



MESA DAY CONTEST RULES 2009-2010

Speak Up

LEVEL:	6th grade
TYPE OF CONTEST:	Individual Oral Presentation
NUMBER OF STUDENTS:	3 students per Center
SPONSORS:	Dr. Maria Garcia-Sheets, University of the Pacific MSP Center

OVERVIEW: Students will choose, prepare, and deliver a short, individual, oral presentation from the official topic options. Presentations must be the original work of the student, include a visual aid or materials to help support key points, and show evidence of research.

MATERIALS: The Host Center will provide the following:

- Presentation Topics (to be received in advance)
- Overhead Projector
- Flip Chart Stand

The student presenter will provide the following:

- Visual Material (Aid)

Before MESA Preliminaries, the Host Center will inform the Centers about whether, or not, a Data Projector and compatible Laptop Computer will be provided at MESA Day. It is the responsibility of the Advisors and students to confirm whether this optional equipment will be available before MESA Day, and to check about what format the Power Point Presentation should be transported and transmitted.

RULES:

- 1) Students will select one topic from the official Topic list provided in advance of competitions.
- 2) Students will practice their presentations before MESA Day, so they know their presentations thoroughly. Students may speak from note cards, but they will not read their presentations.
- 3) Students will use a visual aid or materials, such as a prop, model, chart, graph, picture, overhead transparency, or simple Power Point to reinforce their ideas.
- 4) An Overhead Projector and Flip Chart Stand will be available, if students choose to use either one to display their visual materials.
- 5) Students who advance to MESA Day Finals may use the same topic as they prepared for the Preliminaries.
- 6) Students are expected to research their topics, and to incorporate the researched concepts into the oral presentations. Students may choose from these samples of research methods, or select their own: interview and quote knowledgeable people; use data from written sources, including relevant websites; find relevant illustrations, data, and examples.
- 7) Each student will have one (1) minute to prepare in the start, and two to three (2 to 3) minutes to present.
- 8) Students will draw numbers to determine their speaking order. Once the speaking order is established, no late arrivals may join the competition.
- 9) Once a presentation begins, no interruptions will be permitted.

JUDGING:

- 1) Judges will assemble all competing students in the assigned room, read the rules, explain procedures, clarify judging criteria, and answer any related questions.
- 2) Judges will excuse all speakers from the room, and call in each competitor one-by-one.
- 3) Only Judges, appointed staff, and competitors will be allowed in the room.
- 4) Judges will provide time signals for students at these intervals: One (1) Minute, Thirty (30) Seconds, and Five (5) Seconds before time is called.
- 5) Following each presentation, judges will evaluate each speaker according to the Evaluation Criteria, before the next speaker is allowed in the room to begin his or her presentation.

- 6) Student must give their presentations in the order drawn. No exceptions and no late arrivals will be allowed.
- 7) Judges will rate each student on a graduated scale for a possible total of 100 points. The Scoring Criteria consists of a rubric that includes areas pertaining to the student's overall presentation: Content, Overall Presentation, Oral Performance, and Visual Performance.
- 8) A five-point (5) deduction will be taken if a presentation is less than two (2) minutes long, or more than three (3) minutes. Speakers will be stopped if they exceed 3-1/2 minutes.
- 9) In the event of a tie, duplicate awards will be given.

AWARDS: Awards will be given for 1st, 2nd and 3rd place.

ATTACHMENTS: Topics
Scoring Criteria

Speak Up
TOPICS FOR ORAL PRESENTATION
STUDENT COMPETITION
Grade 6

- Choose ONE of the three (3) topics listed below.
- Prepare your Oral Presentation to present to an audience, in this case a panel of Judges.
- Depending upon the topic and your purpose, you may choose to *describe, inform, convince, compare, contrast*, or use a combination of these approaches.
- Help support your verbal presentation by using an eye-catching Visual Aid or Materials that are effective, straightforward, and educational. Your Visual Aid may be a Power Point presentation, overhead transparency slide(s), chart(s), model(s), prop, graph(s), picture(s), or other type of visual material.
- Prepare and practice your presentation before speaking, so that you are able to speak easily and directly to the audience. Note cards may be used for reference, but your presentation must not be read.

