

MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Interpretation of Children's Literature Response Ballot

Student Code Student Code	dent Name		_Round	l I II	III F
Title of Selection/Author:	of Selection/Author: Total Time:				
test using no props or costumes. and gestures. Students are requir title and author of the work.	opropriate for children delivered by a single stude Students should strive to bring the material to life ed to provide brief introductory remarks at some econd grace period. Judges should offer to provide	using voice, point, which	facial ex must at i	pressions	s, body
• •	nt demonstrates the following skills:	Excellently Throughout	Usually	Some- times	Improve Here
ENGAGING NARRATION: crea with their eyes to listen to their pe	tes interest and holds your attention. Invites you rformance.				
VOCAL VARIATION: effective pauses, emphasis and mood.	y varies volume, pitch, speaking rate, tone,				
PHYSICAL VARIETY: uses and language to enhance their perform	d varies facial expressions, gestures, and body ance.				
DISTINCTIVE CHARACTERS (create different, believable character)	if applicable): uses body, voices and gestures to ters.				
	creates consistent and clear focal points that the characters talking to each other				
Based on your choices above, suggest a specific improvement this student could make to better their performance. Based on your choices above, describe a specific outstanding part of this student's performance.					
Students welcome your addi	o write your observations and comments we tional responses here and on the back of the				ng.
Students who speak beyond	dge's School: Judge's Name: 7minutes, 30seconds may not be ranked 1s JUDENTS IN EITHER RANK OR RATING 91-95 Excellent 96-100 Superior	Rank (here if 1st-9th) (100-80		30



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Declamation Response Ballot

Student Code Stud	ent Name		Rou	nd I II	III F		
Title of Selection/Author			Total	Total Time:			
Declamation: An event in which the student delivers a readily accessible spoken speech, from text or memory, which was originally written and given as a public address by another speaker. The student should effectively convey the message of the original speaker in a sincere and realistic styleimitation is <u>not</u> the goal. The presentation must include an introduction (author, place, and date of delivery) and any other relevant information about the author, oration or its historical significance at some point. (Note: Do not critique the content of the message presented, as it is not the work of the individual student. Evaluate the student's presentation regardless of your own opinion on the subject matter.) Time limit: 7 minutes with a 30-second grace period. Judges should offer to provide visual time signals.							
During this performance the studen	nt demonstrates the following skills:		Usually ughout	Some- times	Improve Here		
the speaker's text; was delivered AUTHENTICITY: Did the speake speech? Did the speaker make you VOCAL VARIATION: effectivel pauses, emphasis and mood. PHYSICAL VARIETY: uses eye and body language to support their	r make an honest connection to the confeel that the words were their own? y varies volume, pitch, speaking rate, to contact and varies facial expressions, go presentation. creates interest and holds your attentio	tent of the one, estures,	ugiiout	unics	nere		
Based on your choices above, describe a specific outstanding part of this student's presentation.							
-	o write your observations and cor ional responses here and on the b	·	-		ng.		
* *	7minutes, 30seconds may not be DENTS IN EITHER RANK OR	ranked 1st. (RATING F	Check here if Rank (1st-9th))	30		



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Demonstration Response Ballot

Student Code Student Name	Round I II III F			
Title of Demonstration Total Time:				
<u>Demonstration</u> : The speaker will demonstrate something to the audience, which clarifying information. The presentation, on any topic, may be humorous or service to provide an organized, step-by-step demonstration in a natural and reach object(s) or visual aid(s) during the presentation. No materials dangerous to the audience may be used. (i.e. dangerous chemicals, live animals, laser pointers.) In room to audience members or to the judge(s) before or during the demonstration by the individual student only. The student may deliver the demonstration from the limit, including set up: 7 minutes with a 30-second grace period. Judges set	ious in nature, but the speaker should alistic way. The speaker must refer to an the health or safety of the participant or the Materials are not to be passed around the on. These materials must be transportable a memory or from notes.			
During this performance the student demonstrates the following skills:	Excellently Usually Some- Improve			
ORGANIZATION AND STRUCTURE: The student constructed and presented a well-organized demonstration; avoiding slang, mispronunciations, and poor grammar; the organization was easy to follow to learn the demonstrated skill. The student has utilized a rich vocabulary and effective writing skills. USE OF VISUAL AIDS: visuals or objects were easily and effectively used; easil seen and understood by you and effectively supported the skill being taught. VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood. PHYSICAL VARIETY: uses eye contact and varies facial expressions, gestures, and body language to support their demonstration. CONNECTION TO AUDIENCE: creates interest and holds your attention; appears poised, confident and comfortable during the demonstration. Based on your choices above, suggest a specific improvement that this student could make to better their presentation.	ly State of the st			
Based on your choices above, describe a specific outstanding part of this student's presentation.				
Please use the space below to write your observations and comments. Students welcome your additional responses here and on the back of				
Judge's Code Judge's School Judge's Name				
Students who speak beyond 7minutes, 30seconds may not be ranked PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATI 80-85 Fair 86-90 Good 91-95 Excellent 96-100 Super	NG Rank (1st-9th)			



