



SPEECH MEET JUDGE PACKET

2023-24

Table of Contents

Judge Instructions **3**

Guidelines and Rules (Grades 1-6) **4**

Guidelines and Rules (Grades 7-8) **5**

Categories by Grade **6**

Category Descriptions (Grades 1-6) **7-8**

Category Descriptions (Grades 7-8) **9-12**

Rubric Descriptors for Speech **13**

Judge's Evaluations **14-20**

Contacts

Judge Instructions

- Review the material included in the *Speech Meet Judge's Packet*.
- Please attend the Worker's Orientation Meeting.
- Judge assigned entries. Complete the *Judge's Evaluation Form* provided for each entry.
- Please provide feedback on the *Judge's Evaluation Form* in the comments section.
- Send completed *Judge's Evaluation Forms* with runners to the Tabulation Worker's Room during the judging period or take them to the Tabulation Worker's Room after you finish your assignments.
- Follow the Chairperson's instructions for distributing awards.

Key Points to Remember

- Three (3) judges will review each Speech Meet entry.
- Entries are judged based on a rubric rather than in direct comparison to other students.
- Ribbons are awarded on the following scale: Superior 50–45, Excellent 44–37, Good 36–24.
- Except for the Dramatic and Humorous Reading categories, all presentations must be memorized; notes and note cards are prohibited.
- Students participating in the Original Speech category are required to provide a copy of their speech to each judge.
- For grades 1-6, prompts are allowed but strongly discouraged. Students should be prepared to deliver their presentations without assistance. Students requiring assistance must bring their prompter with a copy of the selection. Prompting will not be provided unless specifically requested by the student. Each time it is asked for, one penalty point must be deducted from the score (a maximum of five points).
- For grades 7-8, prompts are not allowed. Students should be prepared to deliver their presentations without assistance.
- When giving each criterion a score, consider the *Rubric Descriptors for Speech*. In your rating, assume that a student starts with a score of three (3). Move up or down in your rating according to the performance. Subtract penalty points if the student or the selection does not fulfill the rules and requirements of the category, including adherence to time (grades 7-8 only). Please indicate the reason for the deduction in the space provided on the Judge's Evaluation Form.
- As you complete the *Judge's Evaluation Form*, ensure every criterion was rated and included in the total score, check for addition accuracy, and ensure the final rating agrees with your opinion of the actual presentation. Sometimes, the numbers are deceiving and equal a rating above or below what the judge feels is accurate for the presentation.
- To assess students' abilities at a specific grade level, review the evaluation forms of the first three or four students. If you find that you were too critical or too lenient initially, make necessary adjustments. In cases where you are unsure, it is better to give the student the benefit of the doubt when making a borderline decision.
- Judges are encouraged to confer with each other to discuss how they have judged the first few selections. This will help with consistency, avoiding significant discrepancies in the judging.
- Understand that both students and teachers will see your comments. Please provide a balance of encouraging and constructive criticism. Remember that these are young students, so be honest and gentle in your feedback. The goal is to create a learning process that allows students to grow through participating in this event.

Guidelines and Rules (Grades 1-6)

- The ACSI Speech Meet is not a school or student competition. Participants will be judged according to the merit of their presentations, not against other students' presentations.
- Students are limited to participating in only one category at their grade level.
- Students may not present a selection they have previously performed in an ACSI Speech Meet.
- All source material must be from published works, except for the original speech category.
- Refer to the *ACSI Speech Meet (Grades 1-8) Sampler* for suggested pieces. If copyright policy is followed, comparable material may be chosen from various sources, including the Internet. The selections should be truth-telling in content (Philippians 4:8) and approved by the School Coordinator. If there are questions about a particular selection, please contact the event Chairperson for approval. The Chairperson has the responsibility and authority to disqualify a speech entry if the content is deemed inappropriate for the ACSI Speech Meet.
- If the published material was obtained from the Internet, the teacher and student must demonstrate that the material was purchased online or is publicly available. This can be done by providing the Internet URL and retrieval date.
- Each selection and presentation must comply with the rules and category requirements. Failure to do so may result in a penalty of up to 5 points.
- All presentations must be memorized; notes and note cards are prohibited.
- All presentations must begin with an introduction. Refer to the instructions in the *Category Descriptions* on pages 10-11.
- Eye contact should be maintained with the audience.
- Students should effectively communicate the intended message of the selection using vocal and facial expressions. This includes modulating their voice, using appropriate intonation and emphasis, and using facial expressions to engage the audience.
- Gestures can be used to emphasize or express emotion but are not required. However, they should not be overly exaggerated or distracting during a presentation. Judges will be instructed not to deduct points for the lack of gestures and not to give extra credit for their use.
- During the presentation, students should avoid behaving like actors in a play and refrain from walking around.
- Grades 1-6 speech presentations are not timed.
- Prompters are allowed but strongly discouraged. Students should be prepared to deliver their presentations without assistance. Students requiring assistance must bring their prompter with a copy of the selection. Prompting will not be provided unless specifically requested by the student. Each time it is asked for, one penalty point will be deducted from the score (a maximum of five points).
- Costumes and props are not allowed in any category. Clothing should not be related to the selection in a way that could be misunderstood as costuming. Student attire should be appropriate (neat and modest) for a public appearance.
- The decisions of the judges will be final.

Guidelines and Rules (Grades 7-8)

- The ACSI Speech Meet is not a school or student competition. Participants will be judged according to the merit of their presentations, not against other students' presentations.
- Students are limited to participating in only one category at their grade level. However, students on a puppet team have the additional option to enter an individual grade-level category.
- Students may not present a selection they have previously performed in an ACSI Speech Meet.
- All source material must be from published works, except for the original speech and puppets categories.
- Refer to the *ACSI Speech Meet (Grades 1-8) Sampler* for suggested pieces. If copyright policy is followed, comparable material may be chosen from various sources, including the Internet. The selections should be truth-telling in content (Philippians 4:8) and approved by the School Coordinator. If there are questions about a particular selection, please contact the event Chairperson for approval. The Chairperson has the responsibility and authority to disqualify a speech entry if the content is deemed inappropriate for the ACSI Speech Meet.
- If the published material was obtained from the Internet, the teacher and student must demonstrate that the material was purchased online or is publicly available. This can be done by providing the Internet URL and retrieval date.
- Each selection and presentation must comply with the rules and category requirements. Failure to do so may result in a penalty of up to 5 points.
- Except for the Dramatic and Humorous Reading categories, all presentations must be memorized; notes and note cards are prohibited.
- For most categories, students should introduce their selections by stating the title and author, if known. If the author is unknown, students should say "author unknown" or "anonymous." Students should announce the Scripture reference and Bible version in the Bible Memorization category. In the Original Speech category, students should announce the topic and title of their speech.
- For the Dramatic and Humorous Reading categories, students must hold a manuscript or book during their presentation. Note cards are not considered a manuscript. Even if the student has memorized the material through continuous practice, they still need to pretend to read from the manuscript or book. The recommended eye contact is 60 percent with the audience and 40 percent with the manuscript.
- Except for the Dramatic and Humorous Reading categories, eye contact should always be maintained with the audience.
- Students should effectively communicate the intended message of the selection using vocal and facial expressions. This includes modulating their voice, using appropriate intonation and emphasis, and using facial expressions to engage the audience.
- Gestures can be used to emphasize or express emotion but are not required. However, they should not be overly exaggerated or distracting during a presentation. Judges will be instructed not to deduct points for the lack of gestures and not to give extra credit for their use.
- Refer to the *Category Descriptions* on pages 12-15 for specific instructions regarding movement during a presentation.
- There are time limits for student presentations in each category. Judges will penalize presentations that are shorter than the minimum or longer than the maximum time allotted. For more information, refer to the *Category Descriptions* on pages 12-15.
- Prompters are not allowed. Students should be prepared to deliver their presentations without assistance.
- Costumes and props are only allowed in the Costumed Dramatic and Costumed Humorous Monologue categories. In all other categories, clothing should not be related to the selection in a way that could be misunderstood as costuming. Student attire should be appropriate (neat and modest) for a public appearance.
- Except for the Visual Aid Speech category, electronic equipment and presentation software are not permitted.
- The decisions of the judges will be final.

