SPEECH

Virtual Festival Edition

HANDBOOK

www.whsfa.org

This is an adapted and abbreviated version of the WHSFA Speech Handbook for the purpose of the WHSFA's Open Virtual Speech Festival in 2020. Rules herein have been adapted for this special event, to allow for the online medium. To read more in-depth resources related to the WHSFA's categories, please download the official handbook at https://www.whsfa.org/speech-categories-topics/

Rules in this handbook are subject to minor revision prior to April 25; all revisions will be announced in subsequent updates and emailed to all schools/households registered at that point.

2019-20 category topics:
Moments in History: 1900-1909 and/or 2000-2009 (choose one or both time periods)
Public Address:

1. What, if anything, can governments do to ensure integrity and security of elections in the United States?
2. What, if anything, should schools do to ensure comparable funding for arts and athletics?
3. To what extent, if any, should the U.S. federal government legislate controls over freshwater resources, especially the Great Lakes?
4. To what extent, if any, should schools require a dress code for all students?
5. To what extent, if any, should communities support the locavore movement to promote nutrition and sustainability?

Special Occasion:
1. Opening argument for a trial
2. A speech to decline an award
3. End of year banquet speech
4. Press conference to announce a product recall

Storytelling: (must have a story for each of the topics)
1. A story from or about Pacific Island cultures
2. A story about travel
3. A story about being dirty and/or clean
4. A story about family

Rules & Policies for Speech

1. **School Identity:** Participants' school identity shall not be made known to adjudicators. Wearing emblems identifying and representing schools is prohibited.
2. **Special Needs**: when registering entries, the coach should note special needs and accommodations required by any contestants. Those will be reviewed by the state office, with specific instructions shared with each contest level. It is the coach's affirmative responsibility to share this information through the registration process for accommodations to be made.
3. **Ratings:** Adjudicators shall rate each evaluation criterion 1, 2, 3, 4 or 5, according to merit, provide written comment, and total the number of points.
4. **Concerns/Protests**: A Referee Committee consisting of at least three people will be appointed by the Executive Director. Any possible disqualifications or concerns regarding an adjudicator's application of a rule or criterion shall be referred to this group for resolution. Process:
   a. The coach (or parent, if entered in the festival by such) must complete a form regarding an adjudicator's application of a rule or criterion. This must be done online within seven calendar days of release of results.
   b. The committee will consider the request to review and render a decision.
   c. The committee will not interpret adjudicators' written comments, nor reconsider point deductions; it will only consider an adjudicator's application of a rule or criterion.
   d. The decisions of the committee are final and cannot be appealed to the executive director or Board of Control since this committee is already an appeal of adjudication.
   e. Any adjudication concern not filed within seven calendar days of release of results will not be considered.
5. **Certificates:** Based on points earned by the entry: 25 points = Distinctive Performance; 23-24 points = Excellent Performance; 20-22 points = Proficient Performance; 5-19 points = Emerging Performance.