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Dramatic Performance Response Ballot

Student Code Stud	lent Name			Rour	nd I II	III F
Title of Selection/Author					Time: _	
Dramatic Performance: A read multi-character) delivered by a si character(s) in stance, gesture, m Students are required to provide author of the work. Time limit: 7 minutes with a 30	ingle student, from text or m novement, facial expressions brief introductory remarks o	emory, using no props and vocal quality; striv t some point, which at	or costumes ring for belie the least m	. Student evable po ust ident	ts should ortrayals. ify the tit	embody
During this performance the stude	nt demonstrates the following	skills:	Excellently Throughout	Usually	Some- times	Improve Here
CREATION OF SETTING: the to mentally to the time and place of t		he listener away				
VOCAL VARIATION: effectivel pauses, emphasis and mood.	y varies volume, pitch, speak	ing rate, tone,				
PHYSICAL VARIETY: uses and language to enhance their perform		stures, and body				
DISTINCTIVE CHARACTERS (focal points to create different, bel						
CAPTIVATING PERFORMANC takes you on a journey with the ch		your attention;				
Based on your choices above, suggest a specific improvement this student could make to better their performance. Based on your choices above, describe a specific outstanding part of this student's performance.						
Please use the space below to Students welcome your addit						ng.
Judge's Code Judge	e's School	Judge's Name				
Students who speak beyond PLEASE DO NOT TIE STU	DENTS IN EITHER RA	ANK OR RATING	Rank (1st-9th)	over 7:3	
80-85 Fair 86-90 Good	91-95 Excellent	96-100 Superior	Rating	(100-80	رر	



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Duo Interpretation Performance Response Ballot

Student Code Stud	ent Name		_ Roun	d I I	I III F
Title of Selection/Author Total Time:					:
portraying one or more character Duo is about balance. Each perfo create a dynamic interaction betw other's verbal and non-verbal cue are required to provide brief intr the work	accessible single play, prose, movie or TV script, when so to create a dynamic story and setting using no promer should effectively utilize voice, facial expressive en partners. As a unit, the two performers will voctors without eye contact or physical contact (except duo ductory remarks at some point, which at the leas the contact of the leas of the contact of the leas of th	ops or costun ons, body, ge ally and phys cring the intro t must identi	nes, from stures, an sically res oduction). Ify the titl	text or nad mover spond to Both stale de and au	nemory. ment to each udents
During this performance the stude	nts demonstrates the following skills:	Excellently Throughout	Usually	Some- times	Improve Here
DISTINCTIVE CHARACTER(S) INTERACTION: uses body, voice, and gestures to create different, characters believably interacting with each other. CREATION OF SETTING: the total effect should be to carry the listener away mentally to the time and place of the selection. VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood. PHYSICAL VARIETY: uses and varies facial expressions, gestures, and body language to enhance their performance. CAPTIVATING PERFORMANCE: creates interest and holds your attention; and takes you on a journey with the character(s). Based on your choices above, Student A:				times	
suggest a specific improvement each student could make to better their performance.	Student B:				
Based on your choices above, describe a specific outstanding part of each student's performance.	Student A: Student B:				
	o write your observations and comments <u>w</u> tional responses here and on the back of the				ing.
Judge's Code Judge	ge's School Judge's Name				
PLEASE DO NOT TIE STU	7minutes, 30seconds may not be ranked 1s JDENTS IN EITHER RANK OR RATING	Rank (here if 1st-9th)		30



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Interpretation of Free Verse/Poetry Response Ballot