Categories by Grade

Grade 1	Bible Memorization Poetry
Grades 2-4	Bible Memorization Poetry Fable and Folklore
Grades 5-6	Bible Memorization Poetry Patriotic Oration Dramatic Bible Prose Original Speech
Grades 7-8	Bible Memorization and Application Dramatic Poetry Humorous Poetry Dramatic Costumed Monologue Humorous Costumed Monologue Dramatic Reading (Prose) Humorous Reading (Prose) Visual Aid Speech Original Speech Puppets

Category Descriptions (Grades 1-6)

Poetry (Grades 1-6)

Students must begin their presentations by announcing the title and author. No further explanation is necessary. Students should make the poem come alive through facial and vocal expressions. Some gestures and body movements may be appropriate to enhance the presentation but are not required. When used, gestures and body movements should be for emphasis, not to draw “word pictures” with the hands or to act out a scene. Gestures should not be overdone – the face and voice should tell the story. The speech should be a natural, interpretive presentation with no excessive exaggeration. (See Section A of the Judge’s Evaluation form.) Note: Body movement refers to shrugging shoulders, etc.; students do not walk about during the presentation. The entire presentation must be memorized. See the *ACSI Speech Meet (Grades 1-8) Sampler* for sample poems. Comparable material may be chosen from other sources, such as *The Children’s Book of Virtues* by William J. Bennett (1995, New York: Simon and Schuster) and *Bedtime Hugs for Little Ones* by Debby Boone (2004; Eugene, OR: Harvest House Publishers). If copyright policy is followed, comparable material may be chosen from various sources, including the Internet. The selections should be truth-telling in content (Philippians 4:8) and approved by the School Coordinator. If there are questions about a particular selection, please contact the event Chairperson for approval. The Chairperson has the responsibility and authority to disqualify a speech entry if the content is deemed inappropriate for the ACSI Speech Meet.

Bible Memorization (Grades 1-6)

The student begins with a brief introduction that includes stating the Scripture reference and the Bible version. No other introduction is required. The student will then recite the Scripture, following it with a concluding explanation of one or two sentences. As the student prepares, adult help may be necessary to explain the passage, but the student must express the meaning in their own words, not those of the adult. Facial and vocal expressions and good speech techniques should be evident. Gestures are not required, and only minimal, natural-speaking gestures are appropriate. The presentation is not to be dramatized.

Bible verses suggested by grade level in the ACSI Speech Meet (Grades 1-8) Sampler may be memorized. However, students are allowed to choose other Scripture passages as long as they come from one of the following Bible versions:

- King James Version (KJV)
- New King James Version (NKJV)
- English Standard Version (ESV)
- New American Standard Bible (NASB)
- New International Version (NIV)

Fable and Folklore (Grades 2-4)

Students must begin their presentations by announcing the story’s title, author, or source (Aesop, etc.). A moral application or introductory information regarding the selection may be given at the beginning or end of the presentation. Students should make the presentation come alive through facial and vocal expressions. Some gestures and body movements may be appropriate to enhance the presentation but are not required. When used, gestures and body movements should be for emphasis, not to draw “word pictures” with the hands or to act out a scene. Gestures should not be overdone – the face and voice should tell the story. The speech should be a natural, interpretive presentation with no excessive exaggeration. (See Section A of the *Judge’s Evaluation Form*.) Body movement refers to shrugging shoulders, etc.; students should not walk about during the presentation. The entire presentation must be memorized.

See the *ACSI Speech Meet (Grades 1-8) Sampler* for sample pieces. Comparable material may be chosen from other sources if approved by the School Coordinator, and the teacher may compose a moral application for the student to present.

Patriotic Oration (Grades 5-6)

This category is for patriotic material written by or presented by famous persons.

All presentations must begin with an introduction consisting of two to three sentences. The introduction should include the title and some background information regarding the time or circumstances surrounding the speech. The background does not have to be original material by the student. The *ACSI Speech Meet (Grades 1-8) Sampler* provides this background for several selections in the italicized paragraph before the body of the article. The background must be found through research for those selections without such information. Adult assistance is allowed.

Facial and vocal expressions and good speech techniques should be evident, as well as an apparent patriotic spirit arising from the presentation. If used, gestures should be appropriate for a patriotic speech and not dramatize the presentation. The entire presentation must be memorized.

See the *ACSI Speech Meet (Grades 1-8) Sampler* for sample orations. Comparable material may be chosen from other sources. Selections must not be controversial and must be approved by the School Coordinator. If there are questions about a particular selection, please contact the event Chairperson for approval. The Chairperson has the responsibility and authority to disqualify a speech entry if the content is deemed inappropriate for the ACSI Speech Meet. Length of selections should be approximately 300-500 words. Patriotic poems are not appropriate for this category.

Dramatic Bible Prose (Grades 5-6)

All presentations must begin with an introduction. The introduction should include the title and Scripture address from which the story is found.

This category is for the dramatic presentation of a Bible story in the form of a speech or an interpretation without acting it out like in a play. The student should not walk around during the presentation. The presentation is given by one student working alone. No costume or prop is permitted. The student should make the selection come alive by mentally becoming a part of the story. Appropriate gestures may enhance the presentation, but they should not be overdone. The entire presentation, including an introduction, must be memorized.

See sample selections from the *ACSI Speech Meet (Grades 1-8) Sampler*. Comparable selections may be chosen from other published materials and must be approved by the School Coordinator. Selections should be approximately 300-500 words in length. Students may select passages from *The Message* or the *New Living Translation*.

Original Speech (Grades 5-6)

Entries for the original speech category must be written and presented by one student. The speech should be at least 300 and not more than 500 words. The student should announce both the speech topic and the speech title.

