


High School Speech Online Adjudication



1. Download the current WHSFA Speech Handbook, from whsfa.org/speech-contests. While you will be able to type comments within the five evaluation areas for each entry you adjudicate, you may wish to refer to full rules for each category to which you are assigned. Please also review the adjudicator guidelines at the end of this document and/or p. 16-17 of the handbook.
2. Log in to live.speechwire.com. If you have not logged in before, use the [Forgot password?] button to have SpeechWire send a reset to your account; check your spam/junk folder, since automated website emails sometimes get caught. If you still do not get a message, contact support@speechwire.com. Due to privacy laws, the WHSFA State Office cannot help with SpeechWire account issues.

3. Once you log in, you'll see the Online Tournaments home page, with rounds you've been assigned listed. Click a link to enter.

 **SpeechWire™**

Online Tournaments

Live online tournaments on SpeechWire

These e-ballots have been assigned to you. Click one to start the round and submit your ballot.

Fri. Feb. 19 12:01 PM: WHSFA Statewide Subdistrict Speech Festival Rad Async Rd. 1 Sect. A

4. You may be prompted to enter a cell phone number so if we have questions we can reach you; you'll then see your "Electronic ballot," which shows a list of all contestants entered, and red coloring means an evaluation has not been completed for that entry. Click "Edit comments" to access the evaluation for a particular student:

Electronic ballot

Thank you. The round has started.

WHSFA Statewide Subdistrict Speech Festival Rad
Fri. Feb. 19 at 12:01 PM
Judge: Adam Jacobi

This is an asynchronous round, which means you will be able to watch their video that appears.

[Return to home page](#)

Pos.	Competitor	Comments	Points
1	M5 Dylan Prophetter	Edit comments	
2	M1 Yolanda Perez	Edit comments	

5. Read instructions, then click the link to view the video.

SpeechWire requires you to write comments in each area. At the bottom of the page please document the **actual time the student presented**, NOT necessarily the length of the video itself.

You may notice other links, such as a Radio, Impromptu, or Extemp materials, or works cited list for Informative, Moments in History, Oratory, and Public Address.

Please also note any special needs accommodations that may appear on the top of this page.

The page may time out and log you out after more than a half hour of inactivity, so be mindful of time. It is highly inadvisable to adjudicate presentations during passing time between classes or other limited timeframes.

When finished with comments and scores under all five criteria, click the [Save comments] button, which will return you to the Electronic ballot page.

Electronic comments

Radio News Reporting adjudication rubric

Speaker #1 -- M5 Dylan Prophetter

[Save comments](#) [Discard changes and return to ballot](#)

Click here to play the video for this entry

Do NOT evaluate anything physically/visually pertaining to the video. Imagine you're only hearing audio, since this is intended to be a radio medium.

[Click here to review the radio packet for this round](#)

Use spaces below to **explain your rating** and **provide suggestions** for improvement. Please **provide constructive comments** for each of the five areas.

Ratings:

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

Implicit Bias: We are all influenced by implicit bias, or stereotypes that unconsciously affect our decisions. When evaluating, our implicit biases can negatively impact traditionally marginalized and disenfranchised students. Before writing comments or selecting ratings, please take a moment to reflect on any biases that may impact your decision making. To reduce bias, focus on what was said, rather than preconceived opinions of what makes literature or topics "great." Do not allow video/sound equipment quality, physical location, standing vs. sitting, or other elements not in students' control affect your evaluation. This is NOT a video contest. Remember: we're all dealing with stress of adapting to a new medium instead of presenting in person. Comments should reflect encouragement, while constructively critiquing the substance of presentations. Instead of writing "you should have..." write "in the future, consider..." or "I suggest..."

Copyright/Privacy: Please do NOT bookmark, save, or download student videos, as that violates laws pertaining to copyright and youth privacy.

Broadcast

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?

Rating:

Comments

- 1
- 2
- 3
- 4
- 5

Style of Delivery

2. How does the speaker use effective and engaging language skills, including introductions, smooth transitions, and conclusions? How

6. If your evaluation was successfully completed, the "Edit comments" area will turn green, and SpeechWire will automatically tally your rating. Please note the passing score for subdistrict to district is 16, and from district to State is 21.