Student Code	Student Name			Rour	nd I II	III F
Title of Selection(s)/Au	thor(s)			_Total [Гіте: _	
performer from a required a Poems combined in a program programs may feature rhyn expressions, body and gestu least identify the title(s) and	dily accessible selection of poetry of text (either from a single poem or a am should be unified by some centr ne, blank or free verse. Students sho res. Students are required to provid d author of the work(s). h a 30-second grace period. Judgo	collection of poems, f al element (e.g. autho ould strive to bring th le brief introductory r	requently re r, subject, si e material t remarks at s	eferred to tyle or fo o life usin come poin	o as a pro rm). Poet ng voice, nt, which	ms or facial
During this performance the	student demonstrates the following	skills:	Excellently Throughout	Usually	Some- times	Improve Here
ENGAGING PERSONA(S) with their eyes to listen to the	creates interest and holds your atter	ntion. Invites you				
POETIC LANGUAGE: dem	onstrates and expresses the author's	use of imagery,				
rhythm, similes, metaphors,						
	ectively varies volume, pitch, speaking	ng rate, tone,				
pauses, emphasis and mood. PHYSICAL VARIETY: us	es and varies facial expressions, ges	tures and body				
language to enhance their pe	rformance.	-				
DISTINCT POINTS OF VII	EW: if performing a program of poer	ns, the presenter				
creates distinguishable and s Based on your choices above	eparate narrators for each poem sele	cted.				
suggest a specific improver this student could make to better their performance. Based on your choices above describe a specific outstand part of this student's performance.	ve, ling	and comments wh	ila tha stu	dont is a	procenti	na
*	ow to write your observations additional responses here and	·				ng.
Judge's Code	Judge's School	Judge's Name				
PLEASE DO NOT TIE	ond 7minutes, 30seconds may STUDENTS IN EITHER RA	NK OR RATING	Rank (here if 1st-9th)		30
80-85 Fair 86-90 G	ood 91-95 Excellent	96-100 Superior	Rating	(100-80)))	



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Impromptu Speaking Response Ballot

Student Code	Student Name			_ Roun	d I I	III I	F	
Prompt Selected					Total Time:			
present a short, well-organispeech should have a logical card. Please note: In this comessage; however, evaluated Used prompts should be distributed preparation and present the should be distributed by the should be dis	pull three prompts at random, sele ized talk inspired by the chosen "junt beginning, middle and end. Stude tategory, it is vital to comment upon the student's presentation regards carded, the other two should be retentation time limit: 7 minutes with a stime signals during preparation time	mp start." Students <u>Mi</u> nts may speak with or n both the content and less of your own opiniourned to the envelope urned to the envelope n 30-second grace peri	UST adhere without the the deliver on on the su for the next on, divided of	to chose e assistar y of the s bject ma t speaker at the stu	n promp nce of a . student's tter. ss. udent's a	ot. The 3x5 ind 5 liscreti o	on.	
During this performance the	student demonstrates the following	skills:	Excellently Throughout	Usually	Some- times	Impro Here	ve	
prompt topic and construct a mispronunciations; use a dis follow? The entire presentat: LOGIC AND EXAMPLES: variety of examples to illustration.	RUCTURE: Did the student adhere a well-organized talk; avoid slang, postinct organizational pattern, which y ion was pertinent to the chosen promulated the student effectively analyze rate their thoughts on the specific togectively varies volume, pitch, speaki	oor grammar, and you could easily apt. the topic and use a pic.	Timoughout		times	Title		
pauses, emphasis and mood.								
PHYSICAL VARIETY: use and body language to enhance	es eye contact and varies facial expresses their presentation	essions, gestures,						
	ENCE: creates interest and holds you	ar attention;				+		
presents a developed point o	f view.	ŕ						
Based on your choices abort suggest a specific improver that this student could male better their presentation. Based on your choices abort	ment ke to							
describe a specific outstand part of this student's	ling							
presentation.								
-	low to write your observations additional responses here and	· · · · · · · · · · · · · · · · · · ·		-		ing.		
Judge's Code	_ Judge's School	_ Judge's Name						
± •	ond 7minutes, 30seconds may STUDENTS IN EITHER RA		. Check Rank (here if 1st-9th)		30		
80-85 Fair 86-90 G	ood 91-95 Excellent	96-100 Superior	Rating	(100-80))			



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Original Oratory Response Ballot

