

CATA Curricular Code Change Proposal

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

Contest:	Prepared Public Speaking
Proposed by: (Name, School, Email)	RICK NEUGEBAUER, Fau River HS. - rneuge@fjisd.org

Issue: (Describe the reason/rationale for the proposed change.)
Clarifying "All regional and state contests must follow the rules of the National Public Speaking Contest" such that the CA contest better aligns with the National Prepared Public Speaking competition.

Please answer yes or no to ALL the questions below.

This proposal will require a contest to open out of rotation	Yes
The change will affect General Rules	Yes
The change will affect the awards needed.	No
Which JudgingCard scorecard will be used for tabulations.	Yes
The proposed change will affect contest forms.	No
The proposed change will affect contest hosting site. (e.g. additional facilities, new sections, additional scoring, etc.)	No

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.	Jacqueline Loimo

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.

The scoring rubric and weighting, time penalties, and formatting requirements are different between National and CA curricular code. This better aligns our state competition with the National competition.
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Description: (Describe what is changing.)

The CA contest would now follow the National Prepared Public Speaking competition scoring rubric and rules.

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.)

See attached files.

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 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.

PREPARED PUBLIC SPEAKING

Revised 6/2024

Purpose and Standards

The purpose of the Prepared Public Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self-confidence and contribute to their advancement in inter-personal skill attainment and leadership development.

Foundation Standards: Communications – Reading 2.0, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8. Writing 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.3, 2.6. Written and Oral English Language Conventions 1.1, 1.2, 1.3. Listening and Speaking 1.1, 1.8, 2.2, 2.3.

Contestants

- I. 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.
- II. This contest will be open to students less than 21 years of age who were regularly enrolled in agricultural education during the current calendar year or who are still in high school but have completed all the agricultural education offered. When selected, contestants must be active members of chartered FFA chapters in good standing with the State Association and the National Organization.

Tie Breaker

In 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 and regional in nature. All sectional, regional and state contests must follow the rules, ~~scoring/judging, and scoring rubric~~ of the National Prepared Public Speaking Contest. This includes following the Standard Operating Procedures on the Use of Artificial Intelligence (AI) for National Programs and Events. If in conflict, the CA Curricular Code supersedes the National Prepared Public Speaking handbook. Judges will not question participants at the local or sectional level without prior agreement among the agriculture instructors concerned.
- III. Eligibility
 - A. Each contestant's written production will be the result of their own efforts. It is expected that they will take advantage of all available training facilities in the local school in developing their speaking and writing ability. Facts and working data may be secured from any source.
 1. ~~Sectional, regional, and state contestants are required to file with their regional supervisor, through their teachers of vocational agriculture (on the dates specified by the regional supervisor), the following materials:~~
 - a. ~~A double-spaced typewritten copies of the speech on 8 1/2 x 11" white paper with cover page that gives the speech title, participant's name, chapter and date (unless otherwise directed by the regional supervisor). The body of the manuscript will have 1" margins. Font size must be 12~~

~~point using Arial or other sans-serif font. Do not bind, but place a staple in the upper left corner. The bibliography will follow APA style manual for developing references. Manuscripts not meeting these guidelines could be penalized.~~

- b. Electronic copy of the manuscript as a PDF file type. ~~for use in forwarding to the judges.~~

- B. Public Speaking contestants will adhere to the official FFA dress uniform at all levels of participation.
- C. A student may not participate in the Prepared Public Speaking, Extemporaneous Public Speaking, Impromptu Speaking, Creed Recitation, or Job Interview Contests in the same year.
- D. A contestant who is not present at the time of drawing for speaking order shall not be eligible for the contest.

