

ILLINOIS ASSOCIATION FFA Rules for Prepared Public Speaking CDE

Eligibility

1. The CDE is open to students who are regularly enrolled in agricultural education classes and who are active members of chartered FFA chapters in good standing with the State Association.
2. Each chapter may enter one FFA member.
3. Props or equipment are not to be used in this CDE.
4. A participant will be permitted to use notes while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation.
5. All participants are required to wear official FFA dress when delivering their speech.

Official Dress

1. Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career development events.
2. Official FFA dress is highly recommended for all participants where appropriate and is required for the awards presentation and recognition. The Illinois FFA Board of Directors has defined “acceptable” Official Dress as:

Male - Black dress shoes (not tennis shoes), black socks, black dress pants (not jeans), white collared (or light colored), button down dress shirt, dark colored tie, and Official FFA jacket. No hats of any kind.

Female - Black closed-toe dress shoes, black nylons, knee length black skirt or black dress slacks, white collared (or light colored), button down dress shirt, FFA scarf, and Official FFA jacket. No tall boots

Subject

1. Each participant may choose his or her own subject.
2. The subject must be related to agriculture. Official judges shall disqualify any participant who speaks on a non-agricultural subject.
3. All speeches used in the CDE must be of the problem-solution type.
4. The oral presentation by each participant should follow their written speech.
5. Ten days prior to the CDE, four typed copies of each speech must be forwarded to the contest superintendent.
6. Each participant’s speech is to be the result of his or her own efforts. Training in both composition and delivery are limited to the resources of the school from which the participant comes, but facts and working data may be secured from any source.
7. Manuscripts not meeting the following guidelines will be penalized.
 - a. Double-spaced typewritten on 8 1/2” × 11” white bond paper with cover page that gives the speech title, participant’s name, chapter and date.
 - b. The body of the manuscript will have 1” margins.
 - c. Font size must be 10-12 using Arial or sans serif font.
 - d. Follow APA style manual for developing references and bibliography.
 - e. Do not bind, but place a staple in upper left corner.

8. A complete and accurate bibliography/reference list, following APA publication manual, citing all sources used in writing the speech. All participants should give credit to others where any direct quotes, phrases or special dates are used in the manuscript, in order not to be guilty of plagiarism.
9. ***Manuscripts must be provided to the event supervisor ten (10) days prior to the event. Manuscripts received less than ten (10) days prior to the events shall be disqualified.***
10. ***Manuscripts may be provided electronically to the event supervisor in a pdf format, but those manuscripts must be received ten (10) days prior to the event.***

Time Limit

1. Two timekeepers shall be designated to record the time used by each participant in delivering their speech, noting under-time or over-time, if any, for which deduction should be made. Timekeepers should be seated together.
2. Each participant must speak a minimum of six minutes in length and a maximum of eight minutes.
3. Participants are to be penalized one point per second on each judge's score sheet for being under six minutes or over eight minutes.
4. Time commences when the speaker begins talking.
5. The participant's speech will be followed by a five (5) minute period, during which the judges will ask them questions relating to their speech. The time for the question period will begin when the first judge begins asking a question.
6. At the end of the five-minute question period, the timekeeper(s) will call time. When time is called the speaker, if interrupted, may complete the sentence they were saying or they may stop in mid-sentence with no penalty.

Procedures

1. ***The event supervisor shall identify the method of determining the speaking order and that decision is not open to appeal.***
2. ***The event supervisor may determine the order of speaking in one of two ways:***
 - a) ***A draw for the speaking order, or***
 - b) ***Allowing participants to schedule a time to speak.***
3. ***When the speaker is brought into the speaking room, the room host will introduce each participant by name. Applause shall be withheld until all participants have spoken.***
4. Three competent and impartial persons will be selected to judge the CDE. When possible, the judges should have an agricultural background.
5. During the presentation, the judges will be seated in different sections of the room in which the event is held. They will score each participant upon the delivery of their presentation, using the score sheet provided.
6. Judges will be furnished typed copies of the participants' manuscripts, which they will read and grade on content and composition prior to the CDE.
7. Each judge shall formulate and ask questions that pertain directly to the speaker's subject. All judges will ask at least one question.
8. Questions containing two or more parts should be avoided.
9. Judges will score each participant on their ability to answer all questions asked by all judges.
10. The full five minutes for questions should be used.

