Evaluating The Extemporaneous Speech: From the Judge’s Perspective

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Our goals today

• A very brief overview of extemporaneous speaking
• Discussion of the judge’s role in extemp
• Basics – comments for beginners
• Advanced – comments for the winners
• “That” judge – comments that should be avoided
So what’s my job as the judge?

- Rank students to determine placement or advancement
- Provide students with critiques to help them improve
- Provide a reason for decision – help the students and their coaches understand why they got that rank in comparison to the other students
The best ballots

• Are demanding
• Provide both positive comments and constructive criticism
• Provide a “reason for decision” – comparison to competitors
• Describe why the contestant did not get the 1
• Offer advice for improvement
What is extemporaneous speaking?

- Limited preparation period
- Topics based on current events
- UIL: Informative and Persuasive Speaking
- Draw 5 topics – 30 minutes preparation period
  - Computerized materials with specific limitations
  - One 3X5 notecard allowed
    - No limit on what is written on the card
- 7 minute maximum speech time (may finish the sentence)
Basics of Organization

• Introduction
  • Attention device
  • Justification / Background (with source)
  • Preview of points

• Body
  • 2 or 3 main points
  • Each point with 2 sources
  • Internal organization
  • Quotes and analysis

• Conclusion
  • Restatement of question
  • Review of points
  • Clincher sentence (attention device)
The physical

• Walking
  • Movement in transition only
  • No pacing
  • The waltz

• Gestures
  • Less is more
  • Motivation is key

• Eye Contact

• Control of the room
Ballot Basics
• Verify speaker’s name
• WRITE LEGIBLY
• Speaker’s code – help the tab room!
The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.
- Did the speaker answer the question?
- Was the content informative?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?
Introduction
- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body
- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7 minute time limit?
- Was there a logical progression of ideas?

Conclusion
- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?
Language Style
- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

Vocal Delivery
- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

Physical Delivery
- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?
Judge’s Signature

Please make certain the rank on this ballot matches the rank on the master ballot.
Evaluating the Speeches

Please use the questions on the Individual Evaluation Sheet to guide your evaluation of each student’s speech. Your written comments and suggestions for improvement will be most helpful if they offer specific reasons for the judgments you make. Statements which suggest a personal bias toward a topic or point of view generally are counterproductive. Please keep in mind that the best critiques teach and encourage the student.

Ranking the Contestants

At the end of the round, you will rank the speakers by number - 1st, 2nd, 3rd, etc. - according to your judgment about the quality of the presentations. Please put the appropriate rank in the box at the lower right of the Individual Evaluation Sheet. Do not tie any contestants. If you are on a panel of judges, please do not confer during the round. The contest director will compile results and break ties after the round. It is not the responsibility of the judge to disqualify a student. Any irregularity should be referred to the contest director who may request information or opinions from the judge(s) in making a
Turning in your ballots

- Signed
- In speaker order (not rank order)
- Numbers match
General comments

• Personal bias
• Fact checking
• Comments that transfer from speech to speech
  • Speaking style
  • Gestures
  • Movement
  • Repetitive words – “tics”
• Moderating comments between novice and varsity
  • Toughest critiques for the best speakers – they already know what they do well
Professional Dress

• Not the judge’s place
• Find the coach
• Sexist
• Body shaming
• Socio-economic concerns
• Superficial
Women versus Men

- Makeup
- Pantyhose
- Voice
- Hair
- Jewelry
- Open-toed shoes
- Hair length
Use of Notecards
Write the ballot during the speech

• Main points and sources
• Questions about content
• Comments about delivery style, etc
• Trends that are seen in that speech – what can be improved

• At the end of the round: Reason for Decision
• Be honest – if you did not understand something, the speaker did a bad job explaining it. They need to know that.
Considerations for RFD – distinctions between speakers

• Clear and appropriate answer to question
• Logical thought processes
• Truth versus fiction
• Validity of attention device – canned versus original
• Justification of topic
• Sources – appropriate and varied
• Depth of analysis
• Transition throughout
Sources

• Appropriate to the topic
  • Domestic versus international
  • State versus national

• Higher level sources
  • Think tanks
  • Journals
  • Books

• Biased versus non-biased
The goal versus the rank

• Some comments need to address the goal – what is the “perfect” extemp speech, and how far has this speaker come toward achieving that goal?

• Other comments need to address the room – how did this speaker compare to other speakers in that room, and how did that comparison affect their final rank?
Bad judge!
(7) Should the definition of terrorism be expanded to include all mass shootings?

"We have nothing to fear but fear itself." - Einstein

- Yes
  - Mass shooting deliberate act of terror
  
  - Counter-activity the same for both mass shootings + terrorism

  - Same mental toll
    - Brookings Institute

- Yes
  - They are just the same thing
Judge Critiques

Sources

Good introduction

Presented 3 main points

Save relevant supporting material

Good organization

Good eye contact

Confident speaker
I rank this contestant 4.

[Signature]
Informative Speaking

Individual Evaluation Sheet

Note: Evaluate each speaker individually based on the overall presentation. At the end of the round, rank the speakers in order of the quality of the presentation: best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker #4: Katherine Hodgkiss

Round: Section:

Topic: What is Venezuela planning to launch the Petro, a new form of crypto currency?

Time: 7 minutes

Did the speaker deliver on time? Yes
Was the content informative? Yes
Was there sufficient use of logic, facts,
examples, and expert opinion? Yes
Was the information adequately
documented? Yes
Was the information pertinent to the specific topic? Yes

Introduction
- Did the speaker get attention? Yes
- Was the topic clearly stated? Yes
- Did the speaker provide a focus to the key ideas? Yes

Body
- Were points clear and appropriate to the topic? Yes
- Did the speaker make effective use of supporting internal summaries, and transitions? Yes
- Was adequate time devoted to each division within the 7 minutes time limit? Yes
- Was there a logical progression of ideas? Yes
- Did the speaker tie the speech together? Yes
- Was the sentence structure clear? Yes
- Was there a sense of climax? Yes

Organizational Style
- Was the language suitable to informing the audience? Yes
- Was the language concise, grammatically correct, and vivid? Yes
- Was the delivery natural and spontaneous? Yes
- Did it enhance the ideas of the speech? Yes

Visual Aids
- Was the visual aid clear? Yes
- Was volume appropriate? Yes
- Did the format vary in rate, pause, and pitch? Yes

Physical Delivery
- Did the speaker exhibit poise and confidence? Yes
- Were gestures varied, movements non-repetitive? Yes
- Were eye contact direct? Yes
- If notes card was used, was it an unnecessary part of the delivery? No

Judge's Signature

I rank this contestant

Judge's Feedback:

- Good speaking voice
- Demonstrate confidence
- Good organization
- Clear and concise
Some practice scenarios

- Beginning speaker who has no organization but who answered the question correctly
- Beginning speaker who didn’t give a great speech but will get the 1 in a very easy room
- Girl wearing a very short skirt
- Decent speaker, good organization, in a really tough room
- The best speaker in the room, very little to critique
- Speaker answer the question using made up information – very obviously false
- Speaker uses only one source for the entire speech
Takeaways

• Write legibly
• Save the harshest comments for the best speakers
• Be encouraging, but include suggestions for improvements
• Be specific
• Avoid personal bias but don’t be afraid to call out factual errors