IV. Subjects

- E. Contestants may choose their own subjects for their speeches. Any current subject of agriculture which is of interest to the agricultural sector will be acceptable. A topic which centers on leadership and/or FFA experiences is acceptable. References made to FFA and SOEP experiences, as they pertain to the subject, are encouraged. Participants using a topic on a non-related agriculture subject will be disqualified.
- F. Topics may include, but not limited to, subject areas that fall under the following categories as it relates to the agriculture industry:
 - 1. Economic: income, education, employment status, inactivity, spatial disparities
 - 2. Cultural: religion, identity, values and aspirations
 - 3. Political: security, conflict, and violence, community and civic engagement, access to information, trust in institutions, participations in decision-making process
 - 4. Social: social networks, age and demography, gender, ethnicity, disability

V. Time Limit

- G. ~~Each speech shall be a minimum of six minutes in length and a maximum of eight minutes. Each contestant will be allowed five minutes additional time in which they will be asked questions relating to their speech. Deductions of one point per second for anytime under five minutes 30 seconds and over eight minutes and 30 seconds. (To prevent being penalized, a contestant must speak over five minutes, 30 seconds and under eight minutes, 30 seconds).~~
- H. Speeches should be a minimum of six minutes in length and a maximum of eight minutes. Participants will be penalized one point per second on each judge's score sheet for being under six or over eight minutes. No time warnings will be given for the presentation section. Immediately after the speech is presented, the participant will be allowed five additional minutes to be asked questions relating to their speech and/or manuscript content.
- I. Participants are expected to deliver their presentation in a way that is consistent with their manuscript. Major deviations between the oral presentation and the manuscript should be avoided.
- J. Time for the presentation starts when the participant utters the first word and ends when the participant concludes the presentation.
- K. Time for the question-and-answer section begins when the participant starts the first answer to the first question. When five minutes have elapsed, the timekeeper will call "TIME," at which time the participant should immediately cease speaking, and should a judge be asking a question when "TIME" is called, the judge will stop the question.

VI. Methods of Selecting Winner

- L. Local contests will be under the direction of the local agriculture teacher.
- M. Sectional contests will be under the direction of the Sectional FFA Advisor and regional contests will be under the direction of the Regional Supervisor concerned.
- N. Contestants shall draw for placement on the program. If more than eight students are competing in the contest a preliminary round should be held. The program chairman shall then introduce each speaker by name and title of the speech only, in order of drawing. A contestant will be permitted to use notes while speaking, but deduction in scoring will be made for this practice. Applause shall be withheld until all contestants have spoken.
- O. 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. Timekeeper(s) should be sitting together.
- P. Prior to the State Finals contest, the judges will be furnished with a copy of the contest rules and typewritten copies of the contestants' productions, which they will read and develop their questions.
- Q. 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 delivery of the production, using the score sheet provided.
- R. 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 his/her ability to answer all questions asked by judges.
- S. When all contestants have finished speaking, each judge will total his/her score on composition and delivery for each contestant. The timekeeper's record will be used in computing the final score for each contestant.
- T. Prior to the State Finals contest, the content and composition of all manuscripts will be judged by three (3) qualified individuals using the appropriate score sheet. Manuscript scores will be averaged and provided to the presentation judges after they have scored the oral presentation.
- U. Contestants shall be ranked in numerical order on basis of final score to be determined by each judge without consultation with each other. Judges may ask each other to clarify a given question response or to confirm accuracy of any information presented from by speakers prior to ranking the contestants.
- V. The judges' ranking on each contestant then shall be added by the contest superintendent in view of the three judges and the winner shall be the contestant whose total ranking is the lowest. Other placings shall be determined in the same manner (low points score method of selection). In case of a tie, that individual who has the highest grand total score shall have prior rating.
- W. Contestants are not permitted to use any type of prop, chart, graph, computer, visual aide and/or musical playing instrument/equipment during their speech.

VII. Awards

- X. Awards will be presented to contestants by the organization of the Future Farmers of America and the Future Farmers of America Foundation, Inc., through the intercession of the contest administrator concerned.

VIII. Dissipation of Scores

- A. Students and advisors should have an opportunity to see all their score cards, a final scorecard, or a judges comment card to enable a better understanding of what the judges did and did not like.