An original speech entered in this category is a persuasive, informative, or inspirational essay with an introduction, body, and conclusion. The body should contain two to five points. While the speech is not intended to be a sermon, the speech must reflect Christian principles and influence.

Quotations from the Bible or other sources (e.g., outstanding patriots of our nation, news sources, or commentaries) may support the writer's position. Still, no more than 60 words of quoted material may be used.

The presentation of the speech should include facial and vocal expressions and good speech techniques. Gestures, if used, should be minimal (those natural for a speech situation) and be for emphasis only. Topics for the speech are limited to those listed below. Students have the option to choose their titles. The examples given may be used for either themes or titles. Copies of the original speech must be given to the judges.

Speech Topics / Titles (choose one):

Church	My Place in the Local Church Is Regular Attendance Necessary? The Church: Ministry or Social Registry?	Entertainment	Christians Can Have Fun Finding Satisfaction in the Christian Life Accent the Positive, Nix the Negative
Our Nation	Under God, In God We Trust A Patriot I Admire Freedom or Chains Why I'm Proud of My Country	Family	Family Communication The Necessity of the Family The Art of Listening Love in Action
Friendship	Choosing the Right Leader to Follow Who Will Control You? Somebody Is Out There The Greatest Gift I Ever Received	Christian Walk	A House Not Made with Hands What Is a Disciple? Magnify the Lord with Me Character Without Compromise

Category Descriptions (Grades 7-8)

Students should consult their teacher for guidance in selecting appropriate materials. The selections should be truth-telling in content (Philippians 4:8) and approved by the School Coordinator. If there are questions about a particular selection, please contact the event Chairperson for approval. The Chairperson has the responsibility and authority to disqualify a speech entry if the content is deemed inappropriate for the ACSI Speech Meet.

Although materials are not required to have a spiritual theme, they must be acceptable for a Christian Speech Meet and of high literary quality. Unless otherwise noted in the category rules, all materials must be published works. If the published material was obtained from the Internet, the teacher and student must demonstrate that the material was purchased online or is publicly available. This can be done by providing the Internet URL and retrieval date.

Materials that reflect anti-biblical themes, content, or word usage (such as sexual innuendos, vulgar themes, bathroom humor, racial slurs, and the occult) are unacceptable and will be disqualified.

Refer to the *ACSI Speech Meet (Grades 1-8) Sampler* for samples in each category.

Dramatic Reading (Prose only, no poetry; 3-5 minutes)

The dramatic reading consists of an introduction (title and author) and the selection, all within the 3-5-minute time limit.

The student will make the presentation “come alive” by mentally becoming the character(s) and relating the drama of the situation through facial and vocal interpretation of the material. The material is not to be acted out, as in a play. The student will remain standing in one place. Gestures should be minimal.

Students must hold a manuscript or book during their presentation. Note cards are not considered a manuscript. Even if the student has memorized the material through continuous practice, they still need to pretend to read from the manuscript or book. The recommended eye contact is 60 percent with the audience and 40 percent with the manuscript.

Selections may be cut from a play, an essay, a Bible story, etc.

Humorous Reading (Prose only, no poetry; 3-5 minutes)

The humorous reading consists of an introduction (title and author) and the selection, all within the 3–5-minute time limit.

The student will make the presentation “come alive” by mentally becoming the character(s) and relating the humor of the situation through facial and vocal interpretation of the material. This is not acting, as in a play. The student will remain standing in one place. Gestures should be minimal.

Students must hold a manuscript or book during their presentation. Note cards are not considered a manuscript. Even if the student has memorized the material through continuous practice, they still need to pretend to read from the manuscript or book. The recommended eye contact is 60 percent with the audience and 40 percent with the manuscript.

Selections may be cut from a play, an essay, a Bible story, etc.

Costumed Dramatic Monologue (3-5 minutes)

The costumed dramatic monologue consists of an introduction (title and author) and the selection, all within the 3-5-minute time limit. The student will mentally become one character in the selection, talking to an imaginary person (who does not speak). The student’s vocal and facial expressions must reflect the drama of the situation. A minimal amount of movement is permitted, but it should enhance the selection, not detract from it. The material is not to be acted out, as in a play. The student should be comfortable handling props in a way that adds value to the presentation rather than drawing attention away from the message of the selection.

The student is limited to one costume and two props. A costume is required during the entire presentation. If an article of clothing is removed during the presentation, it becomes a prop.

The selection must be memorized.

Costumed Humorous Monologue (3-5 minutes)

The costumed humorous monologue consists of an introduction (title and author) and the selection, all within the 3-5-minute time limit. The student will mentally become one character in the selection, talking to an imaginary person (who does not speak). The student's vocal and facial expressions must reflect the humor of the situation. A minimal amount of movement is permitted, but it should enhance the selection, not detract from it. The material is not to be acted out, as in a play. The student should be comfortable handling props in a way that adds value to the presentation rather than drawing attention away from the message of the selection.

The student is limited to one costume and two props. A costume is required during the entire presentation. If an article of clothing is removed during the presentation, it becomes a prop.

The selection must be memorized.

Dramatic Poetry (3-5 minutes)

Poems or selections taken from the Biblical books of Job, Psalms, Proverbs, or Ecclesiastes are to be dramatic. The presentation will consist of an introduction (title and author) and the selection, all within the 3-5-minute time limit.

The student should make the poem "come alive" by mentally becoming the character(s) in the selection. The student's vocal and facial expressions must reflect the emotions of the situation. Limited gestures are permitted to enhance the presentation, but gestures should not draw attention away from the message. The student should remain standing in one place. The selection is not to be acted out, as in a play. The student's eye focus should be with, or in the direction of, the audience.

The selection must be memorized.

Humorous Poetry (3-5 minutes)

Poems are to be humorous. The presentation will consist of an introduction (title and author) and the selection, all within the 3-5-minute time limit.

The student should make the poem "come alive" by mentally becoming the character(s) in the selection. The student's vocal and facial expressions must reflect the emotions of the situation. Limited gestures are permitted to enhance the presentation, but gestures should not draw attention away from the message. The student should remain standing in one place. The selection is not to be acted out, as in a play. The student's eye focus should be with, or in the direction of, the audience.

The selection must be memorized.

Visual Aid Speech (3-5 minutes)

The visual aid speech intends to develop speaking skills to present a Bible story or Christian truth to an audience. Students must use published material as the basis for their original lesson or story. The speech must be the original work of the student and must be written during the current school year.

The presentation consists of an introduction (title and author) and the original speech, all within the 3-5-minute time limit. The introduction must include the Scripture verse(s) and the Christian truth to be portrayed. The student should integrate the use of visual aids while speaking to and glancing at the audience.

Students may use flannel graphs, chalk talk, object lessons, charts, puppets, etc., to teach the Bible story or Christian truth. Presentation software such as PowerPoint, Prezi, or Keynote may be used.

This category is also for the individual student working with puppet(s). All students in this category must work independently without assistance.

The presentation must be memorized.

Puppets (4-7 minutes)

The puppets' presentation must teach a Bible story or a Christian truth.

