

## ***New for 2021-2022***

Editorial changes have been made in the rubric for clarity.

### **Event Summary**

Speaking Skills provides HOSA members with the opportunity to improve knowledge and skills surrounding effective oral communication. This competitive event requires competitors to develop a speech related to a selected national topic. The topic for the year aligns to the HOSA membership theme, which is announced at the conclusion of the International Leadership Conference every year. This event is specifically for HOSA members who are classified under IDEA.

### ***2021-2022 Topic: Shatter Your Expectations***

**Dress Code** Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for [proper dress](#).

**Eligibility** In order to participate in this event, the competitor must meet all of the following requirements:

- MUST be classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA).
- Submit a completed STUDENT ELIGIBILITY AND ACCOMODATION FORM found on page 7 of the guidelines by the chartered association published deadline (either via Tallo for Secondary competitors or via another State Advisor identified method for Middle School competitors)

### **General Rules**

1. Competitors in this event must be active members of HOSA and in good standing.
2. Middle School and Secondary divisions are eligible to compete in this event.
3. Competitors must be familiar with and adhere to the ["General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)."](#)
4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor's [photo ID](#) must be presented prior to ALL competition rounds.

### **Competitive Process**

5. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges.
6. The prepared speech shall be a maximum of **four (4) minutes** in length.
7. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining. The competitor will be stopped when the four minutes are up and be dismissed, allowing the judges 2 minutes to complete the rating sheet.
8. All competitors shall speak on the same announced topic.

9. Props may NOT be used.
10. There will be no microphones used for this event.

### Final Scoring

11. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
12. If the competitor does not upload Student Eligibility and Accommodation Form by the deadline, then the competitor will be allowed to compete but will receive 35 penalty points. Points will be deducted in Tabulations.

### Required Digital Uploads

13. The eligibility form must be uploaded as a single document, pdf preferred, by competitor:
  - a. to Tallo for the Secondary division OR
  - b. to this [LINK](#) for Middle School division. Name of file MUST read: school name.charteredassociation.membername.ILC2022
  - c. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.

Instructions for uploading materials to Tallo (Secondary division only) can be found [HERE](#).

NOTE: Chartered associations *have the option to use hard copy submissions instead of digital submissions. Please check with your State Advisor to determine what process is used in your chartered association. For ILC, only digital submissions will be used for judging if uploaded by May 15th.*

### Competitors Must Provide

- ☐ Eligibility form digitally submitted by deadline
- ☐ [Photo ID](#)
- ☐ Watch with second hand (optional)
- ☐ Paper or electronic notes (optional)

## SPEAKING SKILLS – Judge's Rating Sheet

Section # \_\_\_\_\_  
Competitor # \_\_\_\_\_

Division: \_\_\_\_\_ MS \_\_\_\_\_ SS \_\_\_\_\_  
Judge's Signature \_\_\_\_\_

A. Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
<b>1. Appropriate to the Conference Theme</b>	The conference theme is clearly revealed and well-structured into speech.	The conference theme is stated and appropriate for speech.	The conference theme is apparent and not fully threaded into speech.	The conference theme is not clearly communicated throughout speech.	No statement of conference theme in speech.	
<b>2. Coverage of Topic</b>	Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that enhance the understanding of the topic.	Mentions topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that link back to the topic.	Mentions topic and briefly explains its significance.	Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content or a topic.	
<b>3. Clear focus and point of view</b>	Speech was focused and compelling to the audience.	Speech is somewhat compelling; the audience might need stronger evidence in order to gain their support.	Speech evidence was weak, there were a few moments when the audience was compelled to the points being made.	While evidence is provided to prove the main points, the evidence is not compelling and leaves the audience unengaged.	Speech lacked focus and provided no compelling evidence.	
<b>4. Impact</b> Strong and meaningful message	Effectively appeals to audience emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage audience emotionally.	Appeals to audience emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language.	While much of the speech was emotionless and a bit dry there were a few moments in which the author succeeded in engaging the audience emotionally.	Few attempts were made to connect to emotional appeals, the speech is dry and lacks emotion to support the message.	No attempt was made to focus the audience on the message through emotional appeals. Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions	
B. Organization	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
<b>1. Opening Statement</b>	The competitor clearly establishes the occasion and purpose of the speech, grabs the audience's attention and makes the audience want to listen.	The competitor introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech.	The competitor introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter.	The competitor failed to introduce the speech. Or, the introduction was not useful in indicating what the speech was about.	The competitor did not provide an opening statement.	
<b>2. Cohesion of Body of Speech</b>	Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.	The competitor used a logical order to deliver the message but may have minor lapses in organization. Transitions were appropriate to speech but were not as helpful to audience understanding.	The competitor attempted to use an organizational pattern, but it was not always effective. Competitor rambled at times and/or did not stay on topic.	The speech was difficult to follow due to a lack of organization and rambling. Some cohesion was demonstrated in the delivery.	The speech was not organized, and audience was not able to follow the message.	