Explanation of Score Sheet Points

- I. ~~Part I – For Scoring Content and Composition~~
- II. ~~Content of the manuscript includes:-~~
- III. ~~Purpose~~
- IV. ~~Content~~
- V. ~~Use of References-~~
- VI. ~~Quality of References~~
- VII. ~~Use of Most Recent Edition of the American Psychological Association (APA) Manual~~
- VIII. ~~Composition of the manuscript includes:-~~
- IX. ~~Organization~~
- X. ~~Feel and Tone~~
- XI. ~~Sentence Structure~~
- XII. ~~Word Choice~~
- XIII. ~~Grammar, Spelling, Writing Mechanics~~
- XIV. ~~Part II – For Scoring Delivery of Production~~
- XV. ~~Voice includes:-~~
- XVI. ~~Quality~~
- XVII. ~~Pitch~~
- XVIII. ~~Articulation~~
- XIX. ~~Pronunciation~~
- XX. ~~Force~~
- XXI. ~~Stage presence includes:-~~
- XXII. ~~Personal appearance~~
- XXIII. ~~Poise and body posture~~
- XXIV. ~~Attitude~~
- XXV. ~~Confidence~~
- XXVI. ~~Personality~~
- XXVII. ~~Ease before audience~~
- XXVIII. ~~Power of expression includes:-~~
- XXIX. ~~Fluency~~
- XXX. ~~Emphasis~~
- XXXI. ~~Directness~~
- XXXII. ~~Sincerity~~
- XXXIII. ~~Communicative ability~~
- XXXIV. ~~Conveyance of thought and meaning~~
- XXXV. ~~Memorization~~
- XXXVI. ~~Response to questions includes:-~~
- XXXVII. ~~Ability to satisfactorily answer the questions of the speech which are asked by the judges-
indicating originality, familiarity with subject and ability to think quickly. (Judges should meet
prior to the contest to prepare and clarify the questions to be asked.)~~
- XXXVIII. ~~General effect includes:-~~
- XXXIX. ~~Extent to which the speech was interesting, understandable, convincing, pleasing and held
audience's attention.~~

Prepared Public Speaking CDE Manuscript Rubric – 250 points

Evaluation Criteria	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not Present 1-0	Weight	Total Score
Manuscript Content					100 possible points
Topic is important and appropriate					50 points
Current topic of interest	Topic is current or a strong evidence of personal involvement in the topic is expressed.	Topic is dated or some evidence of personal involvement has been expressed.	Topic is irrelevant for the times or unrelated to personal involvement.	x5	
Topic is relevant and within the scope of identified subjects in the CDE guide	Topic addresses an issue facing the industry of agriculture.	Topic addresses an issue that may show some relationship to the industry of agriculture.	Topic addresses an issue that is unrelated to the industry of agriculture.	x5	
Suitability of materials used					50 points
Validity of resources	Resources are from reputable sources.	Resources are from questionable sources.	Resources are from unreliable sources.	x5	
Accuracy of content	Manuscript reflects accurate statements from resources.	Manuscript reflects some misinterpretation of resource materials.	Manuscript does not reflect accurate statements based on the resources provided.	x5	
Total points for this section					150 possible points
Manuscript Composition					75 points
Organization and development of content					75 points
Examples	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples are usually concrete, sometimes needs clarification. Examples are effective, but need more originality or thought.	Examples are abstract or not clearly defined. Examples are sometimes confusing, leaving the listeners with questions.	x5	
Being detail oriented	Is able to stay fully detail oriented. Always provides details which support the issue; is well organized.	Is mostly good at being detail oriented. Usually provides details which are supportive of the issue; displays good organizational skills.	Has difficulty being detail oriented. Sometimes overlooks details that could be very beneficial to the issue; lacks organization.	x5	
Accomplishment of purpose	The style chosen has obviously been well thought out based on the specific audience.	Most language is appropriate for the intended audience.	Some language used might be confusing for some audiences.	x5	
Grammatical accuracy					35 points
Spelling/grammar (sentence structure, verb agreement, etc.)	Spelling and grammar are extremely high quality with 2 or less errors in the document.	Spelling and grammar are adequate with 3-5 errors in the document.	Spelling and grammar are less than adequate with 6 or more errors in the document.	x7	
Manuscript written	5 points		0 points		40 points
Double-spaced on 8½"x 11" white bond paper				x2	
1" margins in the body of the paper.				x2	
Cover page with speech title, participant's name, Chapter and year.				x4	
APA style for in-text citations and list of references as found on Purdueowl.com online					
Total points for this section					
Grand Total Points					

