is important and appropriate (40 points possible)</b>						
Is the topic current and of interest?	<ul style="list-style-type: none"> <li>• Topic is current.</li> <li>• Strong evidence of personal involvement in the topic.</li> <li>• Topic held my attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is dated.</li> <li>• Some evidence of personal involvement.</li> <li>• Topic was somewhat interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is irrelevant for the times.</li> <li>• Unrelated to personal involvement.</li> </ul>		X 4	
Is the topic relevant and within the scope identified in the rules appropriate to the category?	<ul style="list-style-type: none"> <li>• Topic addresses an issue facing the agricultural industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic addresses an issue that may show some relationship to the agricultural industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic addresses an issue unrelated to the agricultural industry.</li> </ul>		X 4	
<b>Total points for this section</b>						
<b>SPEECH COMPOSITION – Organization and Development of Content (40 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
Is the speech content in logical order, and does it maintain unity of thought throughout?	<ul style="list-style-type: none"> <li>• Clearly organized and concise by remaining on target.</li> <li>• Completely focused with obvious construction and strong introduction, body and conclusion layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Good organization with few statements out of place or lacking in clear construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no organization is present.</li> <li>• Sometimes awkward and lacking construction.</li> </ul>		X 4	
Does the content accomplish the speech's purpose?	<ul style="list-style-type: none"> <li>• The style chosen has obviously been well thought out, based on the specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Most language is appropriate for the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Some language used might be confusing for some audiences.</li> </ul>		X 4	
<b>Total points for this section</b>						
<b>SPEECH COMPOSITION - Grammatical Accuracy (20 points possible)</b>						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
Grammar in the ORAL PRESENTATION (sentence structure, verb agreement, etc.)	<ul style="list-style-type: none"> <li>• Grammar is extremely high quality, with 2 or fewer errors in the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar is adequate with 3-5 errors in the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar is less than adequate with 6 or more errors in the speech.</li> </ul>		X 4	
<b>Total points for this section</b>						



# Soil Stewardship Speaking

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

## Presentation

ORAL COMMUNICATION – 300 POINTS						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
A. Examples	<ul style="list-style-type: none"> <li>● Examples used in the speech are vivid, precise and clearly explained.</li> <li>● Examples are original, logical and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>● Examples used in the speech are usually concrete, but sometimes need clarification.</li> <li>● Examples are effective, but need more originality or thought.</li> </ul>	<ul style="list-style-type: none"> <li>● Examples used in the speech are abstract or are not clearly defined.</li> <li>● Examples are sometimes confusing, leaving listeners with questions.</li> </ul>		X 10	
B. Speaks without hesitation	<ul style="list-style-type: none"> <li>● Speaks very articulately and without hesitation.</li> <li>● Never has the need for unnecessary pauses or hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>● Speaks articulately, but sometimes hesitates.</li> <li>● Occasionally has the need for a long pause or moderate hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>● Pace is too fast; Nervous, OR</li> <li>● Extremely long pause occurs.</li> </ul>		X 10	
C. Tone	<ul style="list-style-type: none"> <li>● Consistent, appropriate tone.</li> <li>● Speaks at the correct places to be clear.</li> <li>● Pronunciation of words is very clear, and intent is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate tone is usually consistent.</li> <li>● Speaks at the correct place most of the time, but shows some nervousness.</li> <li>● Pronunciation of words is usually clear; sometimes vague.</li> </ul>	<ul style="list-style-type: none"> <li>● Has difficulty using an appropriate tone.</li> <li>● Pronunciation of words is difficult to understand.</li> </ul>		X 10	
D. Detail-oriented	<ul style="list-style-type: none"> <li>● Is able to stay fully detail-oriented.</li> <li>● Always provides details, which support answers/basis of the prompt/topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Is mostly detail- oriented.</li> <li>● Usually provides details, which are supportive of the answers/basis of the prompt/topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Has difficulty being detail-oriented.</li> <li>● Sometimes overlooks details that could be very beneficial to the answers/basis of the prompt/topic.</li> </ul>		X 10	
E. Command of Audience	<ul style="list-style-type: none"> <li>● Speaker uses power of presentation to engage and captivate the audience with the message of speech.</li> </ul>	<ul style="list-style-type: none"> <li>● Speaker presents speech as mere repetition of facts; speech comes across as a report.</li> </ul>	<ul style="list-style-type: none"> <li>● Speaker bores the audience with a lack of enthusiasm and power to deliver speech.</li> </ul>		X 10	
F. Connect and articulate facts and issues	<ul style="list-style-type: none"> <li>● Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>● Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>● Possesses a good knowledge base and is able to, for the most part, effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>● Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</li> </ul>		X 10	
<b>Total points for this section</b>						