Pos.	Competitor	Comments	Points
1	M5 Dylan Prophetter	Edit comments	17
2	M1 Yolanda Perez	Edit comments	
3	M2 Kwame Achebe	Edit comments	
4	M4 Ying Liu	Edit comments	
5	M3 Dahlia Holman	Edit comments	

7. Click [Return to home page] when done to access another "round"/category to adjudicate. There is no submit/save button on the master ballot screen for high school.
8. If you have questions pertaining to **potential violation of rules**, evaluate the presentation as if the concern were not an issue and at whsfa.org/speech-contests, click the "Submit Rules Concern" button to complete the form (you will receive an email confirmation).
9. Do you have other tech issues/questions about the process? Please contact office@whsfa.org.

Thank you for your kind, constructive, and instructive comments to students to help them learn and grow!

Watch a video "explainer" at <https://www.youtube.com/watch?v=lrscJeio5bo>

Speech Adjudicator Guidelines



Before You Adjudicate:

- Familiarize yourself with specific rules and evaluation criteria of categories you will evaluate.
- Make sure you're not adjudicating any students you know personally; report problems to officials.
- Position yourself so your view and hearing for evaluation are unobstructed.
- If a student is not present, go on to the next. If the student shows, allow the student to perform last.

Common Issues:

- **Prompting** is not allowed except for students with special needs as noted on the master ballot. Accommodate contestants with disabilities as noted on the ballot, without drawing them undue attention. Evaluate each contestant on their own merits.
- **Time limits** - 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. Although there are no minimum time limits, adjudicators may lower scores for unduly short presentations in speech content development or characterization criteria.
- **Disqualification** - If you believe a student is violating WHSFA rules, please listen to the entire presentation and evaluate the best you can, but report the matter to the contest officials, who will investigate and render a decision. Never *announce* disqualification, except *Demonstration Speech, RULE 4, may require disqualification prior to the student's performance.*
- **Source Citation** - Speeches should be well researched with cited sources. Please note categories where students must furnish a list, or you must deduct two points (but no deduction for *formatting*).
- **Implicit Bias** - We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision-making process.
- **Virtual Video** - Please remember video quality of a student's performance or speech may be impacted by lighting, internet, access to equipment, and other family members' presence. To ensure a more equitable experience, please be sure your decision-making process and comments are related only to the content and quality of the presentation or speech itself.

Ratings: Whenever you select 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., soft volume 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.

Point Rubric

- 1 – Missing elements, refer to evaluation criteria
- 2 – Needs many improvements
- 3 – Developing, needs additional coaching/practice
- 4 – Meets expectations, needs polish
- 5 – Mastery, exceeds expectations

Calculate total number of points, and record at the bottom of the evaluation sheet; print name and sign. Strive to find areas for improvement for the subdistrict or district level, so contestants are incentivized to grow. However, note qualifying scores required to move on: 16 at subdistrict; 21 at district.

Written Comments: Make specific written comments apply to criteria for evaluation - leave no area blank. Any rating less than five should have justification for reduction in score, citing specific examples of what a student did or said. Be honest, positive, supportive and helpful with suggestions for improvement.

Oral Evaluation: At the end of each round, you may give a **brief, generalized** oral evaluation. Avoid individualized evaluations, making sure you are evaluating the **entire** section and not just one individual.

Return of Forms:

- At the conclusion of each section, record points from signed student evaluation sheets on the ballot provided, making sure points on the ballot are the same as those on the evaluation sheet.
- Sign the ballot and return it, along with the student evaluation sheet (unless otherwise instructed by the festival host) to the festival headquarters.

Descriptive Words/Phrases for Adjudicators



By Adam Jacobi

Content	Effective Presentation	Developing/Improving
layered meaning	effective tactic(s)	artificial
evoke emotion	executed thoughtfully	awkward
thought provoking	drew me in	broad / vague
persuasive arguments	expressive	faulty
credible evidence	articulate	flawed
balanced perspective	believable	hindered
timely source	characterized	incoherent
coherent	credible performance	misguided
cohesive	committed character	monotonous
nuanced	energetic	repetitive
dynamic	lively	scarce
cutting	animated	absent
defined central narrative	honest	incomplete
compelling plot	genuine	lacks
range	realistic	reassess structure
clever	authentic	requires
combination	natural	potential
compilation	understated	pulled me out
unified	whimsical	distracted
convincing	rhetorical	gimmicky
proficient	passion	gratuitous
mastered	vivacious	incongruous
insightful	vigor	reevaluate motives
wealth	intimate	identify purpose

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

Instead, tell them: exactly what they did well; how they should improve;
specific ineffective aspects of their presentation