



MESA DAY CONTEST RULES 2011-2012

Speak Up

LEVEL:	7 th & 8 th 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



MESA DAY CONTEST RULES 2011-2012

Speak Up TOPICS FOR ORAL PRESENTATION STUDENT COMPETITION Grades 7-8

- 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. Discuss why hydraulic fracturing is done; give present day examples of where is it used.**
- 2. Define the cryosphere and give one reason why it is important.**
- 3. Explain industrialized world waste; offer two ways to address the problem.**



ORAL PRESENTATION SCORING CRITERIA

2011-2012 MESA Student Contest – *Speak Up*, Grades 7-8

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