# **Prepared Speaking**



| Leadership Event  |                          |                    |
|---|--------------------------|--------------------|
| Eligible Divisions: Middle School, Secondary & Postsecondary / Collegiate | Round 1: 5 minute speech | Digital Upload: NO |
| Solo Event: 1 competitor  |                          |                    |



#### New for 2024 - 2025

Editorial updates have been made.

### TEXAS HOSA

#### Area Spring Leadership Conference

Competitors will be given an appointment time to present in person at the Area Spring Leadership Conference. Top three scores from each Area will advance to State.

#### Texas State Leadership Conference

All competitors that advanced to State will be given an appointment time. Top Three scores from State will advance to ILC

#### **Event Summary**

Prepared Speaking allows HOSA members to improve their knowledge and skills surrounding effective oral communication. This competitive event requires competitors to develop a speech about a selected national topic. The topic for the year aligns with the HOSA membership theme, which is announced at the conclusion of the annual International Leadership Conference.

## 2024-2025 Topic: Powered by People

#### Dress Code

Proper business attire or official HOSA uniform. Bonus points will be awarded for proper dress.

#### **Competitor Must Provide**

- Photo ID
- Paper or electronic notes (optional)

#### **General Rules**

1. Competitors must be familiar with and adhere to the General Rules and Regulations.

#### **Competitive Process**

- 2. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smartphone, laptop, etc.) are permitted but may not be shown to judges.
- 3. The prepared speech shall be a maximum of five (5) minutes in length.
- 4. The timekeeper shall present a flash card advising the competitor when one (1) minute remains. The competitor will be stopped when the five minutes are up and dismissed.
- 5. All competitors shall speak on the same announced topic.
- 6. Props may NOT be used.
- 7. There will be no microphones used for this event.

#### **Final Scoring**

8. In the event of a tie, a tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.

# PREPARED SPEAKING

Division: \_\_\_\_MS \_\_\_\_SS \_\_\_\_PS/Collegiate Judge's Signature \_\_\_\_\_