<b>B. Organization</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>3. Closing</b>	The competitor prepares the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The competitor's message was clear.	The competitor adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact.	The competitor concluded the speech in a disorganized fashion and/or did not have a closing statement. Competitor's message could have been clearer.	Audience has no idea conclusion is coming. Competitor's message was unclear.	The competitor ended the speech abruptly without an effective conclusion. Competitor had no message.	
<b>C. Delivery</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>Total Points (100):</b>						

\*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

\*\*Definition of Pronunciation – Act or manner of uttering officially

## Speaking Skills

### STUDENT ELIGIBILITY and ACCOMMODATION FORM REQUESTED

**Completed by Competitor & Advisor**

This form **MUST** be completed to provide student eligibility and accommodations for competition. **If the student competitor listed on this form does not get the form completed by the deadline, then the student competitor will be allowed to compete but will receive 35 penalty points. Points will be deducted in Tabulations.**

Please read this document in its entirety for instructions! The purpose of this form is as follows:

- 1) to confirm a student's eligibility for this event
- 2) to allow the student to request accommodation in this event
- 3) The "Accommodations Provided at SLC" form (found on the following page) is to confirm what reasonable accommodation was provided at the state/chartered association level (if a student advances to the ILC, the accommodation provided at the state/chartered association level is what will be provided at ILC, within reason).

Student Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ Chartered Association \_\_\_\_\_

**Competitor's Responsibility:** The competitor is responsible for completing Sections 1 and 2 of this form and then uploading it to Tallo prior to the published deadline for SLC.

#### **SECTION 1: Student Eligibility**

- A School Official and Chapter Advisor **MUST** sign below to verify the named student on this form is classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA). (Students classified under Section 504 are NOT eligible to compete in this event.)
- DO NOT send the actual IEP or other documentation. For purposes of this competition, only this completed form is needed as verification of eligibility for this event.

School Official\* Signature: \_\_\_\_\_  
\*Exceptional children (special education) teacher, guidance counselor, or principal (*circle one*)

Chapter Advisor Signature: \_\_\_\_\_

#### **SECTION 2: Accommodation Requested**

- A School Official or Chapter Advisor completes this section
- Based on the student's IEP, what, if any, accommodation is being requested for the student to compete in this event? If none, please write "none."
- Additional time is NOT considered a reasonable accommodation for this event.

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#### **SUBMISSION PROCESS for Regional and State/Chartered Association Level:**

Once Section 1 and Section 2 are completed, the Competitor must submit this form prior to the Chartered Association Published Deadline. The form is digitally submitted for ILC by following the instructions found in these guidelines. Competitors should check with their State Advisor for the process to submit this form for regional and chartered association conferences.

# Speaking Skills ACCOMMODATIONS PROVIDED AT CHARTERED ASSOCIATION CONFERENCE

***Completed by State Advisor***

State/Chartered Association: \_\_\_\_\_

**State Advisor's Responsibility:** The State Advisor is responsible for submitting this entire completed form to HOSA by May 15, 2022. The form will be submitted via the ILC Special Activity online form. If you did not have competitors in this event at your chartered association conference, write "none" across the form and submit it. One form for each of the four special needs events (LSS, IS, PC, and SS) will be required.

Process:

- The State HOSA Advisor will be able to view individual student eligibility forms submitted from competitors for the regional and chartered association conference in Tallo.
- The chartered association should implement a state-level process for determining what requested accommodations (from SECTION 2 above) will or will not be provided at the chartered association conference(s).
- The State HOSA Advisor or other Competitive Event leader from the chartered association level, who is familiar with the details of the event, completes this form.
  - Ideally this form will be completed on-site, during competition, so as to provide an accurate record of what accommodation was given to each competitor in this event.
  - List ALL competitors registered for this event at your chartered association conference (make copies of this page as needed)
- What accommodation WAS ACTUALLY PROVIDED at the chartered association conference? Please be specific and explain. If nothing different was done for this competitor, please write, "none."

Competitor Name & School	Accommodation Provided at SLC
<i>John Doe – ABC High School</i>	<i>None</i>
<i>Jane Doe – DEF Career Center</i>	<i>Clarified directions for competitor when asked</i>

For competition at the ILC, HOSA will provide the same accommodations that were provided at the state/chartered association level, within reason.

*State/Chartered Association Advisor Signature*

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