
JUDGE'S GUIDE FOR THE STUDENT SPEAKERS COMPETITION

Georgia Baptist Bible Drill and Speakers Inc.

Eligibility

Students in grades 10-12 are eligible to participate in the Student Speaker's Competition. Students may participate through their church, Christian school, or home school group. State Winners are eligible to compete at the State Competition only once. Former winners in Georgia or any other state may compete at church, associational and regional levels, but they may not advance to the state competition.

Scoring

Speakers are scored 50% on content and 50% on delivery. A scale of 1-10 is used to score speakers in 10 different areas of speaking.

Judging and Determining Winners

Thank you for serving as a Student Speakers Competition Judge. Students are judged and scored at each level of the competition. Each judge team should be comprised of 3 judges with one judge serving as the chairman. Judges will use the score sheet and speaker feedback form at each level of competition. The Judge Chairman will also use the tally sheet to determine the final score. In addition to the judges team, there should be a timekeeper who uses a stopwatch to time the speech and notate it on the Timekeeper's sheet.

Levels of Competition

Church. This level of competition gives students an opportunity for the students to speak before an audience, to be scored, and given feedback. Participating churches, Christian schools, and home school groups may send an unlimited number of students to their Associational and Regional Competitions. No Speaker is eliminated at this level.

Association. This level is a second opportunity for students to speak before an audience, to be scored and receive feedback from another set of judges. No speaker is eliminated at this level. All Speakers may advance to the Associational Competition. If an association does not have a competition, churches may send their speakers directly to the Regional Competition.

Region. The two highest scoring eligible speakers from each region will advance to the state Competition. A third speaker from a region may be invited at the discretion of the Competition leadership.

State. A winner and runner-up are recognized as the state competition. The state winner advances to the National competition. Previous state winners may participate again at the

Student Speaker Competitions

Check the dates and locations tab on the bibledrillandspeakers.com page for a list of dates and locations for the Regional, State, and National Competitions.

Resources:

The Following resources are available at bibledrillandspeakers.com

- Student Speakers Topics
- Student Guide (Free Online)
- Judges Guide (Free Online)

bibledrillandspeakers.com

church, associational and regional levels. However, they may compete only one time at the state level. (This includes winners from other States.).

At each level of competition, judges will read the speeches and score for content before the competition. After they hear the speakers at the competition, the judge team will leave the room and go to a private judges room where they will total their scores for content and delivery. After individual judges have tallied their scores, the Judge chairman will compile a final score for each speaker using the Judge tally form. The judge chairman will give the winner names to the competition coordinator so that they can be announced. We recommend that score sheets only be seen by judges and competition team.

Judges:

This guide serves as the guidelines for judging the Student Speakers Competition. Judges are encouraged to read this guide and the Student Guide. While judges may have background and experience with other types of speaking competitions, judges should be familiar with these rules and guidelines.

Judges must realize that writing and speaking styles vary and change. What is considered acceptable is constantly changing and as a result will need to adjust their judging.

One example is the use of contractions in written content. Contractions are accepted in written and spoken content.

Purposeful movement is also an acceptable if not preferred element of effective speaking. This is an excellent way for speakers to emphasize their points and to connect with the audience. However, pacing is not considered purposeful movement. Refer to our section on Delivery.

Judging Content

Regional and State level judges will receive speeches about a week in advance. This practice is also recommended for the church and associational levels. Judges are encouraged to set aside time to read the speeches and judge each speech on its own merits rather than in comparison with the other speeches. Content is scored according to the five criteria in this section. Scoring is based on a scale of 1 to 10, with 1 being very poor and 10 being the best possible. Fill out the content portion of your score sheet and feedback from in advance of the Competition.

Content Criteria

The speeches should inform, inspire, encourage and/or cause listeners to be concerned about an issue. Fifty percent of their total score is based on content.

1. Originality/Related to subject

Does the content appear to be the original work of the speaker?

The speech should have been written by the student and not copied or borrowed from anyone else. It is okay for the speaker to be influenced by someone else and to quote others, but their speech must be in their own words, except for quotes.

Does the speech show creative thinking by the student?

Quoting scripture and telling what others think is good, but their speech should also reflect original thinking and express what they feel and want listeners to know and do.

Does the speech deal with the subject?

Everything in your speech should deal directly or indirectly with the subject. Does the content connect to the title of the speech?

2. Organization/Logical Sequencing

Does Content flow logically and are ideas and information properly sequenced?

Does the speech flow logically and in a way that makes sense and is it easy for the audience to understand?

Is the speech's core belief or idea clearly evident to the audience?

All good speeches have a strong and clearly identifiable bottom line or core idea. The speaker should tell the audience what they want them to know most of all and say it more than once to make sure they get it.