This category is for a team of students (two or more) working with puppets – hand, marionette, dummies, etc. Students are not to dress or act as puppets.

The presentation must begin with an introduction that includes the Scripture verse(s) and Christian truth to be portrayed. The entire presentation must be given within the 4-7-minute time limit. The minimum/maximum time is increased to allow for the incorporation of various speakers and the manipulation of the puppets. Judging will be based on the presentation, not the quality or construction of the puppets.

Students may use published material or write their scripts. However, non-published scripts must be approved by the School Coordinator for content and adherence to category rules.

The presentation must be memorized.

Original Speech (3-5 minutes)

Students must select from the eight general topics listed below for the original speech presentation. The content of the speech must be based on the topic chosen and written from a Christian perspective. Students have the option to select their titles.

The speech may be prose or poetry, but it must be the original work of the student and must be written during the current school year. The speech must meet with the approval of the School Coordinator for content and adherence to category rules. If the student's original work remains intact, the student may receive minor spelling and grammatical help.

The presentation must be memorized. Copies of the original speech must be given to the judges.

The student must begin the presentation by announcing the speech topic and title. The entire speech must be given within the 3-5-minute time limit.

An original speech is persuasive, informational, or inspirational.

Prose: The speech should be approximately 600 – 800 words and include no more than 60 words of quoted material. A speech consists of an introductory paragraph, a body that contains two to five points, and a conclusion.

Poetry: The poem may be a rhyme or free verse. It must adhere to all general rules listed in the previous paragraphs. Word count should be sufficient to fulfill the category time limits.

Speech Topics / Titles (*choose one*):

Patriotic	In God, We Trust A Patriot I Admire Freedom or Chains What Do I Owe My Country?	Family	Raising My Parents Do We Communicate? Brothers and Sisters – Pains or Pals? My Support Network
Responsibilities	Peer Pressure: Is Everyone Doing It? Am I My Brother's Keeper? My Best Friend Popularity vs. God's Will for My Life	Sports	Is My Christian Life Evident in Competition? A Christian Athlete I Admire Is Winning All There Is?
Christian Walk	Head Knowledge or Heart Commitment Follow the Master's Footprints Am I a 21st Century Pharisee? What Can I Do to Serve My Church?	Position Speech	To Be or Not to Be a Bully Is It Ever OK To Lie? A Biblical Perspective on War Best Practices for Respecting Opinions That Are Different from Your Own
Entertainment	Christians CAN Have Fun! Real Fun is a Gift from God God Gave Me Life – He Knows the Best Way to Live It Don't Change Your Standards to Fit the Fun	Testimony	The Day My Life Changed Why I Chose to Follow Jesus My Story Who Has Had the Most Significant Influence on My Life?

Basis for Pre-Evaluation of Original Speech Content

Does the speech have the following?

1. A well-developed topic, good development of thought
 - a. Prose: Obvious research and knowledge of topic
 - b. Poetry: Topic well covered within poetic structure
2. An attention-getting introduction
3. An obvious and effective message
 - a. Evident; clearly expressed
 - b. Interesting presentation (descriptive vocabulary, examples, etc.)
 - c. Correct composition (structure, grammar, etc.)
4. An effective conclusion

Bible Memorization and Application (3-5 minutes)

Students will memorize and present a passage(s) of their choice from the Bible, followed by a brief explanation of how the selected passage applies to their lives.

The student will begin by announcing the Scripture passage(s) and Bible version before quoting the memorized passage(s) and immediately follow with a brief personal application. If help is needed in determining the individual application, the following questions could be considered: Why did I choose to memorize this passage? What does this passage mean to me? What is God teaching me through this passage?

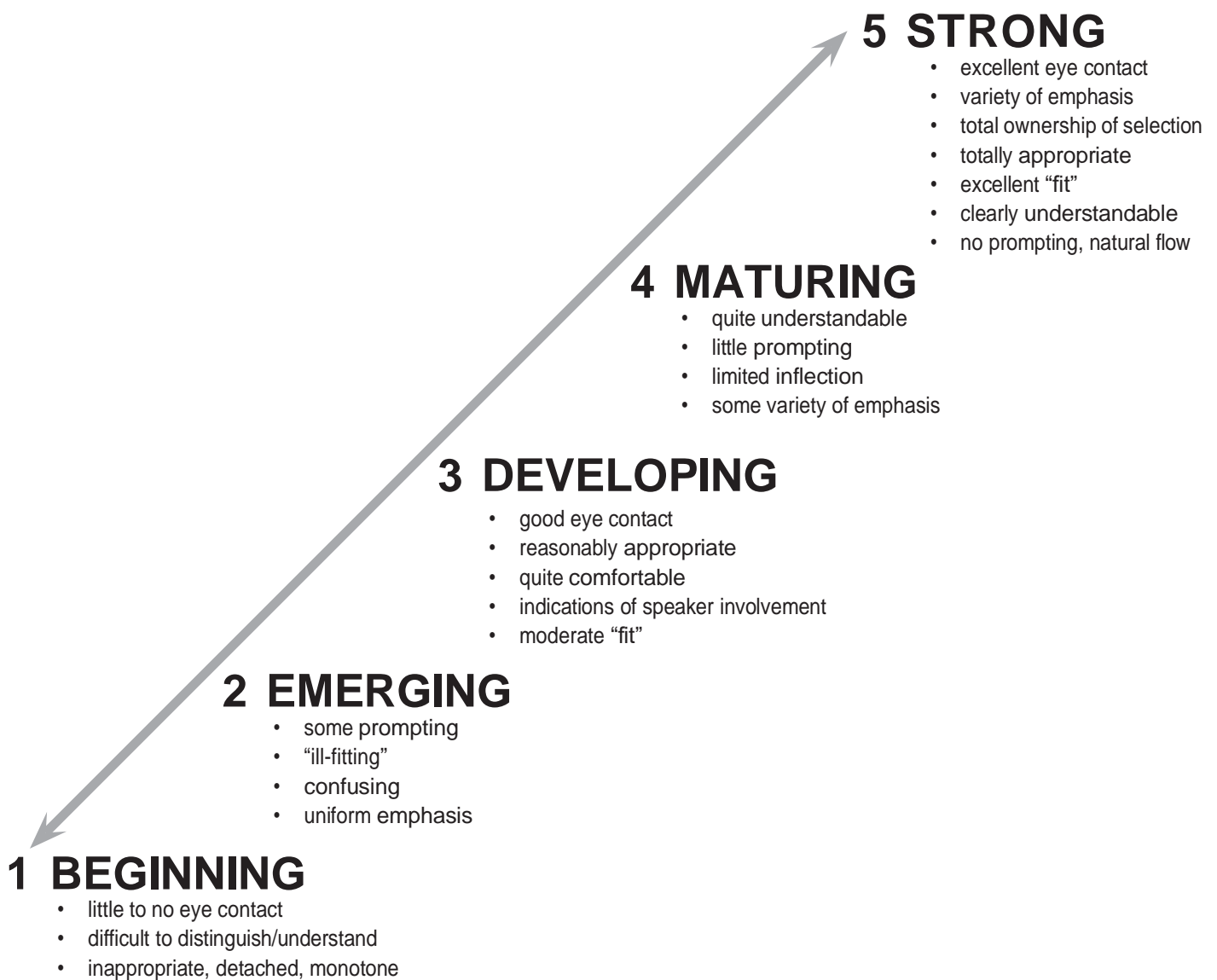
The personal application component should not exceed one (1) minute of the 3-5-minute time restriction.