Topics:

- 1. Explain what role astronauts play on the International Space Station.**
- 2. Discuss how human viruses are spread and what can be done to prevent illness.**
- 3. Explain what fiber optics do.**



ORAL PRESENTATION SCORING CRITERIA

2009-2010 MESA Student Contest – *Speak Up*, Grades 6-8

**STUDENT
NAME:**

**GRADE:
SCHOOL:**

**MESA
CENTER:**

<p>Content (Body of Talk) Provide ONE check for each of the evaluation categories: Topic, Logic/reasoning, Data, Research, and Conclusion</p>	<p>Overall Presentation (Order, Flow & Engagement of the Audience) Provide ONE check for each of the evaluation categories: Introduction, Pace, Flow, Content, and Attention</p>	<p>Oral Performance (Student Voice and Presence) Provide ONE check for each of the evaluation categories: Voice, Demeanor, Eye contact, Gestures, posture, & physical activities, and Speaker</p>	<p>Visual Performance (Visual Material, Enhancement of Presentation) Provide ONE check for each of the evaluation categories: Comprehension and Use</p>
<p>Each item in section worth 8 points each = Excellent <input type="checkbox"/> Topic: very clearly introduced, explained, and thoroughly understood <input type="checkbox"/> Logic and reasoning: sound and well described <input type="checkbox"/> Data: (quotes, examples) very clearly analyzed, explained, and tied directly to topic <input type="checkbox"/> Research: sound, evident, and directly linked to topic <input type="checkbox"/> Conclusion: well thought out and accurate</p>	<p>Each item in section worth six points = Excellent <input type="checkbox"/> Introduction: creative, highly unique, interesting, and well linked to topic <input type="checkbox"/> Pace: skillful use of appropriate pauses and timing <input type="checkbox"/> Flow: moves smoothly from point-to-point <input type="checkbox"/> Content: stays focused on the topic <input type="checkbox"/> Attention: presentation captures audience & judges from beginning to end</p>	<p>Each item in section worth 4 points = Excellent <input type="checkbox"/> Voice: heard and understood throughout room <input type="checkbox"/> Demeanor: appearance highly suited for event, evident polish of performance (no verbal mistakes) <input type="checkbox"/> Eye contact: distributed throughout room <input type="checkbox"/> Gestures, posture & physical activities: skillfully draw attention to speaker and visual materials <input type="checkbox"/> Speaker: conveys genuine interest in topic, engages with audience, avoids use of “um, like,” and “you know” while speaking.</p>	<p>Each item in section worth 5 points = Excellent <input type="checkbox"/> Comprehension: polished visuals skillfully contribute to audience understanding <input type="checkbox"/> Use: smoothly incorporated into oral presentation</p>
<p>Each item in section worth 6 points each = Good <input type="checkbox"/> Topic: some aspects well explained and understood <input type="checkbox"/> Logic: most indications sound, reasonable, and well described <input type="checkbox"/> Data: presented/explained well, but not directly related to topic <input type="checkbox"/> Research: evident, but not directly linked to topic <input type="checkbox"/> Conclusion: lacks detail or includes a misconception</p>	<p>Each item in section worth 5 points = Good <input type="checkbox"/> Introduction: prepared, original, of interest, and linked to topic <input type="checkbox"/> Pace: effective use of timing with few appropriate pauses <input type="checkbox"/> Flow: 1 or 2 ineffective transitions between points <input type="checkbox"/> Content: rarely strays from topic <input type="checkbox"/> Attention: presentation engages audience & judges from beginning to end</p>	<p>Each item in section worth 3 points = Good <input type="checkbox"/> Voice: few situations with poor voice projection <input type="checkbox"/> Demeanor: appearance suited for event, presentation practiced, but 1 or 2 verbal mistakes made <input type="checkbox"/> Eye contact: distributed to most, but not all audience members <input type="checkbox"/> Gestures, posture & physical activities: contribute effectively to speaker and visual materials <input type="checkbox"/> Speaker: attentive to topic and audience, 1 or 2 instances of using “um, like,” and “you know” while speaking</p>	<p>Each item in section worth 4 points = Good <input type="checkbox"/> Comprehension: good visuals contribute effectively to audience understanding <input type="checkbox"/> Use: effective use incorporated into presentation</p>