Is the opening and closing of the speech effective?

The most important part of any speech is the opening, the first 30-45 seconds. Stories, quotes, visuals and gestures make good openers. The second most important part of a speech is the final 30-45 seconds, or the closing. A good speech starts by making people want to listen and ends with a strong take-away for listeners.

3. Structure and Grammar

Does the speech have complete sentences and that are grammatically correct?

All sentences should have at least a subject and a verb (Ex. — *I believe*). Most sentences have a subject, a verb and an object (Ex. — *I believe in God*).

Many sentences will be even more expressive (Ex. — *I believe in a God who spoke the entire universe into being and knows more than all the super computers in the world, yet counts the exact number of hairs on my head*).

Subjects and verbs should always agree (Ex. — *He did it*, not *He done it*; *She and Mary were there*, not *Her and Mary were there*).

Correct punctuation is also an important part of good grammar. Periods, commas, semi-colons, exclamation points, apostrophes, etc. should all be used correctly.

Are words spelled correctly?

There is little excuse for misspelled words today with computers and spell-checkers.

Are paragraphs used properly?

Paragraphs should be used to signal a shift in content, such as moving from one key point, sub-point, or idea to another. Good paragraphs are unified, coherent, and well developed.¹ All sentences in a paragraph should relate to a single main idea (unity). Ideas should progress easily and logically from one sentence to the next (coherence). Specific details should clearly support the paragraph's main idea (development). While there is no set length for paragraphs, they should be long enough to adequately develop an idea, but short enough to make the speech easy to read and maintain the focus of readers and listeners.

4. Use of Resources and Proper Credit

Is there an adequate usage of scripture and outside resources?

Three to five scripture references and quotes is about right for a 4-6 minute speech. If there are more than that, the speaker won't have time to tell the audience what he thinks. A good speech will also use quotes from other sources in addition to the Bible.

Do the resources used clearly help the audience understand the topic and point?

Good speeches are built around a clearly defined bottom line or core idea. Resources quoted or referred to should help the audience understand and/or buy into that thought or belief. Quotes should never be used just because they sound important or have dramatic effect.

Are some sources preferable?

We want students to consider what others think. Do not deduct or add points because you believe some sources are lower or higher in quality.

Is proper credit given to quotes from outside resources and scripture?

Quotation marks should be used to identify quotes and tell where the quote or idea came from. Scripture should be identified by the book, chapter, and verse, as well as the translation quoted. Quotes from books and papers should give the author's name, book or resource title, date published, publisher's name, the copyright holder, and the page number. When quoting something another person said, the person's name and the date they said it (if known.) should be noted.

Endnotes/Footnotes and a Bibliography/Works Cited pages are required. All sources referenced in the body of a speech should have a superscript number at the end of the quote or reference. Each source should be referenced with the corresponding numbers in the endnotes/footnotes. **We recommend the Chicago Style. For assistance with the Chicago Style, visit owl.purdue.edu.** Five (5) points will be deducted for no bibliography. Two (2) or three (3) points will be deducted for an incorrectly or inconsistently formatted bibliography. When the speaker gives the speech, they may identify only the author and the resource. Or give only the person's name if it is something he heard someone else say. Song lyrics may be quoted but not sung.

5. Purpose Accomplished

Does the speech should accomplish its purpose?

The speech should inform, inspire, encourage and/or cause listeners to be concerned.

Judging Delivery:

Good content is important, but it's not enough. The speakers must deliver their speech in a way that causes the audience (and you - the judges) to take interest in what they say. During the Student Speakers Competition, put their written speech aside and concentrate on the speakers and their delivery. As a judge, determine a baseline for an average speech (On the scoresheet - Average is worth 5-6 points). Score up or down from your baseline of the average speech.

Fifty percent of their total score is based on how well they give their speech. Scoring is based on a 10 point scale. A score of 1-2 points is poor while a score of 9-10 is excellent. Judges will score on five criteria:

1. Eye contact with the audience

Does the speaker maintain eye contact with the audience?

Eye contact is arguably the most important connecting skill a speaker can use. A speaker should look members of the audience in the eye, except when looking away to gesture, to emphasize something or to glance at notes. Looking at walls, the floor or objects in the room don't count.

Does the speaker look at persons in all parts of the audience?

Some speakers look mostly at people they know or only to one or two parts of the audience. Effective communicators, however, make regular eye contact with all parts of the audience. It's one of the ways speakers tell people they are speaking to them.

2. Articulate and expressive voice

Does the speaker use good vocal energy and enunciate clearly?

Speakers should sound enthusiastic and appropriately vary the volume, pitch, and inflection of their voice to match what they are saying and feeling. Speakers should loudly, distinctly and slowly enough that their words are clear. Speakers can be passionate and emotional, but not overly emotional or dramatic.