Scriptures must be memorized directly from one of the following Bible versions: New American Standard (NASB), New International Version (NIV), English Standard Version (ESV), King James Version (KJV), or New King James Version (NKJV).

Rubric Descriptors for Speech

The Speech Meet Rubric assesses students' expression, platform presence, and voice and speech. It consists of descriptors written along a continuum from one (low/beginning) to five (high/strong). The purpose of this assessment system is to provide students with feedback on their strengths and areas for improvement based on their performance.

When evaluating a presentation, the judge asks, "Is it stronger than a ___ or weaker than a ___?" A presentation must surpass a higher level before being assigned to that level. If it doesn't, the score is moved down to the adjacent score on the rubric. **The judge assumes that the student starts with a three (3) in each category.** The student's position on the continuum is determined based on their performance. It's important to note that a five on the rubric is a broad range that can accommodate various levels of work as long as the descriptors remain valid. Each judge should have a copy of the rubric and refer to it during the student performance. Judges should take notes during the presentations. After the initial presentations, judges should attempt to confer with each other to calibrate their evaluations. The goal of judging is to ensure fairness and consistency.



Judge's Evaluation – General Categories (Grades 1-6)

Category (check one): Poetry Fable/Folklore Patriotic Oration Dramatic Bible Prose

Student's Name _____ Grade _____

Title of Selection _____ Judge's Number/Initials _____

Judge's Directions Evaluate the performance to the best of your ability, considering the student's grade level.

- Consider the rubric descriptors and assign a score to each criterion.
- Score each of the ten areas and total the points to arrive at the subtotal. Deduct points, if necessary, and record the final rating and total points.
- Explain deductions and offer comments.

Beginning = 1 Emerging = 2 Developing = 3 Maturing = 4 Strong = 5

A. Expression (4 – 20 points possible)	
1. Facial/Vocal – The student enters the thought and spirit of the selection and communicates the same to the audience.	
2. Characterization – The student puts life into the selection.	
3. Variety – The student has effective timing, pitch, and emphasis (effective for meaning).	
4. Natural Presentation – The student does not show excessive exaggeration.	
B. Platform Presence (2 – 10 points possible)	
5. Poise – The student shows poise before an audience (at ease in stance, voice, and facial expression).	
6. Eye Contact – The student has eye contact with the audience.	
C. Voice and Speech (4 – 20 points possible)	
7. The student is audible.	
8. Words Understandable – The student has effective diction and pronunciation.	
9. The student shows an easy flow of language.	
10. The student has no noticeable interruptions due to forgetfulness or prompting.	
Earned Points Subtotal	
D. Point Deductions – not following event rules (1 – 5 points deduction possible)	– Deducted Points
Judge's Explanation for Deductions: 	
Final Rating (check one) <input type="checkbox"/> Superior 50–45 <input type="checkbox"/> Excellent 44–37 <input type="checkbox"/> Good 36–24	Total Points
Comments: 	

Judge's Evaluation – Bible Memorization (Grades 1-6)

Student's Name _____ Grade _____

Scripture Selection _____ Judge's Number/Initials _____

Judge's Directions

- Evaluate the performance to the best of your ability, considering the student's grade level.
- Consider the rubric descriptors and assign a score to each criterion.
- Score each of the ten areas and total the points to arrive at the subtotal. Deduct points, if necessary, and record the final rating and total points.
- Explain deductions and offer comments.

Beginning = 1 Emerging = 2 Developing = 3 Maturing = 4 Strong = 5

A. Expression (3 – 15 points possible)	
1. Facial/Vocal – The student enters the thought and spirit of the selection and communicates the same to the audience.	
2. Variety – The student has effective timing, pitch, and emphasis (effective for meaning).	
3. Natural Presentation – The student does not show excessive exaggeration.	
B. Platform Presence (2 – 10 points possible)	
4. Poise – The student shows poise before an audience (at ease in stance, voice, and facial expression).	
5. Eye Contact – The student has eye contact with the audience.	
C. Voice and Speech (4 – 20 points possible)	
6. The student is audible.	
7. Words Understandable – The student has effective diction and pronunciation.	
8. The student shows an easy flow of language.	
9. The student has no noticeable interruptions due to forgetfulness or prompting.	
D. Explanation of Verses (1 – 5 points possible)	
10. Ideas are expressed clearly in the student's own words	
Earned Points Subtotal	
E. Deduction of Points – not following event rules (1 – 5 points deduction possible)	– Deducted Points
Judge's Explanation for Deductions:	
Final Rating (check one) <input type="checkbox"/> Superior 50 – 45 <input type="checkbox"/> Excellent 44 – 37 <input type="checkbox"/> Good 36 – 24 Total Points	
Comments:	

Judge's Evaluation – Original Speech (Grades 5-6)

Student's Name _____ Grade _____

Speech Title _____ Judge's Number/Initials _____

Judge's Directions

- Evaluate the performance to the best of your ability, considering the student's grade level.
- Consider the rubric descriptors and assign a score to each criterion.
- Score each of the ten areas and total the points to arrive at the subtotal. Deduct points, if necessary, and record the final rating and total points.
- Explain deductions and offer comments.

Beginning = 1 Emerging = 2 Developing = 3 Maturing = 4 Strong = 5

A. Contents (1 – 5 points possible)	
1. The student shows clear development of thought relating to Christian principles.	
B. Expression (3 – 15 points possible)	
2. Facial/Vocal – The student enters the thought and spirit of the selection and communicates the same to the audience.	
3. Variety – The student has effective timing, pitch, and emphasis (effective for meaning).	
4. Natural Presentation – The student does not show excessive exaggeration.	
C. Platform Presence (2 – 10 points possible)	
5. Poise – The student shows poise before an audience (at ease in stance, voice, and facial expression).	
6. Eye Contact – The student has eye contact with the audience.	
D. Voice and Speech (4 – 20 points possible)	
7. The student is audible.	
8. Words Understandable – The student has effective diction and pronunciation.	
9. The student shows an easy flow of language.	
10. The student has no noticeable interruptions due to forgetfulness or prompting.	
Earned Points Subtotal	
E. Point Deductions – not following event rules (1 – 5 points deduction possible) – Deducted Points	
<i>Note: Deduct one point if judges cannot access a copy of the original speech.</i>	
Judge's Explanation for Deductions:	
Final Rating (check one) <input type="checkbox"/> Superior 50–45 <input type="checkbox"/> Excellent 44–37 <input type="checkbox"/> Good 36–24	Total Points
Comments:	

Judge's Evaluation – General Categories (Grades 7-8)

Category (check one): Costumed Dramatic Monologue Dramatic Poetry Humorous Poetry
 Costumed Humorous Monologue Dramatic Reading Humorous Reading

Student's Name _____ Grade _____

Title of Selection _____ Judge's Number/Initials _____

Instructions: Award points for each of the five criteria below. For each criterion, indicate the number of points that best describes the performance in the points box. Subtract penalty points, if applicable. Total points will show the final rating according to the rating key below. Explain any deductions below and offer comments on the back of the form.

