

1. FFA members must write a speech relating to soil stewardship. Concepts or topics for contestants must be in accordance with the theme selected by the Texas Association of Soil and Water Conservation Districts for the corresponding year. The title of the speech may be different from the established theme as long as the content of the speech appropriately addresses the theme. The outline for speech development, as provided by the Association of Texas Soil and Water Conservation Districts, is for guidance only. Addressing all elements contained in the outline is not required.
2. Each speech shall be no less than six (6) nor more than eight (8) minutes with five (5) minutes additional time allowed for related questions, which shall be asked by the judges. Contestants will be penalized one point per second on each judge's score sheet for being more than eight (8) minutes or less than six (6) minutes. Time commences when the contestant begins speaking. Contestants may use a wristwatch only to keep record of time.
3. To be eligible for district competition, the contestant must have presented the speech to the local chapter. To be eligible for area competition, the contestant must have presented the speech to a school or community group and competed at the district level.

# PREPARED PUBLIC SPEAKING - Content Rubric (Senior, Junior, Soil)

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>SPEECH CONTENT – Topic is important and appropriate (40 points possible)</b>						
<b>Indicators</b>	<b>Very strong evidence the skill is present: 5-4</b>	<b>Moderate evidence the skill is present: 3-2</b>	<b>Evidence the skill is not present: 1-0</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
<b><i>Is the topic current and of interest?</i></b>	Topic is current. Strong evidence of personal interest in the topic.	Topic is dated. Some evidence of personal-interest.	Topic is irrelevant for the times. Unrelated to personal interest.		<b>X 4</b>	
<b><i>Is the topic relevant and within the scope identified in the rules appropriate to the category?</i></b>	Topic addresses a subject in the agricultural industry.	Topic addresses a subject that may show some relationship to the agricultural industry.	Topic addresses a subject unrelated to the agricultural industry.		<b>X 4</b>	
<b>Total points for this section</b>						
<b>SPEECH COMPOSITION – Organization and Development of Content (40 points possible)</b>						
<b>Indicators</b>	<b>Very strong evidence the skill is present: 5-4</b>	<b>Moderate evidence the skill is present: 3-2</b>	<b>Evidence the skill is not present: 1-0</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
<b><i>Is the speech content in logical order, and does it maintain unity of thought throughout?</i></b>	Clearly organized and concise by remaining on target. Completely focused with obvious construction and strong introduction, body and conclusion layout.	Good organization with few statements out of place or lacking in clear construction.	Little to no organization is present. Sometimes awkward and lacking construction.		<b>X 4</b>	
<b><i>Does the content accomplish the speech's purpose?</i></b>	The style chosen has obviously been well thought out, based on the specific audience.	Most language is appropriate for the intended audience.	Some language used might be confusing for some audiences.		<b>X 4</b>	
<b>Total points for this section</b>						

# PREPARED PUBLIC SPEAKING - Presentation Rubric (Senior, Junior, Soil)

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

ORAL COMMUNICATION (300 POINTS)						
Indicators	Very strong evidence the skill is present: 5-4	Moderate evidence the skill is present: 3-2	Evidence the skill is not present: 1-0	Points Earned	Weight	Total Score
<b>Examples</b>	Examples used in the speech are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples used in the speech are usually concrete, but sometimes need clarification. Examples are effective but need more originality or thought.	Examples used in the speech are abstract or are not clearly defined. Examples are sometimes confusing, leaving listeners with questions.		<b>X 10</b>	
<b>Speaks without hesitation</b>	Speaks very articulately and without hesitation. Never has the need for unnecessary pauses or hesitation when speaking.	Speaks articulately, but sometimes hesitates. Occasionally has the need for a long pause or moderate hesitation when speaking.	Pace is too fast; nervous; OR Extremely long pause occurs.		<b>X 10</b>	
<b>Tone</b>	Consistent, appropriate tone. Speaks at the correct places to be clear. Pronunciation of words is very clear, and intent is apparent.	Appropriate tone is usually consistent. Speaks at the correct place most of the time but shows some nervousness. Pronunciation of words is usually clear; sometimes vague.	Has difficulty using an appropriate tone. Pronunciation of words is difficult to understand.		<b>X 10</b>	
<b>Command of Audience</b>	Speaker uses power of presentation to engage and captivate the audience with the message of speech.	Speaker presents speech as mere repetition of facts; speech comes across as a report.	Speaker bores the audience with a lack of enthusiasm and power to deliver speech.		<b>X 10</b>	
<b>Grammar in the ORAL PRESENTATION (sentence structure, verb agreement, etc.)</b>	Grammar is extremely high quality, with 2 or fewer errors in delivery of the speech.	Grammar is adequate with 3-5 errors in delivery of the speech.	Grammar is less than adequate with 6 or more errors in delivery of the speech.		<b>X 10</b>	
<b>Connect and articulate facts and issues</b>	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a good knowledge base and is able to, for the most part, effectively articulate information regarding related facts and current issues.	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.		<b>X 10</b>	
<b>Total points for this section</b>						