Section # \_\_\_\_\_ Competitor # \_\_\_\_\_

| A. Content                              | Excellent<br>15 points   | Good<br>12 points   | Average<br>8 points   | Fair<br>4 points   | Poor<br>0  | JUDGE<br>SCORE |
|---|--|---|---|--|--|----------------|
|   | 15 points  | 12 points   | o points  | 4 points   | points   | SCORE          |
| 1. Coverage of Topic                    | Demonstrates   | Mentions topic and  | Mentions topic and  | Briefly mentions a   | Did not include much   |                |
|   | command of the topic   | its significance.   | brietly explains its  | topic but does not   | in the way of content  |                |
|   | throughout the   | Uses the topic as a   | significance.   | provide any analysis   | or a topic.  |                |
|   | speech. Discusses  | path for the speech   |   | or reasoning behind  |  |                |
|   | the topic and its  | Student offers  |   | the topic.   |  |                |
|   | significance. Uses the   |   |   |  |  |                |
|   | topic as a path for the  |   |   |  |  |                |
|   | speech. Student offers   | back to the topic.  |   |  |  |                |
|   | explanations and   |   |   |  |  |                |
|   | insights that enhance  |   |   |  |  |                |
|   | the understanding of<br>the topic.   |   |   |  |  |                |
| 2 Impost                                |  | Annoala ta  | While much of the   | Fow attampta wara  | No attempt was made  |                |
| 2. Impact<br>Strong and                 | Effectively appeals to<br>audience emotions  | Appeals to<br>audience emotions   | While much of the<br>speech was   | Few attempts were<br>made to connect to  | No attempt was made<br>to tocus the audience                       |                |
| meaningful message                      | (anger, tear,  | (anger, tear,   | emotionless and a bit   |  | on the message   |                |
| meaningiu message                       | compassion, humor  |   | dry there were a few  | the speech is dry  | through emotional  |                |
|   | etc.) to deliver the   | etc.) to achieve the  |   | and lacks emotion to   |  |                |
|   | message of the   | goal. Creates   | the author  | support the  | Fails to appeal to   |                |
|   | speech. Vivid and  | some effective  | succeeded in  | message.   | audience emotions.   |                |
|   | emotive language   | imagery through   | engaging the  |  | No attempt to use  |                |
|   | effectively used to  | language.   | audience  |  | vivid or descriptive   |                |
|   | create imagery to  |   | emotionally.  |  | language to capture  |                |
|   | engage audience  |   |   |  | audience emotions  |                |
|   | emotionally.   |   |   |  |  |                |
| A. Content                              | Excellent  | Good  | Average   | Fair   | Poor   | JUDGE          |
|   | 10 points  | 8   | 6 points  | 4 points   | 0  | SCORE          |
|   |  | points  | • • •   |  | points   |                |
| 3. Appropriate to the                   | The conference theme   |   | The conterence  | The conterence   | No statement of  |                |
| Conterence I neme                       | is clearly revealed and  |   |   | tneme is not clearly   | conterence tneme in  |                |
|   | well-structured into   | appropriate for   | and not fully   | communicated   | speecn.  |                |
|   | speecn.  | speecn.   | threaded into   | tnrougnout speecn.   | ·  |                |
|   |  | ·   | speech.   | 5 .  |  |                |
| 4. Clear focus and                      | Speech was focused   | Speech is   | Speech evidence   | While evidence is  | Speech lacked focus  |                |
| point of view                           |  |   |   |  |  |                |
|   | and compelling to the  | somewnat  | was weak, there   | provided to prove the  |  |                |
| 1                                       | and compelling to the audience.  | somewnat<br>compelling; the   | was weak, there were a tew moments  |  |  |                |
|   |  | compelling; the<br>auglence might   | were a tew moments when the audience  | provided to prove the<br>main points, the<br>evidence is not   | and provided no  |                |
|   |  | compelling; the<br>audience might<br>need stronger  | were a tew moments<br>when the audience<br>was compelled to the   | provided to prove the<br>main points, the<br>evidence is not<br>compeiling and   | and provided no  |                |
|   |  | compelling; the<br>audience might<br>need stronger<br>evidence in order to  | were a tew moments<br>when the audience<br>was compelled to the   | provided to prove the<br>main points, the<br>evidence is not<br>compeiling and<br>leaves the audience  | and provided no  |                |
|   |  | compelling; the<br>audience might<br>need stronger  | were a tew moments<br>when the audience<br>was compelled to the   | provided to prove the<br>main points, the<br>evidence is not<br>compeiling and   | and provided no  |                |