6. **Regulations on Material and Presentation**
    a. Regulations on Material:
        i. The selection of quality literary material: In some categories (Farrago and Solo Acting), the selection of material is a criterion for evaluation and "quality" material is required. Where required, quality material is defined as that which "gives insight into human values, motivations, relationships, problems and understandings and is not characterized by sentimentality, violence for its own sake, unmotivated endings or stereotyped characterizations." It is recommended that such material be sought for all interpretive categories, even if there is no specific evaluation item related to selection of material.
        ii. Source material: Coaches **must** have a copy (photocopy) of all entries' **original source literary material**, from which cuttings were made, readily available for inspection upon request of adjudicators, festival staff and/or referee committee.
        iii. Works cited: We are suspending the rule requiring Informative, Moments in History, Oratory, and Public Address contestants to provide a printed list of works cited. *However, oral citations during speeches are required.*
        iv. Copyright, permission, and royalty: Each member school whose participants use copyrighted material is responsible for obtaining permission from the publisher to use that material. When a royalty play or cutting from a royalty play is used, the school using such material is responsible for permission to cut, and payment or obtaining a waiver of royalty.
    b. Reuse of material: A student or group may not use the same selection or original speech more than one year in any WHSFA event, whether it be in the same or another category. Students or groups may not reuse material performed in Middle Level events.
    c. Manner of Delivery: The traditional modes of delivery in oral presentations are: impromptu (wholly spontaneous), extemporaneous (limited preparation and notes), memorized or manuscript. In certain categories manner in which a presentation – or portion of a presentation – is to be delivered is required by rule. If the manner of presentation is not required, the choice is up to the student. In any case, manner of delivery may enter into evaluation. If manner of delivery is required, the student may be evaluated on how well s/he executes the required manner. If delivery mode is student's choice, the choice itself as well as quality of its execution may enter into evaluation.
    d. Use of Notes: For some categories the use of notes is permitted. If notes are allowed, the student may use both sides of one 4"x6" paper note card. The manner in which notes are used may enter into the overall evaluation.
    e. Use of Staging/Visual Material/Vocal Music: In general, the use of costumes, props, make-up, music, lighting and mechanical sound effects is prohibited in WHSFA categories. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one (1) point deduction. Obvious exceptions are those categories in which the use of chair(s), stools, desk, table, reading or speaker's stand is expressly permitted. Participants must supply all equipment/furniture.
    f. Time Limits: There is a maximum time limit for presentations in each WHSFA category. In all categories except Radio News Reporting, a 15 second grace period will be allowed after which one point will be deducted from that evaluation item dealing with rate. Although there are no minimum time limits, those presentations which are unduly short may be regarded as insufficient responses to the burden of the category and may affect the overall evaluation.
    g. Prompters: Prompters are not allowed.

Rules for Demonstration Speech

Purpose of the Category

To develop skills in expository speaking with emphasis on skill in exhibiting a process using objects or physical activity.

Definition of the Category

A demonstration speech explains how to do something or how something works. The speaker must demonstrate a process using objects or physical activity. Visual aids (charts, graphs, diagrams, maps, pictures, etc.) are optional, and may be used to enhance the demonstration, but are not to take the place of objects or activity. The speech must be instructive and present valuable and significant information.

Rules

1. There may be one speaker. No assistant may be used to ensure compliance with COVID-19 social distancing guidance from the Centers for Disease Control & Prevention (CDC).
2. The speech must be written by the participant.
3. The speaker must demonstrate a process using objects or physical activity.
4. A table or desk may be used. All visuals, properties, and equipment are to be supplied by the speaker; however, the use of digital presentations, videos, and other projection is not allowed.
5. This category prohibits the use of properties or equipment endangering the health or safety of the participant or other people. This includes, but is not limited to: weapons of any kind, sharp knives, dangerous chemicals, and animals.
6. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. **Timing begins when the student begins setting up and ends when all materials are removed.** There is no minimum time requirement but development of the speech is open to critique.
7. The use of both sides of <u>one</u> 4"x 6" paper note card for each speaker is optional.

Criteria for Evaluation

1. How does the speaker demonstrate his/her commitment to the topic by thoroughly developing the speech? How does the speaker appear engaged with the chosen topic?
2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion? Is the speech well written? How does the speaker utilize quality word choices? Are there clear transitions? Are effective language skills utilized throughout?
3. Is the demonstration easy to see? Are all parts of the process visible to the audience? Are the objects and/or physical activity integral to the demonstration of the process?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

Rules for Extemporaneous Speech

Purpose of the Category

To develop skills in researching and retrieving information in response to a specific question in a limited time frame. The response to the question should be delivered as a coherent and well-developed speech.

Definition of the Category

The Extemporaneous Speech should provide a direct response to the question drawn. The challenge to the speaker is to phrase a clear answer to the question and support it with evidence and reasoning. The participant may use resource material from any publication, but questions will be based on current news events, and questions will be drawn from credible news sources published recently.