Prepared Public Speaking CDE Presentation Rubric – 450 points

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						250 possible points
A. Speaking without hesitation	Speaks very articulately without hesitation. Never has the need for unnecessary pauses or hesitation when speaking.	Speaks articulately, but sometimes hesitates. Occasionally has the need for a long pause or moderate hesitation when speaking.	Speaks articulately, but frequently hesitates. Frequently hesitates or has long, awkward pauses while speaking.		x 10	
C. Tone	Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.	Appropriate tone is usually consistent. Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	Has difficulty using an appropriate tone. Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear.		x 15	
D. Command of Audience	Speaker uses power of presentation to engage and captivate the audience with the message of the speech.	Speaker presents speech as mere repeating of facts and speech comes across as a report	Speaker bores the audience with lack of enthusiasm and power to deliver the speech.		x 15	
E. Connect and articulate facts and issues	Exemplary in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a strong knowledge base and is able to effectively articulate information regarding related facts and current issues.	Sufficient in connecting facts and issues and articulating how they impact the issue locally and globally. Possesses a good knowledge base and is able to, for the most part, articulate information regarding related facts and current issues.	Has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.		x 10	
Non-verbal Communication						200 possible points
A. Attention (eye contact)	Eye contact constantly used as an effective connection. Constantly looks at the entire audience (90-100% of the time).	Eye contact is mostly effective and consistent. Mostly looks around the audience (60-80% of the time).	Eye contact does not always allow connection with the speaker. Occasionally looks at someone or some groups (less than 50% of the time).		x 10	
B. Mannerisms	Does not have distracting mannerisms that affect effectiveness. No nervous habits.	Sometimes has distracting mannerisms that pull from the presentation. Sometimes exhibits nervous habits or ticks.	Have mannerisms that pull from the effectiveness of the presentation. Displays some nervous habits – fidgets or anxious ticks.		x 10	
C. Gestures	Gestures are purposeful and effective. Hand motions are expressive and used to emphasize talking points. Great posture (confident) with positive body language.	Usually uses purposeful gestures. Hands are sometimes used to express or emphasize. Occasionally slumps; sometimes negative body language.	Occasionally gestures are used effectively. Hands are not used to emphasize talking points; hand motions are sometimes distracting. Lacks positive body language; slumps.		x 10	
D. Well-poised	Is extremely well-poised. Poised and in control at all times.	Usually is well-poised. Poised and in control most of the time; rarely loses composure.	Isn't always well-poised. Sometimes seems to lose composure.		x 10	
			TOTAL			

Prepared Public Speaking CDE Response to Questions Rubric – 300 points

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
Response to Questions						300 possible points
A. Speaking unrehearsed (question and answer)	Speaks unrehearsed with comfort and ease. Is able to speak quickly with organized thoughts and concise answers.	Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure. Is able to speak effectively, has to stop and think, and some- times gets off focus.	Shows nervousness or seems unprepared when speaking unrehearsed. Seems to ramble or speaks before thinking.		x 10	
B. Demonstrates knowledge of topic	Answer shows thorough knowledge of the subject of the speech. Supports answer with strong evidence.	Answer shows some knowledge of the subject. Some evidence, but lacking in strength.	Answer shows little knowledge of the subject. Evidence is lacking to support the answer.		x 40	
C. Examples	Examples are vivid, precise and clearly explained. Examples are original, logical and relevant.	Examples are usually concrete, sometimes needs clarification. Examples are effective, but need more originality or thought.	Examples are abstract or not clearly defined. Examples are sometimes confusing, leaving the listeners with questions.		x 5	
D. Being detail oriented	Is able to stay fully detail oriented. Always provides details which support the issue; is well organized.	Is mostly good at being detail oriented. Usually provides details which are supportive of the issue; displays good organizational skills.	Has difficulty being detail oriented. Sometimes overlooks details that could be very beneficial to the issue; lacks organization		x 5	