| B. Organization                         |  | compelling; the<br>audience might<br>need stronger<br>evidence in order to  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.   | provided to prove the<br>main points, the<br>evidence is not<br>compeiling and<br>leaves the audience  | and provided no  | JUDGE          |
| B. Organization                         | audience.  | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.   | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average  | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair  | and provided no compelling evidence.                               | JUDGE<br>SCORE |
| B. Organization                         | audience.  | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.   | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.  | and provided no<br>compelling evidence.                            |                |
| -                                       | audience.<br>Excellent<br>10 points  | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8<br>points  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average<br>6 points  | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points  | Poor<br>0<br>points  |                |
| B. Organization<br>1. Opening Statement | audience.<br>Excellent<br>10 points  | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average  | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points  | and provided no<br>compelling evidence.                            |                |
| -                                       | Excellent<br>10 points   | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8<br>points<br>The competitor<br>introduced the  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average<br>6 points<br>The competitor<br>introduced the topic  | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points<br>The competitor failed<br>to introduce the   | Poor<br>0<br>points<br>The competitor did no                       |                |
| -                                       | Excellent<br>10 points   | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8<br>points<br>The competitor<br>introduced the  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average<br>6 points<br>The competitor<br>introduced the topic  | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points<br>The competitor failed   | Poor<br>0<br>points<br>The competitor did no<br>provide an opening |                |
|   | Excellent<br>10 points   | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8<br>points<br>The competitor<br>introduced the<br>speech adequately,  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average<br>6 points<br>The competitor<br>introduced the topic<br>but did not clearly<br>establish the                                      | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points<br>The competitor failed<br>to introduce the<br>speech. Or, the  | Poor<br>0<br>points<br>The competitor did no<br>provide an opening |                |
|   | Excellent<br>10 points<br>The competitor clearly<br>establishes the<br>occasion and purpose<br>of the speech, grabs  | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8<br>points<br>The competitor<br>introduced the<br>speech adequately,<br>including an  | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average<br>6 points<br>The competitor<br>introduced the topic<br>but did not clearly<br>establish the                                      | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points<br>The competitor failed<br>to introduce the<br>speech. Ur, the<br>introduction was not  | Poor<br>0<br>points<br>The competitor did no<br>provide an opening |                |
| -                                       | Excellent<br>10 points   | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8<br>points<br>The competitor<br>introduced the<br>speech adequately,<br>including an<br>attention getter and                    | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average<br>6 points<br>The competitor<br>introduced the topic<br>but did not clearly<br>establish the<br>occasion and/or                   | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points<br>The competitor failed<br>to introduce the<br>speech. Or, the<br>introduction was not<br>useful in indicating                        | Poor<br>0<br>points<br>The competitor did no<br>provide an opening |                |
|   | Excellent<br>10 points<br>The competitor clearly<br>establishes the<br>occasion and purpose<br>of the speech, grabs<br>the audience's<br>attention and makes | compelling; the<br>audience might<br>need stronger<br>evidence in order to<br>gain their support.<br>Good<br>8<br>points<br>The competitor<br>introduced the<br>speech adequately,<br>including an<br>attention getter and<br>established the | were a tew moments<br>when the audience<br>was compelled to the<br>points being made.<br>Average<br>6 points<br>The competitor<br>introduced the topic<br>but did not clearly<br>establish the<br>occasion and/or<br>purpose of the | provided to prove the<br>main points, the<br>evidence is not<br>compelling and<br>leaves the audience<br>unengaged.<br>Fair<br>4 points<br>The competitor failed<br>to introduce the<br>speech. Or, the<br>introduction was not<br>useful in indicating<br>what the speech was | Poor<br>0<br>points<br>The competitor did no<br>provide an opening |                |