Rules

1. The speech is to be written by the participant and no prepared speeches, outlines, notes, or parts of speeches – such as introductions, conclusions, or other prepared materials – are to be used. Prior to a festival, the student may download any pertinent news articles that may be used to research a question topic, but only materials previously prepared can be used.
2. The WHSFA will provide a set of questions at 8am on Saturday, April 25, from which the student may select one. The student should spend no more than 30 minutes of preparation consulting their existing selection of files to develop (and practice) a speech in response to the question. *This online festival will not have a means of verifying adherence to this rule; we ask participants to follow this rule to the best of their ability and honor.*
3. After 30 minutes, the student should video record themselves, starting with reciting the specific topic they selected.
4. Visuals are <u>not</u> permitted.
5. Maximum time limit: 7 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
6. Notes are permitted but limited to both sides of <u>one</u> 4"x 6" note card. <u>The host school shall provide a uniform</u>, <u>identifiable 4"x 6" paper note card for each round</u>. The use of a speaker's stand is optional and must be provided by speaker.
7. Extemporaneous speakers may use a cell phone <u>only</u> as a timing device.

Criteria for Evaluation

1. How does the speaker directly answer the question chosen? Is the response well-defined?
2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion with effective transitions? Does the speaker support the response with evidence and reasoning and cite credible sources appropriately?
3. How does the speaker utilize quality word choices? How are effective language skills utilized throughout the speech? How does the style of delivery help the speech flow?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

Rules for Farrago

Purpose of the Category

To develop skills in identifying, selecting, combining, and presenting quality literature from a variety of genres which is connected by a specific theme or emotion.

Definition of the Category

The challenge of Farrago is to select material from a variety of literary genres (poetry, short stories, speeches, essays, drama, songs, novels), which address a central specific theme or emotion and to interpret material through oral presentation. **Quality material** is required – that which provides insight into human values, motivations, relationships, problems, and understandings, and is not characterized by sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations.

Rules

1. Original material is <u>not</u> allowed. The reader should choose material from no fewer than two different literary genres, which have a common theme or emotion. An introduction – written by the student and presented without use of notes – is required to establish unity of development of the chosen theme. A student may read a portion of a selection before beginning the introduction (teaser). Each contestant may choose one of two approaches for delivering their program:
   a. Delivering each selection/piece of source material separately, with transitions between them for coherence, which identify each selection's title, author, and genre; <u>or</u>
   b. Including all titles, authors, and genres in the introduction and interweaving selections without formal transitions. *Students must announce they are presenting a transitionless program.*
2. The selections are to be read from a paper manuscript. The use of a reading stand is optional but not required and must be provided by the speaker. A copy of all source material must be available for inspection.
3. Costumes, props, music, or other audio-visuals may not be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
4. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.
5. The participant may not walk except during the introduction and transitions that connect material read. *If presenting a transitionless program, movement may be used to indicate change in selection.*

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include the titles and authors? How does the speaker connect the materials to the selected theme? Are the introduction and transitions presented without the use of notes?
2. How does the chosen material provide insight into human values, motivations, relationships, problems and understandings without sentimentality, violence for its own sake, unmotivated endings or stereotyped characterizations?
3. Does the speaker understand the material? How does the speaker portray the meaning to the audience through the presentation? Are the intellectual, emotional, and sensory experiences of the material made vivid by the speaker's engagement with the materials chosen?
4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expressions to engage the audience? (The speaker may not walk except during introduction and transitions that connect material read; *If presenting a transitionless program, movement may be used to indicate change in selection.*)

Rules for Impromptu Speech

Purpose of the Category
To develop skills in developing a spontaneous response to a specific prompt in a limited time frame.

Definition of the Category
The Impromptu Speech should provide a direct response to the prompt drawn with an original, well-organized and imaginative interpretation, supported by examples. The challenge to the speaker is to phrase pertinent information sufficient to support the central thought of the topic and organized according to some logical plan to produce a complete speech within the time allowed.

