



# MESA DAY CONTEST RULES 2011-2012

## Speak Up

<b>LEVEL:</b>	6th grade
<b>TYPE OF CONTEST:</b>	Individual Oral Presentation
<b>NUMBER OF STUDENTS:</b>	3 students per Center
<b>SPONSORS:</b>	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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place.

**ATTACHMENTS:** Topics  
Scoring Criteria



# MESA DAY CONTEST RULES 2011-2012

## **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 hydraulic fracturing.**
- 2. Define the cryosphere.**
- 3. Identify the most pressing problem with industrialized world waste.**



# ORAL PRESENTATION SCORING CRITERIA

## 2011-2012 MESA Student Contest – *Speak Up*, Grade 6

**STUDENT  
NAME:**

**GRADE:  
SCHOOL:**

**MESA  
CENTER:**

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