

# CATA Curricular Code Change Proposal

**Make a copy** of this document. In order to input information.

<b>Contest:</b>	
<b>Proposed by:</b> (Name, School, Email)	

<b>Issue:</b> (Describe the reason/rationale for the proposed change.)

**Please answer yes or no to ALL the questions below.**

This proposal will require a contest to open out of rotation	
The change will affect General Rules	
The change will affect the awards needed.	
Which JudgingCard scorecard will be used for tabulations.	
The proposed change will affect contest forms.	
The proposed change will affect contest hosting site. (e.g. additional facilities, new sections, additional scoring, etc.)	

**If you answered yes to any of the above questions, you need to include the following signatures: [Click here](#) for link to CDE Contest Advisor and Coordinator list.**

CATA Approved Contest Advisor's Signature	
CDE Host Site Contest Coordinator's Signature agreeing that changes are able to be accommodated by the host site.	

**If you answered yes to any of the above questions, please explain.**

\*It is highly recommended that you, or a representative, attend the pre-conference governing board meeting to answer any questions regarding proposed curricular code changes to contests that are requested to be opened out of rotation.

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**Description:** (Describe what is changing.)

**Proposed CATA Code Change:** (Only include the section that the proposed change pertains to – do not include the entire contest. Reference numbered section. If editing text, show new text with old text in parenthesis. For large changes, set track changes in the Word document and attach the file, with edits, to this document when submitting.)

**Instructions for Submitting Curricular Code Change**

- Make sure the form is complete.
- Download and Submit this document as a PDF
  - Click File → Download → Download as a PDF
- If your proposal requires signatures make sure to contact the contest advisor and contest host. **Tip:** Docusign, Doc Hub are great sources for digital signature requests.
  - [Click Here](#) for contest Host and Advisor List
- Email completed Curricular Change Proposal **PDF** to [cata@calagteachers.org](mailto:cata@calagteachers.org) by June 1st.

**Warning:** Make sure you add all the topics or concerns you would like to discuss at the Curricular Code CDE meeting. If it's not posted on the CATA Curricular Code Changes website by June 1st, it **cannot** be discussed.

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## EXTEMPORANEOUS PUBLIC SPEAKING

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**Revised 6/2023**

### **Purpose and Standards**

The FFA Extemporaneous Public Speaking Career Development Event is designed to develop the ability of all FFA members to express themselves on a given agricultural subject without having prepared or rehearsed its content in advance. This gives the FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time. The event requires students to think on their feet, state their case quickly and persuasively, and to be able to answer relevant questions based upon their presentation. California Career Technical Education Model Curriculum Standards addressed by this event include:

Foundation Standards: Communications – Reading 2.1, 2.6, 2.7, 2.8. Writing 1.1, 1.2, 2.3f, 2.5. Written and Oral English Language Conventions 1.1, 1.2, 1.3. Listening and Speaking 1.1, 1.7, 1.3 1.5, 2.2, 2.6, 1.8. Technology 4.2, 4.3, 4.5, 4.6. Problem Solving and Critical Thinking 5.1, 5.3. Health and Safety 6.1, 6.2, 6.6. Responsibility and Flexibility 7.1, 7.2, 7.3, 7.4, 7.5, 7.6. Ethics and Legal Responsibilities 8.1, 8.2, 8.3. Leadership and Teamwork 9.1, 9.2, 9.3, 9.4, 9.5, 9.6. Technical Knowledge and Skills 10.2.

Demonstration and Application – Students will demonstrate and apply the concepts contained in the foundation and pathway standards.

### **Contestants**

- I. For participation requirements refer to CATA Curricular Code Rules - State Championship Contests requirements.
- II. Each section will determine how many chapter members may participate at the sectional level. Each region will determine how many sectional participants may compete at the regional level. Participation at the state level is limited to the top 50% of those that participate in the regional contest (or major portion thereof), with a maximum of four (4) per region.

### **Tie Breaker**

In the case of a tie that individual who has the highest grand total score shall have prior rating.

### **Rules**

- I. General Plan
  - A. The preliminary contests are local, sectional, regional, and state in nature. All regional and the state contests must follow the rules of the **National California** Extemporaneous Public Speaking Contest. **(This Curricular Code for Extemporaneous Speaking does not follow the National Rules 100%)**
  - B. ~~Each contestant's written production will be the result of his/her own efforts. It is expected that he/she will take advantage of all available training facilities in the local school in developing speaking and writing abilities. Facts and working data may be secured from any source.~~ **(this is from Prepared Code – no written production allowed – sources are dealt with under "Reference Material")**
  - C. Extemporaneous Public Speaking contests will adhere to the official FFA dress uniform at all levels of participation.
  - D. ~~A student may not participate in the Public Speaking, Extemporaneous Public Speaking, or Job Interview contests in the same year.~~ **(General Rules covers LDE participation)**

- E. Violations of any of the rules will result in the disqualification of the contestant by the contest supervisor.