Rules
1. The State Office will share topic prompts with festival managers, devising these from proverbs, objects, abstract words, events, quotations, hypothetical questions, and famous people.
2. The WHSFA will provide a set of prompts at 8am on Saturday, April 25, from which the student may select one. The student should begin video recording as they select a prompt, should recite the prompt aloud, and begin timing themselves. *This online festival will not have a means of verifying adherence to this rule; we ask participants to follow this rule to the best of their ability and honor.* The student will have a total of 5 minutes to prepare and speak, and may not receive advice, information, or suggestions from anyone. Use of preparation versus speaking time is at the student's discretion, but subject to critique by the adjudicator.
3. Properties or visuals are <u>not</u> permitted.
4. Maximum time limit: 5 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
5. Students may <u>not</u> bring materials – including prepared speeches, outlines, notes, or parts of speeches (introductions, conclusions, etc.) – into contest rooms; they must rely on background knowledge and memory of personal experiences. The speech must be created during the round, optionally using <u>one</u> uniform 4" x 6" note card provided by the contest.
6. Speakers may use a cell phone <u>only</u> as a timing device.

Criteria for Evaluation
1. How does the speaker directly answer the prompt chosen? Is the response well-defined?
2. Is the speech well-developed and organized? Does the speech have a clear introduction, body, and conclusion with effective transitions? Does the speaker support the response with relevant personal insight, examples, reasoning, and utilize examples to their best knowledge?
3. How does the speaker utilize quality word choices? How are effective language skills utilized throughout the speech? How does the style of delivery help the speech flow?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

Rules for Informative Speech

Purpose of the Category

To develop the skill of speaking informatively on any topic.

Definition of the Category

The challenge to the speaker is to present well-developed material, which has the primary intent of informing, although persuasive elements may be present. The speaker should limit the topic to ideas that can be developed adequately in the time allotted. The speech is to be organized, coherent, unified, and clear. A range of support materials are to be used which can include quotations, statistics, examples, comparisons, and analogies. Correct citation of support materials should be used where appropriate.

Rules

1. The speech must be written by the participant.
2. Visuals are optional, but may not be worn. Mechanical sound and lighting are not allowed. The use of digital presentations, videos, and other projection is not allowed.
3. Maximum time limit: 6 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
4. The use of both sides of <u>one</u> 4"x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
5. *In addition to* **citing sources <u>in</u> the speech**, the contestant must hand a printed list of works cited in MLA or APA format to the adjudicator prior to speaking; adjudicators will return the list to the contestants by the end of the round. When no list is provided by the contestant, the adjudicator will deduct two points; the list should support what the student orally cites in the speech, but adjudicators should only evaluate actual spoken citations.

Criteria for Evaluation

1. How does the speaker demonstrate his/her commitment to the topic? How does the speaker engage the audience in understanding the topic?
2. Is the speech well-developed and organized in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is the information accurate, documented, and cited correctly when appropriate?
3. Is the speech well written? How does the speaker utilize quality word choices? How are effective language skills utilized throughout?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? If used, do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? <u>If used</u>, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?

Rules for Moments in History Speech

Purpose of the Category

To develop the skills in research and speaking related to an historical focus.

Definition of the Category

The challenge to the speaker is to select an historical topic within the limits presented each year by WHSFA. The general focus for a speech in this category is an exploration of history. Students may consider (but are not limited to) using the following areas of research: archival records, diaries, personal interviews, letters, newspapers, etc. The speaker is to use this researched information to compose and present a well-organized, informative speech. Speakers may use visual materials, but such materials must support, not dominate, the presentation. This category calls for a speech, not a visual media show *or an acting performance.*

Rules

1. The speech must be written by the participant.
2. Visuals are optional, but may not be worn. Mechanical sound and lighting are not allowed. The use of digital presentations, videos, and other projection is not allowed.
3. The student's topic choice must conform to the annual focus and WHSFA guidelines. The topic (person, event, trend, etc.) need not have been well-publicized.
4. Maximum time limit: 6 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
5. Use of both sides of <u>one</u> 4" x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
6. *In addition to* **citing sources <u>in</u> the speech**, the contestant must hand a printed list of works cited in MLA or APA format to the adjudicator prior to speaking; adjudicators will return the list to the contestants by the end of the round. When no list is provided by the contestant, the adjudicator will deduct two points; the list should support what the student orally cites in the speech, but adjudicators should only evaluate actual spoken citations.