<input type="checkbox"/> VOICE Points		
Strong	9–10 points	The presenter has superb vocal expression and great volume, timing, use of pauses, and pitch variation.
Maturing	7–8 points	The presenter has excellent vocal expression and very good volume, timing, and pitch variation.
Developing	5–6 points	The presenter has some vocal expressions and variations of pitch and volume.
Emerging	3–4 points	The presenter has little vocal expression or variation of pitch.
Beginning	0–2 points	The presenter lacks vocal expression or voice variation and is monotone.

<input type="checkbox"/> SPEECH Points		
Strong	9–10 points	The presenter is notably audible and understandable, their words flow true to life, and they have no interruptions/forgetfulness.
Maturing	7–8 points	The presenter is audible and understandable, their words flow smoothly, and they have no interruptions/forgetfulness.
Developing	5–6 points	The presenter is audible, stumbles over some words, and has minor interruptions/forgetfulness.
Emerging	3–4 points	The presenter is mostly audible, frequently stumbles over words, and disrupts the presentation.
Beginning	0–2 points	The presenter is inaudible or mumbling and has frequent or lengthy interruptions/forgetfulness.

<input type="checkbox"/> CHARACTERIZATION Points (Review category rules for expectations.)		
Strong	9–10 points	The presenter makes the character(s) “come alive” through emotions, facial expressions, and body language. Emotions, facial expressions, and body language enhance character development and are not distracting.
Maturing	7–8 points	The presenter shows excellent character development through the use of emotions, facial expressions, and body language. These techniques are not exaggerated or overused.
Developing	5–6 points	The presenter shows good character development through facial expressions and emotions and displays some awkwardness or imbalance with movements.
Emerging	3–4 points	The presenter has few facial or emotional expressions and has little character development. Movements are unnatural and awkward.
Beginning	0–2 points	The presenter lacks facial expressions, emotional involvement, and character development. Movements are distracting and awkward.

<input type="checkbox"/> EYE CONTACT Points (Readings: With audience; Monologues and Poetry: With audience, or focus in the direction of)		
Strong	9–10 points	The presenter has extremely effective eye contact or focus, holds the attention of the audience, and steadily glances at the audience.
Maturing	7–8 points	The presenter has very good eye contact or focus and maintains a connection with the audience.
Developing	5–6 points	The presenter works on eye contact or focus and has some flighty glances toward the audience.
Emerging	3–4 points	The presenter has little eye contact or focus and frequently uses a focal point other than the audience or glances at the floor.
Beginning	0–2 points	The presenter has minimal to no eye contact or focus and is detached from the audience.

<input type="checkbox"/> COMMAND OF PERFORMANCE Points (Review category rules for expectations.)		
Strong	9–10 points	The presenter is in total command and is poised, draws the audience into the scene(s), and shows excellent balance/use of the manuscript/props.
Maturing	7–8 points	The presenter is well prepared and in control, is comfortably into the scene(s), and shows appropriate balance/use of the manuscript/props.
Developing	5–6 points	The presenter works to take ownership and shows imbalanced or awkward use of the manuscript/props.
Emerging	3–4 points	The presenter displays nervousness or limited preparation, which hampers the overall presentation and struggles with using the manuscript/props.
Beginning	0–2 points	The presenter is not prepared, has no connection with the audience, and is ineffective in using or has difficulty in using the manuscript/props.

Points Subtotal – Penalty Points = Total Points

Penalty Points (one point per area) are subtracted for not fulfilling rules or category requirements.

(Circle area) Introduction Manuscript Selection Props Gestures Costume Time

Explanation:

Total Points Rating Key	
Superior	50-45
Excellent	44-37
Good	36-24

Judge's Evaluation – Visual Aid Speech (Grades 7-8)

Student's Name _____ Grade _____

Title of Selection _____ Judge's Number/Initials _____

Instructions: Award points for each of the five criteria below. For each criterion, indicate the number of points that best describes the performance in the points box. Subtract penalty points, if applicable. Total points will show the final rating according to the rating key below. Explain any deductions below and offer comments on the back of the form.

SPEECH Points

- Strong 9–10 points** The speaker is notably audible and understandable, their words flow true to life, and they have no interruptions/forgetfulness.
- Maturing 7–8 points** The speaker is audible and understandable, has a smooth flow of words, and has no interruptions/forgetfulness.
- Developing 5–6 points** The speaker is audible, stumbles over some words, and has minor interruptions due to forgetfulness.
- Emerging 3–4 points** The speaker is mostly audible, frequently stumbles over words, and has interruptions due to forgetfulness.
- Beginning 0–2 points** The speaker is inaudible or is mumbling and has frequent/lengthy interruptions due to forgetfulness.

ANIMATION Points

- Strong 9–10 points** The speaker uses vibrant facial and vocal expressions and emotions and brings the character(s)/story to life.
- Maturing 7–8 points** The speaker shows excellent development of the characters/story through facial, vocal, and emotional expressions.
- Developing 5–6 points** The speaker uses facial and vocal expressions well and works at character/story development.
- Emerging 3–4 points** The speaker has little facial or vocal expression and has little emotional involvement with the characters/story.
- Beginning 0–2 points** The speaker lacks expression and emotional involvement with the characters/story.

USE OF VISUAL AIDS Points (Review category rules for expectations.)

- Strong 9–10 points** The speaker handles visual aids extremely effectively (with a natural flow), smoothly combines speaking with visual aids and provides a constant unobstructed view of aids.
- Maturing 7–8 points** The speaker smoothly uses and handles visual aids, doesn't break pace when speaking and using aids and provides the audience with a consistent good view of aids.
- Developing 5–6 points** The speaker has some preoccupation with visual aids, slows their speaking pace slightly when handling visual aids, and hinders the view of visual aids periodically.
- Emerging 3–4 points** The speaker's preoccupation with visual aids interferes with the presentation. The speech is interrupted when the speaker is handling aids.
- Beginning 0–2 points** The speaker awkwardly handles visual aids or fumbles when handling aids. The verbal presentation is in spurts.

EYE CONTACT Points (Readings: With audience; Monologues and Poetry: With audience, or focus in direction of)

- Strong 9–10 points** The speaker smoothly and frequently glances from visual aids and connects with the audience.
- Maturing 7–8 points** The speaker frequently glances from visual aids to the audience.
- Developing 5–6 points** The speaker makes an effort to glance toward the audience while working with visual aids.
- Emerging 3–4 points** The speaker has little eye contact with the audience; visual aids are the focal point of the presentation.
- Beginning 0–2 points** The speaker has little or no eye contact with the audience; they concentrate on speaking and handling aids.

