

## DR. MLK, Jr. Oratorical - Score Sheet

**SCHOOL:**

**STUDENT NAME(S):**

**INDIVIDUALS: Speech, Orig. Poetry, Pub. Poetry, Monologue:** \_\_\_\_\_

**GROUPS: Speech Orig. Poetry, Pub. Poetry, Scene & Number of students:** \_\_\_\_\_

**GRADE LEVEL: \_K-2, \_3-5, \_6-8, \_9-12**

**TIME: INDIVIDUAL (3 MIN. MAX.) GROUP (5 MIN MAX.) Length: \_\_\_\_\_ :**

SCORING		
<b>1<sup>ST</sup> PLACE</b>	<b>35 – 40</b>	<b>(BLUE RIBBON)</b>
<b>2<sup>ND</sup> PLACE</b>	<b>30 – 34.99</b>	<b>(RED RIBBON)</b>
<b>3<sup>RD</sup> PLACE</b>	<b>25 – 29.99</b>	<b>(WHITE RIBBON)</b>

**THE PARTICIPANT IS EVALUATED AND GIVEN A SCORE OF 1 – 10 FOR THE FOLLOWING FOUR CATEGORIES WITH A MAXIMUM OF 40 POINTS (A PERFECT SCORE).**

	Judge: (print name)	RATINGS 1-10
1.	<p><b>INTERPRETATION/CREATIVITY</b></p> <p><u>Interpretation:</u> Were strong choices made to bring out the meaning (intention/ subtext) of the poetry, speech, or character(s)?</p> <p><u>Color:</u> Does the content appeal to the heart as well as the mind? Does it have good use of imagery?</p>	
2.	<p><b>EXPRESSION/STAGE PRESENCE</b></p> <p><u>Eye Contact:</u> Was eye contact made with the audience? Did this help to build a relationship or trust with the audience?</p> <p><u>Gestures:</u> Does the control and use of body, while speaking add to or detract from the speech?</p> <p><u>Dramatic Pause:</u> Are dramatic pauses used to emphasize a point, or to allow the audience to react to a fact, anecdote or humor?</p>	
3.	<p><b>DELIVERY &amp; PRESENTATION</b></p> <p><u>Voice:</u> Is there quality and variety of expression (rate, inflection, volume)? <u>Pronunciation:</u> Are all words spoken correctly?</p> <p>Enunciation: Are all words clear—not mumbled or distorted?</p> <p><u>Poise:</u> Is the speaker confident, relaxed, convincing, maintaining composure and control of the situation? (no signs of fidgeting or hands in pocket)</p>	
4.	<p><b>OVERALL EFFECTIVENESS</b></p> <p><u>Impression:</u> Did the speech make an impression in the minds of listeners (arouse response)? Was a conversational tone used to talk to instead of at listeners? <u>Effect:</u> Did the speaker communicate to the audience what the speech was to accomplish (i.e. inform, persuade, appeal, move, etc)? Did the speaker(s) make a point and convince the audience of it?</p>	
	<b>TOTAL SCORE</b>	
	Exceeded Time Coaching Special Effects <b>TOTAL DEDUCTIONS</b> (minus 1) Not Memorized (minus 2 points)	
	<b>FINAL SCORE</b>	