Method of Selecting Winner

1. When all participants have finished speaking, each judge will total their score on each participant. The timekeepers' records will be used in computing the final score for each participant.
2. Participants shall be ranked in numerical order by each judge without consultation with any other judge.
3. If any judge's scoring results in a tie between two or more speakers, the judge shall be asked to re-score so as to avoid the tie.
4. After a judge has broken all ties in total score they will rank all participants in numerical order without consulting any other judge. The rankings of the three judges shall then be added and the winner will be the participant whose total of rankings is the lowest. Other placings shall be determined in the same manner (Low point score method of selection).
5. If a tie occurs when adding the rankings of the three judges, the individual who has the highest grand total score shall be ranked higher.
6. ***In instances when a District or State Competition rules/instructions requires a school, section or district to furnish a qualified individual to serve as a judge, and no judge is provided, the student(s) representing that school, section or district shall be disqualified.***

LEVELS OF COMPETITION

1. All section and district CDEs shall be conducted alike and conform with the State Prepared Public Speaking rules.
2. Winners are eligible to participate only in the next succeeding section, district, state and national CDEs.
3. The first and second place participant at the Section Prepared Public Speaking CDE will advance to the District competition.
4. The first and second place participants at the District Prepared Public Speaking CDE will advance to the State Prepared Public Speaking Finals.
5. Awards shall be the same as Public Speaking awards on all levels.

Prepared Public Speaking CDE Scorecard - 990 points

Participant _____

| Prepared Public Speaking Manuscript Rubric - 190 points | | | | | | |
|---|---|---|---|-----------------|--------|-------------|
| Indicators | Very strong evidence skill is present 5-4 points | Moderate evidence skill is present 3-2 points | Strong evidence skill is not present 1-0 points | Points Earned | Weight | Total Score |
| Manuscript Content - 100 possible points | | | | | | |
| Topic is important and appropriate | | | | | | |
| Current topic of interest | <i>Topic is current or a strong evidence of personal involvement in the topic is expressed.</i> | <i>Topic is dated or some evidence of personal involvement has been expressed.</i> | <i>Topic is irrelevant for the times or unrelated to personal involvement.</i> | | X 5 | |
| Topic is relevant and within the scope of subject identified in the CDE guide | <i>Topic addresses an issue facing the industry of agriculture.</i> | <i>Topic addresses an issue that may show some relationship to the industry of agriculture.</i> | <i>Topic addresses an issue that is unrelated to the industry of agriculture.</i> | | X 5 | |
| Suitability of materials used | | | | | | |
| Validity of resources | <i>Resources are from reputable sources.</i> | <i>Resources are from questionable sources.</i> | <i>Resources are from unreliable sources.</i> | | X 5 | |
| Accuracy of content | <i>Manuscript reflects accurate statements from resources.</i> | <i>Manuscript reflects some misinterpretation of resource materials.</i> | <i>Manuscript does not reflect accurate statements based on the resources provided.</i> | | X 5 | |
| Total points for this section | | | | | | |
| Manuscript Composition - 90 possible points | | | | | | |
| Organization and development of content | | | | | | 40 points |
| Logical order and unity of thought | <i>Clearly organized and concise by remaining on target; completely focused with obvious construction and strong introduction, body and layout.</i> | <i>Good organization with few statements out of place or lacking in clear construction.</i> | <i>Little or no organization is present; sometimes awkward and lacking construction.</i> | | X 4 | |
| Accomplishment of purpose | <i>The style chosen has obviously been well thought out based on the specific audience.</i> | <i>Most language is appropriate for the intended audience.</i> | <i>Some language might be confusing for some audiences.</i> | | X 4 | |
| Grammatical accuracy | | | | | | 35 points |
| Spelling/grammar (sentence structure, verb agreement, etc.) | <i>Spelling and grammar are extremely high quality with 2 or less errors in the document.</i> | <i>Spelling and grammar are adequate with 3-5 errors in the document.</i> | <i>Spelling and grammar are less than adequate with 6 or more errors in the document.</i> | | X 7 | |
| Manuscript format follows rules | | 5 points | | 0 points | | 15 points |
| Double-spaced on 8 1/2 " x 11" white bond paper | | | | | X 1 | |
| 10-12 point Arial or sans serif font | | | | | | |
| 1" margins in the body of the paper | | | | | X 1 | |
| Cover page with speech title, participant's name, chapter and date | | | | | | |
| APA style for references and bibliography | | | | | X 1 | |
| Total Points for this section | | | | | | |
| Grand Total Points | | | | | | |