| B. Organization                                | Excellent<br>10 points  | Good<br>8 points   | Average<br>6 points   | Fair<br>4 points   | Poor<br>0 points   | JUDGE<br>SCORE |
|--|---|--|---|--|--|----------------|
| 2. Cabaalan of Bady                            |   | -  | -   |  |  | SCORE          |
| 2. Cohesion of Body<br>of Speecn               | Logical, coherent<br>organization neiped  | The competitor<br>used a logical order   | The competitor<br>attempted to use an   | The competitor was<br>difficult to follow due  | The speech was not<br>organized, and   |                |
| of operatin                                    | convey the  | to deliver the   | organizational  | to a lack of   | audience was not able  |                |
|  | competitor's message  | message but may  | pattern, but it was   | organization and   | to follow the message  |                |
|  | clearly. It was easy to   | nave minor lapses  | not always effective.   | rampling. Some   |  |                |
|  | tollow and  | in organization.   | Competitor rampled  | conesion was   |  |                |
|  | understand.   | I ransitions were  | at times and/or did   | demonstrated in the  |  |                |
|  | I ransitions were<br>appropriate to speech  | appropriate to<br>speech but were  | not stay on topic.  | delivery.  |  |                |
|  | and neiped audience   | not as helpful to  |   |  |  |                |
|  | tollow along.   | audience   |   |  |  |                |
|  |   | understanding.   |   |  |  |                |
| 3. Closing                                     | The competitor  | The competitor   | The competitor  | Audience has no  | The competitor ended   |                |
| ç  | prepares the audience   |  | concluded the   | idea conclusion is   | the speech abruptly  |                |
|  | for ending and ends   | concluded the  | speech in a   | coming. Competitor's   | without an effective   |                |
|  | memorably. They   | speech and ended   | disorganized fashion  | message was  | conclusion.  |                |
|  | drew the speech to a  | the speech with a  | and/or did not have a   | unclear.   |  |                |
|  | close with an effective   |  | closing statement.  |  | Competitor had no  |                |
|  | memorable statement   | Clear ending but   | Competitor's  |  | message.   |                |
|  | The competitor's  | ends with little   | message could have  |  |  |                |
| C. DELIVERY                                    | message was clear.  | impact.  | been clearer.   | Fair   | Deser  | JUDGE          |
| C. DELIVERT                                    | Excellent   | Good   | Average   | -  | Poor   | SCORE          |
|  | 10 points   | 8 points   | 6 points  | 4 points   | 0 points   |                |
| 1. Voice                                       | The competitor's voice  | The competitor   |   |  | The competitor's voice   |                |
| Pitch, tempo,                                  | was loud enough to<br>hear. The competitor  | spoke loudly and<br>clearly enough to  | be heard most of the time. The competitor   | hearing  | is too low or<br>monotone. Judges  |                |
| volume,  | varied rate & volume  | be understood. The   |   | of the speech due to   | 0  |                |
| quality  |   |  |   | ·  | <i>,</i>   |                |
|  | to ennance the<br>speecn. Appropriate   | competitor varied<br>the rate OR volume  |   | little variety in rate or volume.  | tocused during the<br>majority of  |                |
|  | pausing was   | to ennance the   | always successfully.  | volume.  | presentation.  |                |
|  | employea.   | speecn. Pauses   | , ,   |  | P  |                |
|  |   | attempted.   |   |  |  |                |
| 2. Stage                                       | Movements &   | The competitor   | Stiff or unnatural use  | The competitor's   | No attempt was made  |                |
| Presence                                       | gestures were   | maintained   | of nonverbal  | posture, body  | to use body  |                |
| Poise, posture, eye                            | purposeful and<br>enhanced the delivery   | adequate posture<br>and non-distracting  | behaviors. Body<br>language reflects  | expressions  | movement or gestures<br>to enhance the   |                |
| contact, and                                   | of the speech and did   | movement during  | some discomfort   | indicated a lack of  | message. No interest   |                |
| enthusiasm                                     | not distract. Body  | the speech. Some   | interacting with  | enthusiasm for the   | or enthusiasm for the  |                |