# PREPARED PUBLIC SPEAKING - Presentation Rubric (2) (Senior, Junior, Soil)

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>NON-VERBAL COMMUNICATION (200 POINTS)</b>						
<b>Indicators</b>	<b>Very strong evidence the skill is present: 5-4</b>	<b>Moderate evidence the skill is present: 3-2</b>	<b>Evidence the skill is not present: 1-0</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
<b><i>Attention (eye contact)</i></b>	Eye contact is consistently used as an effective connection. Looks at the entire audience 90-100% of the time.	Eye contact is mostly effective and consistent. Looks around the audience 60-80% of the time.	Eye contact does not always allow the audience to connect with the speaker. Looks at someone or some groups 50% or less of the time.		<b>X 10</b>	
<b><i>Mannerisms</i></b>	Does not use distracting mannerisms that affect effectiveness. No nervous habits.	Sometimes uses distracting mannerisms that pull from the presentation. Sometimes exhibits nervous habits or ticks.	Uses mannerisms that pull from the effectiveness of the presentation. Displays nervous habits; fidgets or exhibits anxious ticks.		<b>X 10</b>	
<b><i>Gestures</i></b>	Gestures used are purposeful and effective. Hand gestures/motions are expressive and are used to emphasize talking points. Great, confident posture. Positive body language.	Mostly uses purposeful gestures. Hands are sometimes used to express or emphasize talking points. Occasionally slumps; sometimes uses negative body language.	Only occasionally are gestures used effectively. Hands are not used to emphasize talking points. Hand motions are Sometimes distracting. Lacks positive body language; slumps.		<b>X 10</b>	
<b><i>Well poised</i></b>	Is extremely well poised. Poised and in control at all times.	Is usually well poised. Poised and in control most of the time. Rarely loses composure.	Isn't always well poised. Sometimes seems to lose composure.		<b>X 10</b>	
<b>Total points for this section</b>						

# PREPARED PUBLIC SPEAKING - Response to Questions Rubric (Senior, Junior, Soil)

Contestant Name: \_\_\_\_\_ Chapter: \_\_\_\_\_ Area: \_\_\_\_\_

<b>RESPONSE TO QUESTIONS (220 points possible)</b>						
<b>Indicators</b>	<b>Very strong evidence the skill is present: 5-4</b>	<b>Moderate evidence the skill is present: 3-2</b>	<b>Evidence the skill is not present: 1-0</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
<b><i>Speaks unrehearsed during question and answer period</i></b>	Speaks with comfort and ease. Is able to speak quickly with organized thoughts and concise answers.	Mostly speaks with comfort and ease, but sometimes seems nervous or unsure of self. Is able to speak effectively but has to stop and think. Sometimes gets off topic/lacks or loses focus.	Shows nervousness or seems unprepared when speaking. Seems to ramble. Speaks before thinking.		<b>X 5</b>	
<b><i>Demonstrates knowledge of the topic during question and answer period.</i></b>	Answer shows thorough knowledge of the subject of the speech. Supports answer with strong evidence.	Answer shows some knowledge of the subject. Some evidence is used in answer, but it lacks strength.	Answer shows little knowledge of the subject. Evidence is lacking to support the answer.		<b>X 20</b>	
<b><i>Demonstrates high level of articulation and vocabulary choice in answering questions.</i></b>	Vocabulary and articulation of answers is advanced. Speaks without the use of "umms", "ahhs" and excessive "ands."	Answers shows some evidence of advanced word choices. Very few "umms", "ahhs" and "ands."	Word choice is below par for a senior level speaker. Excessive use of "umms", "ahhs" and "ands."		<b>X 10</b>	
<b><i>Appropriate use of gestures and mannerisms in delivery of answers.</i></b>	Gestures and mannerisms are natural. Gestures and mannerisms enhance the quality of the answer being given. Gestures and mannerisms are not distracting.	Some use of gestures and mannerisms to enhance answer. Gestures used are not distracting.	Little to no use of gestures. Distracting mannerisms.		<b>X 5</b>	
<b><i>Non-Verbal Communication</i></b>	Is extremely well poised. Poised and in control at all times.	Is usually well poised. Poised and in control most of the time. Rarely loses composure.	Isn't always well poised. Sometimes seems to lose composure.		<b>X 4</b>	
<b>Total points for this section</b>						
<b>Point deduction</b> (-1 point per second under 6 minutes or over 8 minutes for senior division)						
<b>Net Total Points (800 points possible)</b>						