Participant _____

| Prepared Public Speaking Presentation Rubric - 550 points | | | | | | |
|---|---|--|---|---------------|--------|-------------|
| Indicators | Very strong evidence skill is present 5-4 points | Moderate evidence skill is present 3-2 points | Strong evidence skill is not present 1-0 points | Points Earned | Weight | Total Score |
| Oral Communication - 350 possible points | | | | | | |
| A. Examples | <i>Examples are vivid, precise and clearly explained.</i> • Examples are original, logical and relevant. | <i>Examples are usually concrete, sometimes needs clarifications.</i> • Examples are effective, but need more originality or thought. | <i>Examples are abstract or not clearly defined.</i> • Examples are sometimes confusing, leaving listeners with questions. | | X 10 | |
| B. Speaking without hesitation | <i>Speaks very articulately without hesitation.</i> • Never has the need for unnecessary pauses or hesitation when speaking. | <i>Speaks articulately, but sometimes hesitates.</i> • Occasionally has the need for a long pause or moderate hesitation when speaking. | <i>Speaks articulately, but frequently hesitates.</i> • Frequently hesitates or has long awkward pauses while speaking. | | X 10 | |
| C. Tone | <i>Appropriate tone is consistent.</i> • Speaks at the right pace to be clear. • Pronunciation of words is very clear and intent is apparent | <i>Appropriate tone is usually consistent.</i> • Speaks at the right pace most of the time, but shows some nervousness. • Pronunciation of words is usually clear, sometimes vague. | <i>Has difficulty using an appropriate tone.</i> • Pace is too fast; nervous. • Pronunciation of words is difficult to understand; unclear. | | X 10 | |
| D. Volume | Volume is loud enough to be heard by all audience members throughout the presentation. • The speaker effectively changed delivery volume to better convey meaning. | Volume is loud enough to be heard by all audience members at least 90 - 80% of the time. • The speaker sometimes changed delivery volume to better convey meaning. | Volume often too soft to be heard by all audience members. • The speaker rarely or did not change delivery volume to better convey meaning. | | X 10 | |
| E. Being detail oriented | <i>Is able to stay fully detail-oriented.</i> • Always provides details which support the issue; is well organized. | <i>Is mostly good at being detail-oriented.</i> • Usually provides details which are supportive of the issue; displays good organizational skills. | <i>Has difficulty being detail-oriented.</i> • Overlooks details that could be very supportive of the issue; lacks organization. | | X 10 | |
| F. Command of Audience | <i>Speaker uses power of presentation to engage and captivate the audience with the message of the speech.</i> | <i>Speaker presents speech as a mere repeating of facts and speech comes across as a report.</i> | <i>Speaker bores the audience with lack of enthusiasm and power to deliver the speech.</i> | | X 10 | |
| G. Connect and articulate facts and issues | <i>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</i> • Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues. | <i>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</i> • Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues. | <i>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</i> • Possesses some knowledge base, but is unable to articulate information regarding related facts and current issues. | | X 10 | |