Does the speaker avoid distracting vocalizations?

Speakers should avoid distracting vocalizations, including: clearing of the throat, a monotone voice, and overuse of non-words and phrases like: Okay, You know, Uh and Like.

Does the speaker speak loudly enough for the audience to hear clearly?

Speakers should speak loudly enough for everyone in the audience to hear them clearly without having to strain. In scoring, make allowance for the lack of a microphone or an improperly adjusted or functioning sound system.

3. Poise and Confidence

Does the speaker appear relaxed and in control?

Speakers should be well prepared, know their speech and exhibit controlled enthusiasm. Even when speaking loudly and forcefully, there should be a steadiness in their voice to let the judges know they're in control. The speaker's voice should never quiver or tremble.

Does the speaker appear confident?

Confidence is one of the first things a judge notices that a speaker has or doesn't have. The way a speaker moves toward the podium, the way they stand, the steadiness of their voice, and the look on the speaker's face are all clues to confidence.

Is the speaker convincing, interesting and understandable?

The speaker's ultimate goal is to communicate effectively with the audience. The speaker needs to convince you that he knows what he's talking about. Realize you may not agree with everything the speaker says. Interesting means you

want to listen to the entire speech. Understandable means that you can understand what he is talking about it and that is makes sense.

4. Posture/Movement/Gesturing

Does the speaker use good posture and effective body movement?

Good posture is important because it makes a speaker look confident and more believable. Speakers should stand up straight and don't lean on anything. Natural or purposeful movement helps keep an audience focused. Pacing, however, is not appropriate body movement unless used as a brief, purposeful gesture.

Does the speaker use effective hand and arm gestures?

Speakers who want to connect with people don't stand straight with hands and arms at their sides the entire time they're speaking. Speakers should use natural hand and arm gestures for emphasis or to make points. An effective gesture combined with the right words can help people understand the more subtle points of her message. Speakers should avoid distracting gestures like: rubbing his hands together, folding his arms in front of his chest, tugging on his ear lobe and putting his hands in his pockets. Nervous gestures like these are distracting.

Does the speaker use appropriate facial gestures?

Does the speaker use her face to help express what she's saying and feeling. Effective facial expressions include smiling, frowning and looks of bewilderment. The key is for facial gestures to match what the speaker is saying.

5. Delivered from memory

Does the speaker rely excessively on notes?

Students are permitted to use notes when speaking but should refer to them only if necessary. A speaker who occasionally glances at notes should not be penalized. However, deduct points if the speaker is looking at them excessively, losses eye contact with the audience for several seconds or appears to be reading.

Does the speaker require prompting?

It is noticeable if a speaker loses his place and someone in the audience prompts him. It is better for the speaker to remember on their own even if they are paused for a few seconds. A student can pause briefly to make a point, however appearing flustered, pausing more than 5 seconds or commenting on the fact that he forgot can indicate a loss of composure.

Did the speaker give their written speech?

While a speaker does not have to memorize their speech word for word, the speech that they give should closely mirror what is in their written speech.

What about quotes?

When given a speech, speakers aren't required to cite complete credit as in a bibliography. A speaker can give the book and author name, or when quoting scripture - the name of the book in the Bible, etc.

Personal Appearance

Is the speaker dressed in a way that is modest, appropriate, neat and in accordance with the guidelines?

Clothing doesn't have to be expensive or what you personally like to be neat and in good taste. *Appropriate* is the big thing. For the Student Speakers Competition, that means slacks and collared shirts for boys, and dresses, skirts, slacks and collared shirts for girls. Jeans, shorts, t-shirts, short skirts, flip-flops and bare midriffs are not acceptable. Points will be deducted for such dress. Hair should be neatly combed or brushed. Makeup should be modest and in good taste.

Who judges personal appearance?

The competition coordinator will determine whether the speakers are dressed appropriately and how much to deduct.

How many points should be deducted?

A maximum of 10 points can be deducted for personal appearance depending on the seriousness of the infraction. The Judge Chairman will make a one-time deduction of points on the tally sheet.

Time Allotment

Was the speech between 4-6 minutes?

The timekeeper will tell the judges if a speaker was over or under the time limit and by how much. (They record the time of the speech on their form.

How many points should be deducted?

If a speech was over or under the time limit, the Judge Chairman will make a one-time deduction on the tally sheet. Speeches incur a penalty of two points for every ten seconds, or fraction of ten seconds, the speech is under four minutes or over six minutes. There is a maximum penalty of ten points per speaker for a time infraction.

†Harbrace College Handbook Eleventh Edition, Copyright 1990, Harcourt Brace Jovanovich Inc., page 322.