Criteria for Evaluation

1. How does the speaker demonstrate a commitment to and understanding of the topic by justifying its relevance within the given time period(s)? How engaged is the speaker with the chosen topic?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?
3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? <u>If used</u>, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?

2019-20 Time Period *(either time period or a combination of both)*

1900-1909 and/or 2000-2009

Students may consider, but are not limited to these topic areas:

Politics or Military Action	Historical Sites/Monuments	Significant Speech	Geography
Ethnology/Legends/Folklore	Science/Inventions/Medicine	Natural Disasters	Sports
Fashion and Fads	Heroes or Villains	Arts and Entertainment	Religion
		Personalities	Transportation

Rules for Oratory Speech

Purpose of the Category

To develop skills in composing and presenting a persuasive formal speech on a significant topic of the speaker's choosing. The presentation should be delivered as a coherent and well-developed speech.

Definition of the Category

The oration is expected to be a thoroughly prepared, well composed, and well expressed speech of persuasion on a significant topic. As such, the oration must be unequivocally persuasive in its purpose. It may fulfill its persuasive challenge in one of three ways: 1) by alerting the audience to existence of a problem; 2) by affirming existence of a problem and offering a solution; or 3) by urging adoption of a policy. While the topic of the oration should be of significance to general society, it should be adapted to an audience composed of the speaker's peers. An effective oration is characterized by clear, vivid, and forceful language and appropriate stylistic devices such as metaphor, comparison/contrast, irony, allusion, analogy, etc. Quality supporting materials are a necessary part of the oration.

Rules

1. The speech is to be written by the participant.
2. Visuals are not permitted.
3. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
4. The use of both sides of <u>one</u> 4"x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
5. *In addition to* citing sources <u>in</u> the speech, the contestant must hand a printed list of works cited in MLA or APA format to the adjudicator prior to speaking; adjudicators will return the list to the contestants by the end of the round. When no list is provided by the contestant, the adjudicator will deduct two points; the list should support what the student orally cites in the speech, but adjudicators should only evaluate actual spoken citations.

Criteria for Evaluation

1. Does the speaker present a formal speech on a significant topic? How does the speaker fulfill the persuasive challenge in one of the three ways listed in the *Definition of the Category*? How does the speaker appear engaged with the chosen topic?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?
3. Does the speaker utilize quality word choices? How are effective language skills utilized throughout to send a persuasive message? Are stylistic devices used appropriately? How does the style of delivery help the speech flow?
4. How does the speaker utilize vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize physical techniques? How do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

Rules for Poetry Reading

Purpose of the Category

To develop skills in conveying an understanding of poetry through use of body and voice.

Definition of the Category

The participant should select one or more poems centering on a specific theme or emotion. The presentation is read from a manuscript.

Rules

1. Original material is allowed, but is open to critique.
2. An introduction, written by the student, is required and, along with any transitions, must be presented without use of notes. A student may read a portion of the selection before beginning their introduction (teaser). A copy of all source material must be available for inspection.
3. Material is to be read from a paper manuscript with optional use of a reading stand provided by the student.
4. Costumes and props may not be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
5. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.
6. The participant may not walk except during the introduction and transitions that connect the poetry being read.

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include title(s) and author(s) of selected poem(s) while providing sufficient information about the unity of pieces to the selected theme? Are introduction and transitions presented without use of notes?
2. To what extent does the speaker understand the poem(s)? How does the speaker portray the meaning to the audience through the presentation? Are intellectual (what is happening), emotional (how it feels), and sensory experiences of the material made vivid by the speaker's presentation of the poem(s) chosen?
3. How does the speaker recognize and appropriately use special effects of poetry such as rhythm, cadence, alliteration, and assonance? How does the style of delivery move the selection(s) along?
4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expression to engage the audience? (The speaker may not walk, except during introduction and transitions that connect the poetry being read.)