COMMAND OF PERFORMANCE Points (Review category rules for expectations.)

- Strong 9–10 points** The speaker is in total command, is poised and comfortable before the audience, and is comfortable with speaking and using aids.
- Maturing 7–8 points** The speaker is well prepared and handles aids and speaking combinations capably.
- Developing 5–6 points** The speaker works to take ownership and is not comfortable in handling aids while speaking.
- Emerging 3–4 points** The speaker struggles throughout the presentation.
- Beginning 0–2 points** The speaker is unprepared and detached from the audience.

Points Subtotal – Penalty Points = Total Points

Penalty Points (one point per area) are subtracted for not fulfilling rules or category requirements.

(Circle area) Introduction Manuscript Selection Props Gestures Time

Explanation:

Total Points Rating Key	
Superior	50-45
Excellent	44-37
Good	36-24

Judge's Evaluation – Puppets (Grades 7-8)

Team's Name _____ Grade _____

Title of Selection _____ Judge's Number/Initials _____

Instructions: Award points for each of the five criteria below. For each criterion, indicate the number of points that best describes the performance in the points box. Subtract penalty points, if applicable. Total points will show the final rating according to the rating key below. Explain any deductions below and offer comments on the back of the form.

<input type="checkbox"/> SPEECH Points		
Strong	9–10 points	The speakers are notably audible and understandable. Their words flow true to life and are extremely well-paced.
Maturing	7–8 points	The speakers are audible and understandable and have a smooth flow of words. Speakers come in at an appropriate time.
Developing	5–6 points	The speakers are audible, stumble over some words, and hesitate between speakers.
Emerging	3–4 points	The speakers are mostly audible, frequently stumble over words, and have an awkward pace between speakers.
Beginning	0–2 points	The speakers are inaudible or are mumbling and have frequent or lengthy interruptions or lulls that greatly affect the overall presentation.

<input type="checkbox"/> ANIMATION Points		
Strong	9–10 points	The speakers demonstrate vibrant vocal expressions, have superb pitch and timing that bring puppets to life and have outstanding characterization. (If students are visible, their facial expressions are lively and correlate significantly with the puppets' actions.)
Maturing	7–8 points	The speakers display excellent vocal expressions and emotional development of puppet personalities. (If students are visible, their facial expressions correlate with the puppets' actions.)
Developing	5–6 points	The speakers display good vocal expressions and work at developing puppet personalities. (If students are visible, their facial expressions are inconsistent with the puppets' actions.)
Emerging	3–4 points	The speakers have little vocal expression and do not give much personality to the puppets. (If students are visible, they show almost no facial expression and are preoccupied with the puppets.)
Beginning	0–2 points	The speakers lack vocal expression, and puppet characters lack personality/speak in a monotone. (If students are visible, they struggle to relate to puppets).

<input type="checkbox"/> USE OF VISUAL AIDS Points (Review category rules for expectations.)		
Strong	9–10 points	The speakers demonstrate extremely effective movements and positioning of puppets, show excellent synchronization of puppet movement and dialog, and clearly distinguish between puppets when the speakers handle more than one.
Maturing	7–8 points	The speakers display smooth movements and positioning of puppets, show good synchronization of puppet movement and dialogue, and clearly distinguish between puppets when the speakers handle more than one.
Developing	5–6 points	The speakers display some choppiness in the movement and positioning of puppets, have some difficulty synchronizing the puppet movements and dialogue, and do not always distinguish between characters when the speakers handle more than one puppet.
Emerging	3–4 points	The speakers are preoccupied with manipulating puppets and show little puppet movement or positioning when the puppets speak.
Beginning	0–2 points	The speakers display awkwardness/difficulty handling puppets and show little to no relationship between puppet movement and dialogue.

<input type="checkbox"/> NATURAL PRESENTATION Points (Readings: With audience; Monologues and Poetry: With audience, or focus in the direction of)		
Strong	9–10 points	The speakers capture and hold the audience's attention and demonstrate realistic puppet behavior, movements, and actions.
Maturing	7–8 points	The speakers hold the audience's attention and demonstrate believable puppet behavior, smooth movements, and actions.
Developing	5–6 points	The speakers have little connection with the audience and present the movements/positioning and dialogue in spurts.
Emerging	3–4 points	The speakers have movements/positioning that are done for the sake of movement or have no movement at all.
Beginning	0–2 points	The speakers are struggling, have puppets that lack personality, and are detached from the audience.

<input type="checkbox"/> COMMAND OF PERFORMANCE Points (Review category rules for expectations.)		
Strong	9–10 points	The speakers are in total command. The presentation has excellent teamwork and flows flawlessly.
Maturing	7–8 points	The speakers are well prepared. The presentation has very good teamwork and flows smoothly.
Developing	5–6 points	The speakers work to take ownership and struggle with teamwork, timing, and personal involvement.
Emerging	3–4 points	The speakers lack teamwork and have choppy movements and dialogue that affect the presentation.
Beginning	0–2 points	The speakers are unprepared and detached from the puppets and the audience.

Points Subtotal – Penalty Points = Total Points

Penalty Points (one point per area) are subtracted for not fulfilling rules or category requirements.

(Circle area) Introduction Manuscript Selection Props Gestures Time

Explanation:

Total Points Rating Key	
Superior	50-45
Excellent	44-37
Good	36-24

Judge's Evaluation – Bible/Original Speech (Grades 7-8)

Student's Name _____ Grade _____

Title of Selection _____ Judge's Number/Initials _____

Instructions: Award points for each of the five criteria below. For each criterion, indicate the number of points that best describes the performance in the points box. Subtract penalty points, if applicable. Total points will show the final rating according to the rating key below. Explain any deductions below and offer comments on the back of the form.

VOICE Points		
Strong	9–10 points	The speaker has superb vocal expression and great volume, timing, pitch variation, and pauses.
Maturing	7–8 points	The speaker has excellent vocal expression and very good volume, timing, and pitch variation.
Developing	5–6 points	The speaker has some vocal expression and some variation of pitch and volume.
Emerging	3–4 points	The speaker has little vocal expression or voice variation.
Beginning	0–2 points	The speaker is lacking in vocal expression and voice variation and is monotone.

SPEECH Points		
Strong	9–10 points	The speaker is notably audible and understandable and has superb and distinct enunciation/pronunciation.
Maturing	7–8 points	The speaker is audible and understandable and has excellent enunciation/pronunciation.
Developing	5–6 points	The speaker is audible, stumbles over some words, and works on enunciation/pronunciation.
Emerging	3–4 points	The speaker is mostly audible, stumbles over words, and has frequent interruptions.
Beginning	0–2 points	The speaker has a choppy presentation and is challenging to understand and follow.