|  | comfort interacting   | yes่เนเธร พธเธ   |   | LUPIC. INDVEHIETIS   | topic came unough in   |                |
|  |   | useo. Facial   | 435 UI 45310153 10  | were distracting.  | presentation.  |                |
|  | with audience.  | expressions and  | reinforce verbai  |  |  |                |
|  | with audience.<br>Facial expressions  | bouy language  | message. Faciai   |  |  |                |
|  | with audience.<br>Facial expressions<br>and body language<br>consistently generated   | sometimes<br>generated an  | message. Facial<br>expressions and<br>body language are   |  |  |                |
|  | with audience.<br>Facial expressions<br>and body language<br>consistentity generated<br>a strong interest and   | bouy language<br>sometimes<br>generated an<br>interest and   | message. Facial<br>expressions and<br>body language are<br>used to try to   |  |  |                |
|  | with audience.<br>Facial expressions<br>and body language<br>consistently generated   | sometimes<br>generated an  | message. Facial<br>expressions and<br>body language are<br>used to try to<br>generate enmusiasim<br>but seem somewhat   |  |  |                |
| 3 Diction*                                     | With audience.<br>Facial expressions<br>and body language<br>consistentity generated<br>a strong interest and<br>entitusiasin for the<br>topic.   | booy language<br>sometimes<br>generated an<br>interest and<br>entriusiasmi for the<br>topic.   | niessage. Facial<br>expressions and<br>bouy language are<br>useu to try to<br>generate entrusiasm<br>but seem somewhat<br>forced.   | Delivery quality   | Many distracting   |                |
| 3. Diction*,<br>Pronunciation**                | WITH AUGIENCE.<br>FACIAL EXPLESSIONS<br>and body language<br>consistently generated<br>a strong interest and<br>entitusiasin for the  | bouy language<br>sometimes<br>generated an<br>interest and<br>entitusiasm for the  | message. Facial<br>expressions and<br>body language are<br>used to try to<br>generate enmusiasim<br>but seem somewhat   | Delivery quality minimal. Regular  | Many distracting   |                |
| 3. Diction*,<br>Pronunciation**<br>and Grammar | with audience.<br>Facial expressions<br>and body language<br>consistently generated<br>a strong interest and<br>entrusiasin for the<br>topic.   | body language<br>sometimes<br>generated an<br>interest and<br>enurusiasin to the<br>topic.   | niessage. raciai<br>expressions and<br>bouy language are<br>used to try to<br>generate entitusiasin<br>but seem somewhat<br>forced.<br>Delivery adequate.<br>Enunciation and  | minimal. Regular   | errors in pronunciation<br>and/or articulation.  |                |
| Pronunciation**                                | with audience.<br>Facial expressions<br>and body language<br>consistentity generated<br>a strong merest and<br>entitusiasin tor the<br>topic.<br>Delivery emphasizes<br>and enhances<br>message. Clear<br>enunciation and   | budy language<br>sometimes<br>generated an<br>interest and<br>enurusiasm for the<br>topic.<br>Delivery helps to<br>enhance message.<br>Clear enunciation<br>and pronunciation.   | niessage. raciai<br>expressions and<br>bouy language are<br>used to try to<br>generate entitusiasm<br>but seem somewhat<br>forced.<br>Delivery adequate.<br>Enunciation and<br>pronunciation<br>suitable. Noticeable  | minimal. Regular<br>verbal fillers (ex:<br>"ahs," "uh/ums," or   | errors in pronunciation<br>and/or articulation.<br>Monotone or   |                |
| Pronunciation**                                | with audience.<br>Facial expressions<br>and body language<br>consistently generated<br>a strong interest and<br>enunusiasin for the<br>topic.<br>Delivery emphasizes<br>and enhances<br>message. Clear<br>enunciation and<br>pronunciation. No  | Delivery helps to<br>enhance message.<br>Clear enunciation.<br>Minimal vocal fillers   | niessage. raciai<br>expressions and<br>bouy language are<br>used to try to<br>generate entifusiasm<br>but seem somewhat<br>forced.<br>Delivery adequate.<br>Enunciation and<br>pronunciation<br>suitable. Noticeable<br>verbal fillers (ex:   | minimal. Regular<br>verbal fillers (ex:<br>"ahs," "uh/ums," or<br>"you-knows")   | errors in pronunciation<br>and/or articulation.<br>Monotone or<br>inappropriate variation  |                |
| Pronunciation**                                | with audience.<br>Facial expressions<br>and body fanguage<br>consistentity generated<br>a strong interest and<br>entitusiasifi for the<br>topic.<br>Delivery emphasizes<br>and enhances<br>message. Clear<br>enunciation and<br>pronunciation. No<br>vocal fillers (ex: "ans,"  | Deay language<br>sometimes<br>generated an<br>interest and<br>enurusiasm for the<br>topic.<br>Delivery helps to<br>enhance message.<br>Clear enunciation<br>and pronunciation.<br>Minimal vocal fillers<br>(ex: "ans," | Delivery adequate.<br>Enunciation suitable. Noticeable<br>verbal tillers (ex:<br>"ans," "un/ums," or  | minimal. Regular<br>verbal fillers (ex:<br>"ahs," "uh/ums," or<br>"you-knows")<br>present. Delivery                                    | errors in pronunciation<br>and/or articulation.<br>Monotone or<br>inappropriate variation<br>of vocal  |                |