## II. Subjects

- A. The selection of topics shall be held 30 minutes before the contest. The contestant will draw three specific topics relating to vocational agriculture education/FFA and the industry of agriculture. After selecting the topic, on which he/she desires to speak, all three topics will be returned to the original group of topic areas, prior to the next drawing.
- B. Topics should be specific and related to current issues pertaining to vocational agriculture/FFA and the industry of agriculture. They will be typed on cards. Each section is to develop their own topics. The State Contest Supervisor is to develop topics for the regional and state contests. These are not to be distributed to schools.
- C. Contestants will draw to determine the order of speaking. A contestant who is not present at the time of drawing for speaking order shall not be eligible for the contest.
- D. Contestants will be admitted to the preparation room at 15-minute intervals and given exactly 30 minutes for topic selection and preparation.
- E. Reference material will be screened by the officials in charge of the contest on the following basis:
  - 1. Must be printed material such as books or magazines or clearly referenced articles from the internet (cannot be notes or speeches prepared by the contestant or notes prepared by another person for the purpose of use for this contest). Collected quotes must be individually referenced. To be referenced by author, the name of the document or website in which the article appears, the publisher or website organization, and that date of publication or posting must be noted. Items printed from the internet must be printed in their original form and include a web address on the page. Copied/pasted, and reformatted internet items will not be allowed. (make into two sentences for clarity)
  - 2. Shall be limited to five items. To be counted as one item, a notebook or folder of collected materials may not contain more than one 100 pages (single sided).
- F. Participants may have up to 10 minutes to conduct online research. Computer and internet access will be provided by the contestant. Access to email, cloud storage or any prepared materials is prohibited. A room monitor will be the official timekeeper for each contestant's technology time. The use of prepared notes or speeches, even if accessed with technology time, is prohibited and will be grounds for disqualification. The use of prepared notes or speeches is prohibited and will be grounds for disqualification.
- G. Each speech shall be the result of the contestant's own effort using approved reference material, which the contestant may bring to the preparation room. No other assistance may be provided. Uniform note cards will be provided each contestant. Any notes for speaking must be made during the 30-minute preparation period. A watch may be used by the speaker to keep record of their time.
- H. A list of all possible topics will be given to and reviewed by the judges prior to the beginning of the contest.

## III. Time Limit

- A. Each speech shall not be less than four or more than six minutes with five minutes additional time allowed for related questions which shall be asked by the judges. The chairperson of the contest shall introduce the contestant by name and the contestant may introduce his/her speech by title only. Contestants are to be penalized one point per second on each judge's score sheet for being over six minutes or under four minutes. Time commences when the speaker begins talking.

- B. During the question phase, time will be called at exactly five minutes, whether or not the contestant is finished with their answer, or a judge is asking a question.

IV. Method of Selecting Winner

- A. Local contests will be under the direction of the local agricultural instructor.
- B. Sectional and regional contests will be under the direction of the Regional Supervisor concerned.
- C. Contestants shall draw for places on the program. The program chairperson shall then introduce each speaker by name only in order of the drawing. A contestant will be permitted to use notes while speaking, but deduction in scoring may be made for this practice if it detracts from the effectiveness of the preparation. Applause shall be withheld until all contestants have spoken.
- D. Two timekeepers shall be designated who will record the time used by each contestant in delivering his/her speech, noting undertime and overtime, if any, for which deductions should be made. Timekeepers should be sitting together.
- E. Three competent and impartial persons will be selected to judge the contest. All judges should have an agricultural and FFA background.
- F. At the time of the contest, the judges will be seated in different sections of the room in which the contest is held. They will score each contestant upon the delivery of the production, using the score sheet provided.
- G. Each judge shall formulate and ask questions. Questions shall pertain directly to the speaker's subject. Questions containing two or more parts should be avoided. Judges will score each contestant on the ability to answer all questions asked by all judges. The full five minutes for questions should be used.
- H. When all contestants have finished speaking, each judge will total the score for each contestant. The timekeepers' record will be used in computing the final score for each contestant.
- I. Contestants shall be ranked in numerical order on basis of their final score to be determined by each judge without consultation with each other. The judges' ranking of each contestant then shall be added and the winner will be the contestant whose total of rankings is the lowest. Other placing shall be determined in the same manner. (Low point score method of selection). In the case of a tie that individual who has the highest grand total score shall have prior rating.
- J. NOTE: Judges should meet prior to the contest to prepare and clarify the questions to be asked.