PLATFORM PRESENCE Points (Review category rules for expectations.)		
Strong	9–10 points	The speaker is in total command, is extremely poised and comfortable, has proper stance for a speaker, shows life and involvement in the subject matter and has a smooth and flowing presentation.
Maturing	7–8 points	The speaker is very poised and comfortable before an audience, has good stance for a speaker, shows involvement with the subject matter and has no breaks in presentation.
Developing	5–6 points	The speaker is slightly uncomfortable, has a slack or insecure stance, works for control, and has some breaks in presentation (from forgetfulness or regrouping of pace).
Emerging	3–4 points	The speaker is uncomfortable before an audience, squirms and shifts, and has an uneven verbal flow, and has difficulty connecting to the subject matter.
Beginning	0–2 points	The speaker displays nervousness and a lack of preparation that hampers the overall effect and struggles standing before an audience.

EYE CONTACT Points		
Strong	9–10 points	The speaker has superb eye contact, steadily glances at the audience, and draws the audience into the presentation.
Maturing	7–8 points	The speaker has excellent eye contact, connects with the audience and doesn't glance at the floor.
Developing	5–6 points	The speaker works on eye contact, frequently shifts eyes, and occasionally glances at the floor.
Emerging	3–4 points	The speaker struggles with eye contact, has other focal points, and often glances at the floor.
Beginning	0–2 points	The speaker has little/no eye contact and is detached from the audience.

ORIGINAL SPEECH WRITTEN CONTENT AND BIBLE APPLICATION VERBAL CONTENT Points		
Strong	9–10 points	The speaker has a thought-out and well-developed topic, presents the message clearly, has an interesting beginning, has an effective conclusion, uses exceptional grammar, and has a descriptive vocabulary and descriptive terminology.
Maturing	7–8 points	The speaker has a well-developed topic, presents the message effectively, has a good beginning, has a plausible conclusion, uses very good grammar, and has a descriptive vocabulary and descriptive terminology.
Developing	5–6 points	The speaker is working on topic development, doesn't always present the message clearly, has a weak beginning and/or conclusion, uses good grammar, and has a bland vocabulary and bland terminology.
Emerging	3–4 points	The speaker is struggling with topic development, doesn't present the message clearly, doesn't always use good grammar and lacks a descriptive vocabulary and descriptive terminology.
Beginning	0–2 points	The speaker lacks structure, doesn't present a message, uses poor grammar, and has a poor vocabulary and poor terminology.

Points Subtotal – Penalty Points = Total Points

Penalty Points (one point per area) are subtracted for not fulfilling rules or category requirements.

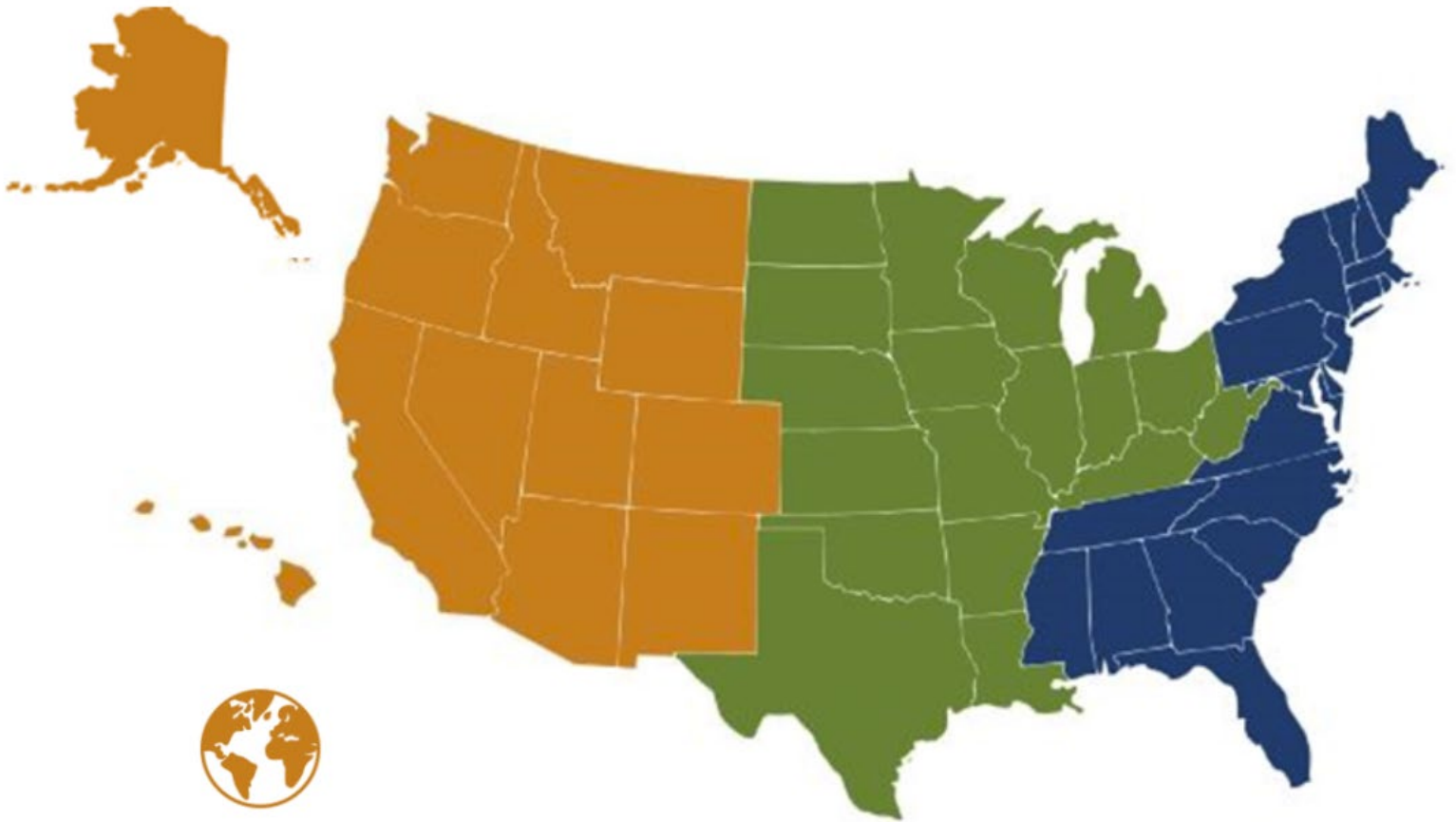
(Circle area) Introduction Manuscript Selection Props Gestures Time

Note: Deduct one point if judges cannot access a copy of the original speech.

Explanation:

Total Points	Rating Key
50-45	Superior
44-37	Excellent
36-24	Good

STUDENT LEADERSHIP & LEARNING CONTACTS



Western Division

California/Hawaii
Northwest
Rocky Mountain
International

SLL_West@acsi.org

Central Division

Mid-America
South-Central

SLL_Central@acsi.org

Eastern Division

Florida/Caribbean
Northeast
Southeast

SLL_East@acsi.org

[ACSI.ORG/STUDENTLEADERSHIP](https://www.acsi.org/studentleadership)