Rules for Prose Reading

Purpose of the Category

To develop skills in conveying an understanding of prose literature through use of body and voice.

Definition of the Category

The participant should select one or more works of prose literature, including short stories, cutting from novels, drama, essays, or other non-fiction work, centering on a specific theme or emotion. The presentation is read from a manuscript.

Rules

1. Original material is allowed, but is open to critique.
2. An introduction, written by the student, is required and, along with any transitions, must be presented without use of notes. A student may read a portion of the selection before beginning the introduction (teaser). A copy of all source material must be available for inspection.
3. Material is to be read from a paper manuscript with optional use of a reading stand provided by the student.
4. Costumes and props may not be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
5. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.
6. The participant may not walk except during the introduction and transitions that connect the literature being read.

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include title(s) and author(s) of the selected material while providing sufficient information to establish the selected theme? Are introduction and transitions presented without use of notes?
2. To what extent does the speaker understand the material? How does the speaker portray the meaning to the audience through the presentation? Are intellectual (what is happening), emotional (how it feels), and sensory experiences of the material made vivid by the speaker's presentation of the material chosen?
3. How does the speaker use a style of reading that is appropriate to the material? How does the speaker draw the audience into the material through the delivery? How does the use of inflection, force, and timing enhance the performance?
4. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize physical techniques? How do gestures and physical presence enhance the presentation? Does the speaker use appropriate eye contact and facial expression to engage the audience? (The speaker may not walk, except during introduction and transitions that connect the material being read.)

Rules for Public Address Speech

Purpose of the Category

To develop the skill of providing a direct response to a current issue. The response to the question should be delivered as a coherent and well-developed speech.

Definition of the Category

The challenge to the speaker is to contribute to the public dialog on a contemporary issue by presenting a well-informed speech directly responding to a question about that issue, selected from a list provided annually by WHSFA. The speaker is to be knowledgeable and is to use quality supporting material to substantiate his/her position. The Public Address speech is to be well-organized, clear, and effectively presented.

Rules

1. The speech must be written by the participant.
2. Visuals are <u>not</u> permitted.
3. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
4. The use of both sides of <u>one</u> 4"x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.
5. *In addition to* citing sources <u>in</u> the speech, the contestant must hand a printed list of works cited in MLA or APA format to the adjudicator prior to speaking; adjudicators will return the list to the contestants by the end of the round. When no list is provided by the contestant, the adjudicator will deduct two points; the list should support what the student orally cites in the speech, but adjudicators should only evaluate actual spoken citations.
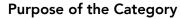
Criteria for Evaluation

1. How direct and defined is the speaker's response to – and analysis of – the question selected?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions? Is information accurate with credible sources cited correctly when appropriate?
3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience?

2019-20 Topic Questions (choose one)

1. What, if anything, can governments do to ensure integrity and security of elections in the United States?
2. What, if anything, should schools do to ensure comparable funding for arts and athletics?
3. To what extent, if any, should the U.S. federal government legislate controls over freshwater resources, especially the Great Lakes?
4. To what extent, if any, should schools require a dress code for all students?
5. To what extent, if any, should communities support the locavore movement to promote nutrition and sustainability?

Rules for Radio News Reporting

Purpose of the Category

To develop the skills in selecting, editing, and organizing news items for vocal presentation.

Definition of the Category

The challenge to the speaker is to present a well-organized, clearly communicated newscast. Source material provided by the state office of approximately 15-20 minutes in length is to be cut and edited with special efforts made to end at 5 minutes. The host school should provide adjudicators with a copy of the material given to each speaker.