Extemporaneous Public Speaking LDE Scorecard – 1,000 points						
Participant #:						
Indicators	Very strong evidence skill is present. 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not present. 1-0	Points Earned	Weight	Total Score
Oral Communication – 450 points						
Examples	<ul style="list-style-type: none"> <li>Examples are vivid, precise and clearly explained.</li> <li>Examples are original, logical and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Examples are usually concrete, sometimes needs clarification.</li> <li>Examples are effective, but need more originality or thought.</li> </ul>	<ul style="list-style-type: none"> <li>Examples are abstract or not clearly defined.</li> <li>Examples are sometimes confusing, leaving the listeners with questions.</li> </ul>		X 10	
Speaking without hesitation	<ul style="list-style-type: none"> <li>Speaks very articulately without hesitation.</li> <li>Never has the need for unnecessary pauses or hesitation when speaking</li> </ul>	<ul style="list-style-type: none"> <li>Speaks articulately, but sometimes hesitates.</li> <li>Occasionally has the need for a long pause or moderate hesitation when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks articulately, but frequently hesitates.</li> <li>Frequently hesitates or has long, awkward pauses while speaking.</li> </ul>		X 10	
Tone	<ul style="list-style-type: none"> <li>Appropriate tone is consistent.</li> <li>Speaks at the right pace to be clear.</li> <li>Pronunciation of words is very clear and intent is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate tone is usually consistent.</li> <li>Speaks at the right pace most of the time, but shows some nervousness.</li> <li>Pronunciation of words is usually clear, sometimes vague.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty using an appropriate tone.</li> <li>Pace is too fast; nervous.</li> <li>Pronunciation of words is difficult to understand; unclear.</li> </ul>		X 10	
Being detail-oriented	<ul style="list-style-type: none"> <li>Is able to stay fully detail oriented.</li> <li>Always provides details which support the issue; is well organized.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly good at being detail-oriented.</li> <li>Usually provides details which are supportive of the issue; displays good organizational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty being detail-oriented.</li> <li>Sometimes overlooks details that could be very beneficial to the issue; lacks organization.</li> </ul>		X 30	
Connecting and articulating facts and issues	<ul style="list-style-type: none"> <li>Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally.</li> <li>Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.</li> </ul>		X 30	
Oral Communication Total						

INDICATORS	Very strong evidence of skill is present. 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill not present 1-0 points	Points Earned	Weight	Total Score
<b>Non-verbal Communication – 400 points</b>						
Attention (eye contact)	<ul style="list-style-type: none"> <li>Eye contact constantly used as an effective connection.</li> <li>Constantly looks at the entire audience (90-100% of the time).</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact is mostly effective and consistent.</li> <li>Mostly looks around the audience (60-80% of the time).</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact does not always allow connection with the speaker.</li> <li>Occasionally looks at someone or some groups (less than 50% of the time).</li> </ul>		X 20	
Mannerisms	<ul style="list-style-type: none"> <li>Does not have distracting mannerisms that affect effectiveness.</li> <li>No nervous habits.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes has distracting mannerisms that pull from the presentation.</li> <li>Sometimes exhibits nervous habits or ticks.</li> </ul>	<ul style="list-style-type: none"> <li>Has mannerisms that pull from the effectiveness of the presentation.</li> <li>Displays some nervous habits – fidgets or anxious ticks.</li> </ul>		X 20	
Gestures	<ul style="list-style-type: none"> <li>Gestures are purposeful and effective.</li> <li>Hand motions are expressive and used to emphasize talking points.</li> <li>Great posture (confident) with positive body language.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses purposeful gestures.</li> <li>Hands are sometimes used to express or emphasize.</li> <li>Occasionally slumps; sometimes negative body language.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally gestures are used effectively.</li> <li>Hands are not used to emphasize talking points; hand motions are sometimes distracting.</li> <li>Lacks positive body language; slumps.</li> </ul>		X 20	
Well-poised	<ul style="list-style-type: none"> <li>Is extremely well-poised.</li> <li>Poised and in control at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Usually is well-poised.</li> <li>Poised and in control most of the time; rarely loses composure.</li> </ul>	<ul style="list-style-type: none"> <li>Isn't always well-poised.</li> <li>Sometimes seems to lose composure.</li> </ul>		X 20	
<b>Non-verbal Communication Total</b>						
INDICATORS	Very strong evidence of skill is present. 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill not present 1-0 points	Points Earned	Weight	Total Score
<b>Questions Points – 150 points</b>						
Questions & Answers	<ul style="list-style-type: none"> <li>Provides relevant &amp; accurate details/examples to support answers</li> </ul>	<ul style="list-style-type: none"> <li>Speaks unrehearsed mostly with comfort and ease, but sometimes seems to lack supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Shows nervousness or seems unprepared when speaking unrehearsed.</li> </ul>		X 30	
Supportive detail/facts	<ul style="list-style-type: none"> <li>Is able to speak quickly with organized thoughts and concise answers</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes gets off focus and uses less concise facts and examples.</li> </ul>	<ul style="list-style-type: none"> <li>Seems to ramble or speaks before thinking.</li> <li>Inaccurate or incomplete details</li> </ul>			
<b>Questions Total Points</b>						
<b>Non-verbal Communication Total Points</b>						
<b>Oral Verbal Communications Total</b>						
<b>Time Deduction*</b>						
<b>Net Total Points</b>						
<b>Rank</b>						

\* -1 point per second under 4 minutes or over 6 minutes, determined by the timekeepers.