SCORESHEET – STUDENT SPEAKERS COMPETITION

Speaker # _____ Name _____ Speech Title _____

Reminders:

- *Judge content and delivery independently of each other.
- * When students give their speeches, concentrate on delivery, not written speeches.
- *Check your math.
- *Any deductions for inappropriate dress or time allotment will be made on the Tally Sheet by the Lead Judge.
- *Turn in all score sheets to the Competition Coordinator at the conclusion of the competition.

Judge's Name _____

Scoring System									
1	2	3	4	5	6	7	8	9	10
Poor		Fair		Average		Good		Excellent	

Judge's Notes	Score
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CONTENT		
CONTENT	1. Originality/Related to subject <input type="checkbox"/> Original work of speaker? <input type="checkbox"/> Told what he/she thought? <input type="checkbox"/> Evidence of creative thinking? <input type="checkbox"/> Adequately covered subject?	
	2. Organization/Logical sequencing <input type="checkbox"/> Good flow/sequencing? <input type="checkbox"/> Opening and close effective? <input type="checkbox"/> Core belief clearly evident? <input type="checkbox"/> Made sense?	
	3. Structure and grammar <input type="checkbox"/> Used correct grammar? <input type="checkbox"/> Paragraphs used properly? <input type="checkbox"/> Words spelled correctly? <input type="checkbox"/> Used correct punctuation?	
	4. Use of resources and proper credit <input type="checkbox"/> Adequate # of resources? <input type="checkbox"/> Proper credit given? <input type="checkbox"/> Resources used effectively? <input type="checkbox"/> Included a bibliography?	
	5. Purpose accomplished <input type="checkbox"/> Objective of speech stated? <input type="checkbox"/> Purpose accomplished?	

DELIVERY		
DELIVERY	1. Eye contact with audience <input type="checkbox"/> Maintained eye contact? <input type="checkbox"/> Made eye contact with all parts of the audience? <input type="checkbox"/> Held it long enough?	
	2. Articulate and expressive voice <input type="checkbox"/> Used good vocal energy? <input type="checkbox"/> Spoke loudly enough? <input type="checkbox"/> Enunciated clearly <input type="checkbox"/> Passionate about subject?	
	3. Poise and confidence <input type="checkbox"/> Relaxed and in control? <input type="checkbox"/> Convincing and interesting? <input type="checkbox"/> Appeared confident? <input type="checkbox"/> Paused appropriately?	
	4. Posture/Movement/Gesturing <input type="checkbox"/> Maintained good posture? <input type="checkbox"/> Hand and arm gestures? <input type="checkbox"/> Moved about appropriately? <input type="checkbox"/> Facial expression?	
	5. Delivered from memory <input type="checkbox"/> Made proper use of notes? <input type="checkbox"/> Any prompting needed? <input type="checkbox"/> Gave written speech? <input type="checkbox"/> Adequate credit for quotes?	

TOTAL SCORE

Talley Sheet

Lead Judge _____ Competition Date _____

Competition Level

Check One:

Church Competition Associational Competition Regional Competition State Competition

JUDGE'S SCORES

	Speakers									
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Judge #1:										
Judge #2:										
Judge #3:										
Points deducted – see below	-	-	-	-	-	-	-	-	-	-

TOTAL POINTS

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Make a one-time deduction for inappropriate dress if instructed to do so by the Competition Coordinator. Maximum deduction is 10 points per speaker.

²Make a one-time deduction for time if instructed to do so by the Timekeeper. Deduct 2 points for every 10 seconds, or fraction of 10 seconds, a speaker is under 4 minutes or over 6 minutes. The maximum deduction for time is 10 points per speaker.

³Make a one-time deduction for speeches turned in late: a penalty of two points for the first day late and one point each for the second and third days.

Highest Scoring Speakers

Speaker Number	Speaker Name	Total Points

Feedback Sheet

Student Speakers Competition

Speaker's Name _____ Date _____

Title of Speech _____

CONTENT:

Things the speaker did well:	Things the speaker could have done better:
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DELIVERY:

Things the speaker did well:	Things the speaker could have done better:
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Timekeeper's Sheet Student Speakers Competition

Timekeeper _____ Date _____ Location _____

Speaker	Length of Speech	Number of seconds over or under	Points Penalized
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			
#11			
#12			
#13			
#14			
#15			

Reminders:

- Speeches should be between 4-6 minutes in length.
- Penalize Speakers 2 points for every 10 seconds, or fraction of 10 seconds a speech is under 4 minutes over 6 minutes. The maximum deduction for any student is 10 points.
- Turn in the Timekeeper's Sheet to the Judge Chairman after all speakers have spoken.