<p>Each item in section worth 4 points each = Average <input type="checkbox"/> Topic: very few aspects well explained and understood <input type="checkbox"/> Logic: minimal, with reasoning poorly described <input type="checkbox"/> Data: unclear, poorly analyzed or explained, not related to topic <input type="checkbox"/> Research: little, with few links to topic <input type="checkbox"/> Conclusion: unrelated to topic, or misleading</p>	<p>Each item in section worth 4 points = Average <input type="checkbox"/> Introduction: Somewhat prepared, lacking originality, link to topic clear, but not well done <input type="checkbox"/> Pace: timing uneven, negatively affecting comprehension of message <input type="checkbox"/> Flow: several poor transitions between points <input type="checkbox"/> Content: strays from topic repeatedly <input type="checkbox"/> Attention: some aspects of presentation do not engage audience & judges</p>	<p>Each item in section worth 2 points = Average <input type="checkbox"/> Voice: repeated lapses in voice projection which impede comprehension <input type="checkbox"/> Demeanor: appearance somewhat inappropriate, presentation less practiced with 3 or 4 verbal mistakes made <input type="checkbox"/> Eye contact: sporadic <input type="checkbox"/> Gestures, posture & physical activities: not well suited for presentation <input type="checkbox"/> Speaker: slightly engaged with topic and audience, 3 or 4 instances of using “um, like,” and “you know” while speaking</p>	<p>Each item in section worth 3 points = Average <input type="checkbox"/> Comprehension: visual content somewhat unclear or display difficult to see, impeding audience understanding <input type="checkbox"/> Use: ineffective use incorporated into presentation (displayed, but not discussed)</p>
<p>Each item in this section worth 2 points each = Poor <input type="checkbox"/> Topic: no discussion <input type="checkbox"/> Logic: none offered <input type="checkbox"/> Data: none offered <input type="checkbox"/> Research: none offered, or, if offered, no link to topic <input type="checkbox"/> Conclusion: none provided</p>	<p>Each item in section worth 3 points = Poor <input type="checkbox"/> Introduction: unprepared, unoriginal, with link to topic obscured <input type="checkbox"/> Pace: poor timing which impedes comprehension of message <input type="checkbox"/> Flow: erratic, no clear point-to-point discussion <input type="checkbox"/> Content: off topic <input type="checkbox"/> Attention: presentation does not engage audience & judges</p>	<p>Each item in section worth 1 point = Poor <input type="checkbox"/> Voice: very difficult to hear and comprehend <input type="checkbox"/> Demeanor: appearance inappropriate, presentation unrefined with many verbal mistakes made <input type="checkbox"/> Eye contact: poor eye contact, focused on one person or none <input type="checkbox"/> Gestures, posture & physical activities: inappropriate or missing <input type="checkbox"/> Speaker: appears disengaged from topic and audience, frequent use of “um, like,” and “you know” while speaking</p>	<p>Each item in section worth 2 points = Poor <input type="checkbox"/> Comprehension: visuals poor (in content and ability to see), or missing <input type="checkbox"/> Use: very little, or no, attempt made to use visuals</p>
<p>Score for Column: add up five checks /40</p>	<p>Score for Column: add up five checks /30</p>	<p>Score for Column: add up five checks /20</p>	<p>Score for Column: add up 2 checks /10</p>
	<p>Judge</p>	<p>Time 5 point deduction for being under or over time limit</p>	<p>Total (possible 100 points)</p>