Rules

1. The speaker may delete or edit any parts of items from the provided material; however, no new articles may be added except transition sentences, introductions, and conclusions.
2. The WHSFA will provide a packet of material at 8am on Saturday, April 25. The newscast will include news, weather, sports and one or more commercials advertising some product or service. Commercials will be supplied with script material, which the student may use as written or may be edited/embellished to further enhance the product or service, but no material may be added. The commercial(s) may be inserted at any point but must be included within time limits. Only WHSFA supplied news and commercial(s) may be used.
3. The student should spend no more than 30 minutes of preparation compiling (and practicing) their newscast. *This online festival will not have a means of verifying adherence to this rule; we ask participants to follow this rule to the best of their ability and honor.* After 30 minutes, the student should video record themselves.
4. Any use of audio/visuals is <u>not</u> permitted. The speaker is to be seated in profile position to the adjudicator, who should critique vocal presentation only.
5. The speaker must supply his/her own stopwatch and equipment for cutting, editing, and reading the newscast. The radio speaker may use a cell phone <u>only</u> as a timing device.
6. The speaker is expected to finish "on the nose;" within 10 seconds of the 5-minute time limit; however, beyond those limits one (1) point will be subtracted for <u>each ten seconds</u> away from 4 minutes 50 seconds or 5 minutes 10 seconds; see chart below for guidance on the first ranges for point deductions; further groupings of time result in additional points deducted. After 6 minutes has passed, the adjudicator should stop the presentation.

0 pts.	1 pt.	2 pts.	3 pts.	4 pts.	5 pts.	etc. →
4:50-5:00	4:40-4:49	4:30-4:39	4:20-4:29	4:10-4:19	4:00-4:09	Continue deductions…
5:00-5:10	5:11-5:20	5:21-5:30	5:31-5:40	5:41-5:50	5:51-6:00	Stop contestant.

Criteria for Evaluation

1. Does the speaker provide a clear and logical organization of the script? Are elements of international, national, and state news, weather, sports, and commercial(s) presented in a balanced manner?
2. How does the speaker use effective and engaging language skills, including introductions, smooth transitions, and conclusions? How does style of delivery create a professional sounding broadcast?
3. How does the speaker utilize effective vocal techniques to enhance meaning? Are articulation and pronunciation clear and correct? Does the voice sound confident, clear, and pleasant?
4. How is the commercial presented as an important element to the newscast without overshadowing other news elements? How well does the speaker "sell" the product or service?
5. Is the newscast delivered without unnatural speeding up or slowing down? How authentic does the speaker make the newscast sound?

Rules for Solo Acting

Purpose of the Category

To develop skills in the presentation of dramatic literature.

Definition of the Category

The material shall be a cutting from serious or humorous drama or other literature adapted to the dramatic format with brief narrative transitions allowed that includes any number of characters. By using the self as a medium between the selection and the audience, the student shall create the character(s) and shall utilize action appropriate to the characterization(s) within the control of the setting. Students will enter either *Humorous* or *Serious* divisions. Quality material is required. **Quality material –that which provides insight into human values, motivations, relationships, problems, and understandings, and is not characterized by sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations**.

Rules

1. Original material may <u>not</u> be used. The source material must be published.
2. A copy of original source material must be available for inspection.
3. The presentation must be memorized.
4. An introduction, written by the student, is required and, along with any transitions, must be presented without use of notes.
5. A **single, stationary chair** is permitted; costumes, props (including additional chairs), sound, lighting, and make-up are not permitted. Physical actions other than stage movement will need to be pantomimed. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
6. Maximum time limit: 10 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of characterization(s) is open to critique.

Criteria for Evaluation

1. Does the speaker provide well-written introduction/transitions that include title and author of the work as well as sufficient information to set the mood and tone for the piece? Do the introduction and any transitions help the presentation move along smoothly? Were introduction and transitions presented without use of notes?
2. How does the piece chosen provide insight into human values, motivations, relationships, problems, and understandings without sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations?
3. How does the speaker utilize effective vocal techniques to enhance meaning and convey motivations and emotions? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
4. Is the speaker consistent in blocking, miming actions, and maintaining focal points for dialogue? How is/are character(s) physically portrayed in a realistic and consistent manner?
5. How is the performance a strong example of a well-paced, unified presentation? Does the presentation build to a climax?