Student Code Student Name		Koui	na I I	l III F
Title of Oratory	Total Time:			
Original Oratory/Persuasive: an original, persuasive speech on any topic of concert or memory. The speech may be humorous or serious in nature, but the speaker show or concern and provide possible strategies and/or solutions in a natural and realist accountable for substantiating and supporting main positions with a variety of effequalified sources. There should be a clear structure that helps the listener follow the of supporting material. There is a maximum of 150 directly quoted words. Please is comment upon both the writing and the delivery of the student's message; however, regardless of your own opinion on the subject matter. Time limit: 7 minutes with a 30-second grace period. Judges should offer to provide	uld strive to a cic way. The socitive suppor e speech's flonote: In this a cvaluate th	identify of speaker s ting mat ww and ap category e student	a specific should be erial fro opreciat v, it is vit	problem held m the use al to
During this performance the student demonstrates the following skills:	Excellently Throughout	Usually	Some- times	Improve Here
ORGANIZATION AND STRUCTURE: The student constructed and presented a well-organized talk; avoiding slang, poor grammar, and mispronunciations; using a distinct organizational pattern, which you could easily follow. The student has utilized a rich vocabulary and effective writing skills. LOGIC AND EXAMPLES: did the student effectively analyze the topic and use good reasoning and logic with a variety of examples to illustrate their point of view.				
VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone,				
pauses, emphasis and mood. PHYSICAL VARIETY: uses eye contact and varies facial expressions, gestures, and body language to support their presentation. CONNECTION TO AUDIENCE: creates interest and holds your attention; appears poised, confident and comfortable during the presentation.				
Based on your choices above, suggest a specific improvement that this student could make to better their presentation. Based on your choices above, describe a specific outstanding part of this student's presentation.				
Please use the space below to write your observations and comments will Students welcome your additional responses here and on the back of this	s page. Th	ank you	ī!	ing.
ç <u> </u>	Charle			20
Students who speak beyond 7minutes, 30seconds may not be ranked 1st PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING		here if 1st-9th)		30
80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior	Rating	(100-80	0)	



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Interpretation of Prose Response Ballot

Student Code	Stud	ent Name			Rour	nd I I	I III F
Title of Selection/Author Total Time:							
single student fro natural and reali introductory rem	om a required tex istic way using vo aarks at some poi	t using no props or costi ice, facial expressions, b nt, which at the least mi	ory, letter, diary or essay; umes. Students should str. ody and gestures. Studen ust identify the title and a Judges should offer to pro	ive to bring t ts are requir uthor of the	he mater ed to pro work.	rial to lif vide brie	e in a
During this perform	rmance the studen	t demonstrates the follow	ving skills:	Excellently Throughout	Usually	Some- times	Improve Here
ENGAGING NA with their eyes to		es interest and holds your formance.	r attention. Invites you				
VOCAL VARIA pauses, emphasis		varies volume, pitch, sp	peaking rate, tone,				
PHYSICAL VAR language to enhar		varies facial expressions, nce.	gestures, and body				
DISTINCTIVE C gestures to create		f applicable): uses body, ble characters.	focal points, voices and				
	te the illusion of the	reates consistent and cleane characters talking to e					
Based on your cl suggest a specific this student coul better their performance. Based on your cl describe a specific part of this stude performance.	c improvement d make to ormance. hoices above, ic outstanding						
per for mance.							
			ions and comments wa and on the back of thi				ing.
Judge's Code _	Judge	s's School	Judge's Name				
PLEASE DO	NOT TIE STU	DENTS IN EITHER	may not be ranked 1s RANK OR RATING 96-100 Superior	Rank (here if 1st-9th) (100-80)	30



MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE Storytelling Response Ballot

Speech League							
Student Code	Student Name			Rour	nd I II	III F	
Title of Selection/Author				Time:			
retold from text or mem story's plot, however the chair may be used, or the imagination of students audience. Students show movement and gesture, which at the least must	use a single, readily accessible supery without costumes or props. So we retelling must be true to the orthe speaker may choose to stand. dictates to enhance their performuld strive to bring the material to The student is required to provided identify the title and author of the eriod. Judges should offer to provideriod. Judges should offer to provideriod.	Students will use to iginal content. Me The chair may be tance as long as to life using voice, the brief introducted original source.	their own ovement i used in o here is no facial exp ory reman	words is allow any way o dange oression rks at so	to converted, and that the to the the to the	ey the one e nt,	
During this performance the	student demonstrates the following ski		Excellently	Usually	Some-	Improve	
and gesture effectively to cobelievable characters interact	R and CHARACTERS (if applicable): onvey the story and (if applicable) create cting with each other. the total effect should be to carry the l	uses body, voice, es different,	Throughout		times	Here	
mentally to the time and pla							
VOCAL VARIATION: eff pauses, emphasis and mood	ectively varies volume, pitch, speaking	rate, tone,					
	es and varies facial expression, gesture,	and body					
language to enhance their pe		,					
CAPTIVATING PERFORM takes you on a journey with	MANCE: creates interest and holds you the character(s).	r attention; and					
Based on your choices abo suggest a specific improve that this student could ma better their performance.	ment						
Based on your choices abo describe a specific outstan part of this student's performance.	, , , , , , , , , , , , , , , , , , ,						
Students welcome your	low to write your observations ar additional responses here and or	the back of this	page. Tha			ng.	
Judge's Code	Judge's School Judge's School	lge's Name					
	yond 7minutes, 30seconds may n STUDENTS IN EITHER RANK Good 91-95 Excellent 90			1st-9th)		30 🗆	