ENGLISH PROGRAM

Oratory Competition Rules

10th – 12th Grades

1. During the registration process, an I.D. number will be assigned to each participant.

2. Students will deliver a speech for a minimum of 2 ½ to a maximum of 4 minutes in a controlled environment.

3. The speech must be related to the English Week theme.

4. Teacher should screen the speech and help his/her student.

5. The student should give a short introduction of him or herself. This would not count as the speech time. Time begins when student mentions title of his/her oratory speech.

6. **Student cannot use index cards or paper as a guide, to read speech.**

7. The student must provide three (3) copies of the selected rhyme, which are to be given to the judges before the beginning of the recitation. The judges will provide a value of one (1) point will be given to this criterion.

8. The student will be judged using an oratory rubric.

9. The student will perform in front of an audience.

10. Three judges will be appointed. One judge will keep time, all three judges will evaluate according to oratory rubric.

11. Coordinator will be consulted for decision making and communication in the case of any situation in the competition.

12. **Students must wear their school uniform throughout regional and central level competitions.**

ORATORY RUBRIC

Student I.D. Number: _____   **Student School, District or Region** _____

CATEGORY	1 MARGINAL	2 ACCEPTABLE/ AVERAGE	3 COMPETENT/ GOOD	4 VERY GOOD	5 EXCELLENT	TOTAL
Content Grasp of subject, evidence of research, organization of ideas	Content not organized. Not suited to audience or purpose.	Content clear and appropriate to audience and purpose. Support is present but lacks development	Content clear, focused and appropriate to audience and purpose. Support is present but limited.	Content clear, focused and appropriate. Main ideas stand out and developed by strong details.	Content always clear, focused and appropriate. Main ideas draw audience's attention and developed by compelling details.	
Voice Enunciation, volume, clarity and speed	Voice not clear, mostly monotonous. Too fast or too slow	Voice sometimes clear, not always. Some attempt to vary volume. Faster than average	Voice generally clear. Some attempt to adopt appropriate volume and tone.	Voice clear. Adopts appropriate tone. Volume appropriate, uses pauses effectively. Speed is appropriate.	Voice always clear. Tone and volume and speed always appropriate to ideas. Pauses used to enhance ideas.	
Vocabulary Choice and command of language, appropriate English usage	Language awkward, repetitive or misused	Mastery of language is lacking, limited fluency, and clarity.	Mastery of language is good, functional and appropriate to audience and purpose.	Mastery of language is very good. Has variety of carefully selected words.	Mastery of language is excellent. Words carefully selected for maximum effectiveness.	
Effectiveness of Speaker Sincerity, ability to engage listener – conviction. Uses some rhetorical devices such as anecdotes, questions, repetition, emphatic sentences etc.	Audience distracted by problems in delivery	Delivery not entirely smooth, but information is delivered.	Shows some enthusiasm for topic. Some use of rhetorical devices.	Shows more enthusiasm. Rhetorical devices used effectively.	Interesting and enthusiastic. Speaks to the topic as if from long reflection or acquaintance.	

| Poise
Body posture, eye contact | Frequently slouches over the lectern. Appears tense. Limited eye contact. | Stands somewhat appropriately. Some eye contact. | Stands appropriately. Eye contact. Some appropriate body movement. | Stands appropriately. Generally uses eyes and body movement to engage audience. | Stands appropriately. Effectively uses eyes and body movement to engage audience. | |