Rules for Special Occasion Speech

Purpose of the Category

To develop skills related to writing and delivering a speech appropriate for a specific occasion.

Definition of the Category

The challenge to the speaker is to write a speech appropriate to a specific occasion and its probable audience. It is possible that a speech may pursue more than one of the standard general purposes of informing, persuading, or entertaining. Speakers may use visual materials but such materials must support – not dominate – the presentation. This category calls for a speech, not a visual media show. The situations from which the student selects are determined each year by WHSFA.

Rules

1. The speech must be written by the participant.
2. Prior to the presentation, the participant is to announce which of the situations has been chosen. This announcement must be brief and is not considered part of the speech on which the student will be timed and evaluated.
3. Visuals are optional, but may not be worn. Mechanical sound and lighting are not allowed. The use of digital presentations, videos and other projection is not allowed.
4. Maximum time limit 6 minutes with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the speech is open to critique.
5. The use of both sides of <u>one</u> 4"x 6" paper note card is optional. The use of a speaker's stand is optional and must be provided by the speaker.

Criteria for Evaluation

1. Does the speaker give a specific speech appropriate to the occasion selected? How does the speaker appear engaged with the chosen occasion? Is the purpose of the speech fulfilled for the occasion?
2. Is the speech organized and well-developed in the time allotted? Does the speech have a clear introduction, body, and conclusion with effective transitions?
3. How does the speaker utilize quality word choices? How are effective language skills used throughout? How does the style of delivery help the flow of the speech?
4. How does the speaker utilize effective vocal techniques? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
5. How does the speaker utilize appropriate physical techniques? Do gestures and movement enhance the presentation? Does the speaker utilize appropriate eye contact and facial expressions to engage the audience? <u>If used</u>, how did visual(s) aid in understanding the speech, or were they unnecessary for that purpose, or distracting?

2019-20 Situation Topics (choose one)

1. Opening argument for a trial
2. A speech to decline an award
3. End of year banquet speech
4. Press conference to announce a product recall

Rules for Storytelling

Purpose of the Category
To develop skills in presenting a story in an imaginative way.

Definition of the Category
To tell a story is to chronicle events. The storyteller's purpose is to chronicle those events in a coherent, unified, clear, and interesting manner. While seated, the storyteller utilizes vocal variation and physical movement to suggest different characters and character relationships in order to make the story clearer and more interesting. The emphasis of the storyteller's art is on the teller as an *intermediary or narrator*. The student is expected to demonstrate a sense of audience, that is, tell the chosen story in a manner suitable for the intended audience, be it young children, teenagers, or adults. Students select and rehearse a story for each of the topic areas set by the WHSFA each year.

Rules
1. Original material <u>is</u> allowed, but subject to critique.
2. The student may select one of the four topic areas to present for the online festival.
3. A brief introduction identifying author, title **and intended audience** is required, but not subject to evaluation.
4. The entire presentation is to be given extemporaneously, without the use of notes.
5. **The participant must sit in a chair.** No costumes, props, or visuals may be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one-point deduction.
6. Maximum time limit: 8 minutes, with a 15 second grace period, after which one point will be deducted. There is no minimum time requirement but development of the presentation is open to critique.

Criteria for Evaluation
1. Does the speaker tell the story in a coherent, spontaneous, and unified manner? How well does the story relate to the chosen topic?
2. How does the speaker use language and imagery appropriate to the story and intended audience (named in the introduction)?
3. How does the speaker utilize effective vocal techniques to enhance meaning? Are pitch, volume, and rate appropriate? Are articulation and pronunciation clear and correct?
4. Is the speaker consistent in maintaining a seated position while using gestures and facial expressions to enhance the story? How does the speaker engage the audience while maintaining offstage focus?
5. How does suggestion of characters and relationships recreate the story chosen? Does the speaker balance the role of storyteller while playing characterizations with offstage focus?

2019-20 Story Topics (must have a story for each of the topics)
1. A story from or about Pacific Island cultures
2. A story about travel
3. A story about being dirty and/or clean
4. A story about family