# Soil Stewardship Speaking - PRESENTATION

Participant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>NON-VERBAL COMMUNICATION – 200 POINTS</b>						
Indicators	Very strong evidence the skill is present: <b>5-4</b>	Moderate evidence the skill is present: <b>3-2</b>	Evidence the skill is not present: <b>1-0</b>	Points Earned	Weight	Total Score
A. Attention (eye contact)	<ul style="list-style-type: none"> <li>Eye contact consistently used as an effective connection.</li> <li>Looks at the entire audience 90-100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact is mostly effective and consistent.</li> <li>Looks around the audience 60-80% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact does not always allow the audience to connect with the speaker.</li> <li>Looks at someone or some groups 50% or less of the time.</li> </ul>		X 10	
B. Mannerisms	<ul style="list-style-type: none"> <li>Does not use distracting mannerisms that affect effectiveness.</li> <li>No nervous habits.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses distracting mannerisms that pull from the presentation.</li> <li>Sometimes exhibits nervous habits or ticks.</li> </ul>	<ul style="list-style-type: none"> <li>Uses mannerisms that pull from the effectiveness of the presentation.</li> <li>Displays nervous habits; fidgets or exhibits anxious ticks.</li> </ul>		X 10	
C. Gestures	<ul style="list-style-type: none"> <li>Gestures used are purposeful and effective.</li> <li>Hand gestures/motions are expressive and are used to emphasize talking points.</li> <li>Great, confident posture.</li> <li>Positive body language.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses purposeful gestures.</li> <li>Hands are sometimes used to express or emphasize talking points.</li> <li>Occasionally slumps; sometimes uses negative body language.</li> </ul>	<ul style="list-style-type: none"> <li>Only occasionally are gestures used effectively.</li> <li>Hands are not used to emphasize talking points.</li> <li>Hand motions are sometimes distracting.</li> <li>Lacks positive body language; slumps.</li> </ul>		X 10	
D. Well poised	<ul style="list-style-type: none"> <li>Is extremely well poised.</li> <li>Poised and in control at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Is usually well poised.</li> <li>Poised and in control most of the time.</li> <li>Rarely loses composure</li> </ul>	<ul style="list-style-type: none"> <li>Isn't always well poised.</li> <li>Sometimes seems to lose composure.</li> </ul>		X 10	
<b>Total points for this section</b>						
<b>RESPONSE TO QUESTIONS – 100 POINTS</b>						
A. Speaks unrehearsed during question and question period.	<ul style="list-style-type: none"> <li>Speaks unrehearsed and with comfort and ease.</li> <li>Is able to speak quickly with organized thoughts and concise answers.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly speaks unrehearsed with comfort and ease, but sometimes seems nervous or unsure of self.</li> <li>Is able to speak effectively but has to stop and think.</li> <li>Sometimes gets off topic/lacks or loses focus.</li> </ul>	<ul style="list-style-type: none"> <li>Shows nervousness or seems unprepared when speaking unrehearsed.</li> <li>Seems to ramble.</li> <li>Speaks before thinking.</li> </ul>		X 10	
B. Demonstrates knowledge of the topic during question and answer period.	<ul style="list-style-type: none"> <li>Answer shows thorough knowledge of the subject of the speech.</li> <li>Supports answer with strong evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Answer shows some knowledge of the subject.</li> <li>Some evidence is used in answer, but it lacks strength.</li> </ul>	<ul style="list-style-type: none"> <li>Answer shows little knowledge of the subject.</li> <li>Evidence is lacking to support the answer.</li> </ul>		X 10	
<b>Total points for this section</b>						
<b>Time deduction</b> (-1 point per second under 6 minutes or over 8 minutes)						
<b>Net Total Points (700 points possible)</b>						



# Speaking Development Events

## STATEMENT OF ORIGINALITY

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Event: \_\_\_\_\_

Contestant Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

Advisor(s): \_\_\_\_\_

We, the undersigned, do hereby certify that the speech manuscript entitled:

\_\_\_\_\_ is the result of the contestant's own originality, effort and ability. All information considered direct quotes or phrases, specific dates, figures and other materials are marked in "quotes" in the manuscript and are identified in the bibliography at the end of the manuscript. We understand that failure to properly cite other works represents plagiarism and will automatically disqualify the contestant.

Contestant: \_\_\_\_\_  
Signature Date

Advisor: \_\_\_\_\_  
Signature Date