| Indicators | Very strong evidence skill is present 5-4 points | Moderate evidence skill is present 3-2 points | Strong evidence skill is not present 1-0 points | Points Earned | Weight | Total Score |
|--|--|---|--|---------------------------|--------|-------------|
| Non-verbal Communication - 200 points | | | | | | |
| A. Attention (eye contact) | <i>Eye contact constantly used as an effective medium.</i> • Constantly looks at the entire audience (90-100% of the time). | <i>Eye contact is mostly effective and consistent.</i> • Mostly looks around the audience (60-80% of the time). | <i>Eye contact does not always allow connection with the speaker.</i> • Occasionally looks at someone or some groups (less than 50% of the time). | | X 10 | |
| B. Mannerisms | <i>Does not have distracting mannerisms that affect effectiveness.</i> • No nervous habits. | <i>Sometimes has distracting mannerisms that pull from the presentations.</i> • Sometimes exhibits nervous habits or ticks. | <i>Has mannerisms that pull from the effectiveness of the presentation.</i> • Displays some nervous habits - fidgets or anxious ticks. | | X 10 | |
| C. Gestures | <i>Does not have distracting mannerisms that affect effectiveness.</i> • No nervous habits. | <i>Sometimes has distracting mannerisms that pull from the presentations.</i> • Sometimes exhibits nervous habits or ticks. | <i>Has mannerisms that pull from the effectiveness of the presentation.</i> • Displays some nervous habits - fidgets or anxious ticks. | | X 10 | |
| D. Well-poised | <i>Is extremely well-poised.</i> • Poised and in control at all times. | <i>Is usually well-poised.</i> • Poised and in control most of the time; rarely loses composure. | <i>Isn't always well-poised.</i> • Sometimes seems to lose composure. | | X 10 | |
| Prepared Public Speaking Response to Questions Rubric- 250 points | | | | | | |
| Indicators | Very strong evidence skill is present 5-4 points | Moderate evidence skill is present 3-2 points | Strong evidence skill is not present 1-0 points | Points Earned | Weight | Total Score |
| Response to Questions - 250 possible points | | | | | | |
| A. Speaking unrehearsed | <i>Speaks unrehearsed with comfort and ease.</i> • Is able to speak quickly with organized thoughts and concise answers. | <i>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure.</i> • Is able to speak effectively, has to stop and think and sometimes gets off focus. | <i>Shows nervousness or seems unprepared when speaking unrehearsed.</i> • Seems to ramble or speaks before thinking. | | X 10 | |
| B. Demonstrates knowledge of topic | <i>Answer shows thorough knowledge of the subject of the speech.</i> • Supports answer with strong evidence. | <i>Answer shows some knowledge of the subject.</i> • Some evidence, but lacking in strength. | <i>Answer shows little knowledge of the subject.</i> • Lacking evidence to support the answer. | | X 40 | |
| | | | | Gross Total Points | | |
| | | | | Time Deductions* | | |
| Judges Name or # | | | | Net Total Points | | |
| | | | | Rank | | |

*-1 point per second under 6 minutes or over 8 minutes, determined by timekeepers

FINAL RANKING SHEET

PREPARED PUBLIC SPEAKING CAREER DEVELOPMENT EVENT

When all contestants have finished speaking, the chairperson of the CDE will assemble the score sheets from all judges and timekeepers. Totals shall then be compiled. The CDE chairperson should then complete the "Final Ranking Sheet" **USING THE RANKING ONLY, NOT THE ACTUAL SCORES.**

Rankings taken from judges' score sheets

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| Order of Speaking | | | | | | | | | | |
| Contestant's Name or Code Number | | | | | | | | | | |
| Judge #1 | | | | | | | | | | |
| Judge #2 | | | | | | | | | | |
| Judge #3 | | | | | | | | | | |
| Total of Judges' Rankings | | | | | | | | | | |
| Final Ranking | | | | | | | | | | |

Note: In arriving at final rankings, the lowest total of the Judges' rankings receives first place, the next lowest total is second, etc. However, if two of three judges rank any contestant first, that contestant shall receive first place regardless of the opinion of the third judge. If a tie occurs when adding the rankings of the three judges, the individual who has the highest grand total score shall be ranked higher.