

Name: \_\_\_\_\_ School \_\_\_\_\_  
**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: \_\_\_\_\_:

**MLK Oratorical Scoring**

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

**Performance:** Links the past, present (what this means for us today), the theme, and MLK's legacy of standing up for positive social change in civil rights and social justice issues.

**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's Name:	1-10 pts
1	<p><b>INTERPRETATION/CREATIVITY</b></p> <p><u>Interpretation:</u> Did they <b>emphasize important words</b> (verbs and nouns) in their phrasing? Were strong choices made to <b>bring out the meaning</b> (intention/ subtext)?</p> <p><u>Emotions:</u> How do they <b>FEEL</b> about what they are saying? Did they move the audience? Did they <b>paint pictures with their words to lift up the imagery</b> and bring their text to life?</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>Natural Gestures:</u> Does the control and use of the 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)?</p> <p><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? (<b>no</b> signs of fidgeting or hands in pocket - <b>no</b> walking back and forth)</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?</p> <p><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> <p style="text-align: center;"><b>(40 = perfect score) TOTAL SCORE</b></p>	
	<p>Exceeded Time Coaching Special Effects <b>TOTAL DEDUCTIONS</b> (minus 1)            Not Memorized (minus 2 points) Performance: no MLK Legacy or theme connection <b>(minus 5 points)</b></p>	
	<b>(40 = perfect score) FINAL SCORE</b>	