| Pronunciation**                                | with audience.<br>Facial expressions<br>and body language<br>consistentity generated<br>a strong interest and<br>entitusiasin for the<br>topic.<br>Delivery emphasizes<br>and enhances<br>message. Clear<br>enunciation and<br>pronunciation. No<br>vocal fuers (ex: "ans,"<br>"un/ums," or   | Delivery helps to<br>enhance message.<br>Clear enunciation<br>Minimal vocal fillers<br>(ex: "ans," or  | Delivery adequate.<br>Enumeration and<br>production and<br>production and<br>pronunciation<br>suitable. Noticeable<br>verbal millers (ex:<br>"ans," "un/ums," or<br>"you-knows")  | minimal. Regular<br>verbal fillers (ex:<br>"ahs," "uh/ums," or<br>"you-knows")<br>present. Delivery<br>problems cause                  | errors in pronunciation<br>and/or articulation.<br>Monotone or<br>inappropriate variation<br>or vocal<br>cnaracteristics.                      |                |
| Pronunciation**                                | with audience.<br>Facial expressions<br>and body fanguage<br>consistentity generated<br>a strong interest and<br>entitusiasifi for the<br>topic.<br>Delivery emphasizes<br>and enhances<br>message. Clear<br>enunciation and<br>pronunciation. No<br>vocal fillers (ex: "ans,"  | Deay language<br>sometimes<br>generated an<br>interest and<br>enurusiasm for the<br>topic.<br>Delivery helps to<br>enhance message.<br>Clear enunciation<br>and pronunciation.<br>Minimal vocal fillers<br>(ex: "ans," | niessage. raciai<br>expressions and<br>bouy language are<br>used to try to<br>generate enurusiasm<br>but seem somewhat<br>rorced.<br>Delivery adequate.<br>Enunciation and<br>pronunciation<br>suitable. Noticeable<br>verbal fillers (ex:<br>"ans," "un/ums," or<br>"you-knows")<br>present. Ione                        | minimal. Regular<br>verbal tillers (ex:<br>"ahs," "uh/ums," or<br>"you-knows")<br>present. Delivery<br>problems cause<br>disruption to | errors in pronunciation<br>and/or articulation.<br>Monotone or<br>inappropriate variation<br>of vocal  |                |
| Pronunciation**                                | with audience.<br>Facial expressions<br>and body language<br>consistenting interest and<br>enurusiasmi for the<br>topic.<br>Delivery emphasizes<br>and enhances<br>message. Clear<br>enunciation and<br>pronunciation. No<br>vocal fillers (ex: "ans,"<br>"un/ums," or<br>"you-knows"). Ione<br>neightened interest<br>and complemented | Delivery helps to<br>enhance message.<br>Clear enunciation.<br>Minimal vocal fillers<br>(ex: "ans,"<br>"you-knows"). Ione  | niessage. raciai<br>expressions and<br>bouy language are<br>used to try to<br>generate enurusiasm<br>but seem somewhat<br>rorced.<br>Delivery adequate.<br>Enunciation and<br>pronunciation<br>suitable. Noticeable<br>verbal fillers (ex:<br>"ans," "un/ums," or<br>"you-knows")<br>present. Ione                        | minimal. Regular<br>verbal tillers (ex:<br>"ahs," "uh/ums," or<br>"you-knows")<br>present. Delivery<br>problems cause<br>disruption to | errors in pronunciation<br>and/or articulation.<br>Monotone or<br>inappropriate variation<br>or vocai<br>cnaracteristics.<br>inconsistent with |                |
| Pronunciation**                                | Delivery emphasizes<br>and enhances<br>and enhances<br>and enhances<br>and enhances<br>message. Clear<br>enunciation and<br>pronunciation. No<br>vocal tillers (ex: "ans,"<br>"you-knows"). Ione<br>neightened interest   | Delivery helps to<br>enhance message.<br>Clear enunciation.<br>Minima vocal fillers<br>(ex: "ans,"<br>"un/ums," or<br>"you-knows"). Ione<br>complemented the   | niessage. raciai<br>expressions and<br>bouy language are<br>used to try to<br>generate entitusiasm<br>but seem somewhat<br>forced.<br>Delivery adequate.<br>Enunciation and<br>pronunciation<br>suitable. Noticeable<br>verbai milers (ex:<br>"ans," "un/ums," or<br>"you-knows")<br>present. Ione<br>seemed inconsistent | minimal. Regular<br>verbal tillers (ex:<br>"ahs," "uh/ums," or<br>"you-knows")<br>present. Delivery<br>problems cause<br>disruption to | errors in pronunciation<br>and/or articulation.<br>Monotone or<br>inappropriate variation<br>or vocai<br>cnaracteristics.<br>inconsistent with |                |

\*Definition of Diction – Choice of words, especially with regard to correctness, clearness, and effectiveness. \*\*Definition of Pronunciation – Act or manner of uttering officially