

OPEN VIRTUAL SPEECH FESTIVAL 2020



General Questions

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Text/Voice Line

(920) 355-1895

1. Please watch the orientation video at whsfa.org/virtualjudges.
2. Login at: ballots.speechwire.com.
3. Click a round/category to begin adjudicating. You may need to enter your cell/mobile number, so we can contact you in an emergency, with questions.
4. Click "Edit comments" next to each contestant. On the evaluation page, you'll see a large link to the contestant's video, which you may click to open in a new tab/window. You may wish to have two windows open on your computer; or watch the video on another device (e.g., phone/tablet) and type comments on your computer; or you can write comments on paper while watching and transcribe them later. For this festival, you may pause and re-watch as necessary. Please watch at least once continuously, to record the time the contestant actually spoke (informal personal introductions, disclaimers, and announcement of topic areas do not count for timing).
5. Remember special rules allowances:
 - a. Farrago, Poetry, Prose: contestant may use manuscript in creative ways, such as a prop.
 - b. Poetry, Prose: contestant may perform up to 10 minutes + 15-second grace period, without penalty.
6. Please do NOT bookmark, save, or download student videos, as that violates laws pertaining to copyright and youth privacy.
7. If you believe a student is **violating rules**, listen to the entire presentation and evaluate, and submit your comments and ballot. *Then*, complete the form at whsfa.org/rulesconcern
8. In all categories except Radio, a **15-second grace period** is allowed. If a student extends beyond this, please select "Yes" for overtime penalty at the bottom. Although there are no minimum time limits, presentations that are unduly short may be regarded as insufficient responses and may affect your overall evaluation. Radio has a more detailed time deduction requirement of 10-second blocks above or less than 4:50-5:10.
9. Speeches should be well researched with cited sources of evidence; adjudicators should listen for in-speech citations and evaluate, accordingly, but students will not provide a separate works cited list.
10. If there are questions about legitimacy/genre of literary material, please complete the form at whsfa.org/rulesconcern and we will investigate.

Evaluation

1. Write **specific comments** for each criterion, *justifying ratings you circle* (see rubric at the top for rating descriptions). Write constructive comments, with reference to specific things contestants did or said.
2. It is easy to give a 25, but it takes distinguishing finer details and holding contestants to a high standard to make gold stand for something meaningful by reserving it for true excellence.
3. Each time you circle a **rating less than 5**, **describe how** contestants did not meet your expectations. When deducting more than one point, describe *several items* for improvement, or *explain magnitude* of a single issue. If something applies under multiple evaluation items (e.g., failure to project loudly impacted both audibility as well as emotional intensity called for), explain how your concern specifically relates to each area. Otherwise, it just feels like "double jeopardy" to students. Please review the list of descriptive words on the next page.

Descriptive Words/Phrases for Adjudicators

By Adam Jacobi



Content

layered meaning
evoke emotion
thought provoking
persuasive arguments
credible evidence
balanced perspective
timely source
coherent
cohesive
nuanced
dynamic
cutting
defined central narrative
compelling plot
range
clever
combination
compilation
unified
convincing
proficient
mastered
insightful
wealth

Effective Presentation

effective tactic(s)
executed thoughtfully
drew me in
expressive
articulate
believable
characterized
credible performance
committed character
energetic
lively
animated
honest
genuine
realistic
authentic
natural
understated
whimsical
rhetorical
passion
vivacious
vigor
intimate

Developing/Improving

artificial
awkward
broad / vague
faulty
flawed
hindered
incoherent
misguided
monotonous
repetitive
scarce
absent
incomplete
lacks
reassess structure
requires
potential
pulled me out
distracted
gimmicky
gratuitous
incongruous
reevaluate motives
identify purpose

Avoid: good • great • weak • needs work • practice more