Prepared Public Speaking CDE Manuscript Rubric – 200 points

Evaluation Criteria	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not Present 1-0	Weight	Total Score
Manuscript Content					175 possible points
Topic relevance	Topic addresses an issue facing the industry of agriculture	Topic addresses an issue that may show some relationship to the industry of agriculture	Topic addresses an issues that is unrelated to the industry of agriculture	x 6	
Persuasive explanation of position on topic	Position is clearly stated, and ample evidence is provided	Position is not obvious, and evidence is not clearly provided	Position is not stated, and evidence is not provided	x 8	
Alternative viewpoints recognized	Identifies and counters alternative viewpoints	Only identifies alternative viewpoints	Does not identify alternate viewpoints	x 4	
Logical order and unity of thought	Clearly organized and concise with strong introduction, body, and conclusion layout	Good organization with few statements out of place or lacking in clear construction	Little to no organization is present; sometimes awkward and lacking documentation	x 4	
Spelling/grammar (sentence structure, verb agreement, etc.)	Spelling and grammar are extremely high quality with two or less errors in the document	Spelling and grammar are adequate with three to five errors in the document	Spelling and grammar are less than adequate with six or more errors in the document	x 7	
	Resources are from reputable sources	Resources are from questionable sources	Resources are unreliable and invalid	x 6	

<u>Quality of resources</u>					
<u>Total points for this section</u>					
<u>Manuscript written according to</u>					<u>25 points</u>
<u>References and in-text citations documented</u>	<u>Research is cited appropriately throughout the work. Citations appear wherever they are appropriate.</u>	<u>Research is cited appropriately in the work, but there should be more research citations. Citations appear wherever they are appropriate.</u>	<u>Research is not cited often, and citations appear only at the end of sentences or paragraphs. More citations are needed to support the writing.</u>	<u>x 3</u>	
	<u>5 points</u>		<u>0 points</u>		
<u>Double-spaced and formatted to 8½"x 11" inch white paper with 1-inch margins</u>				<u>x 1</u>	
<u>12 point size, using Times New Roman, Cambria, Arial, or Calibri font</u>					
<u>Cover page with speech title, participant's name, chapter, and year; and Signed Statement of Authenticity</u>				<u>x 1</u>	
<u>Total points for this section</u>					
<u>Grand Total Points</u>					

Prepared Public Speaking CDE Presentation & Questions Rubric – 450 points

<u>Indicators</u>	<u>Very strong evidence skill is present</u> <u>5-4</u>	<u>Moderate evidence skill is present</u> <u>3-2</u>	<u>Strong evidence skill is not present</u> <u>1-0</u>	<u>Points Earned</u>	<u>Weight</u>	<u>Total Score</u>
<u>Oral & Non-Verbal Communication</u>						<u>500 possible points</u>
<u>Supporting evidence</u>	<u>Examples (stories, statistics, etc.) are vivid, precise and clearly explained.</u>	<u>Examples are usually concrete but sometimes need clarification.</u>	<u>Examples are sometimes confusing, leaving the listeners with questions.</u>		<u>x 15</u>	
<u>Persuasive use of evidence</u>	<u>Exemplary use of evidence to persuade listeners.</u>	<u>Sufficient use of evidence to persuade listeners.</u>	<u>Has difficulty using evidence to persuade listeners</u>		<u>x 15</u>	
<u>Pace</u>	<u>Speaks very articulately at rate that engages audience</u>	<u>Speaks articulately but occasionally speaks too fast or has long unnecessary hesitations.</u>	<u>Speaks too slow or too fast to engage audience.</u>		<u>x 15</u>	
<u>Command of Audience</u>	<u>Speaker uses appropriate emphasis and tone to captivate audience.</u>	<u>Speaker presents speech as mere repeating of facts and speech comes across as a report.</u>	<u>Speaker lacks enthusiasm and power to engage audience.</u>		<u>x 20</u>	
<u>Eye contact</u>	<u>Constantly looks at the entire audience (90 to 100% of the time)</u>	<u>Mostly looks around the audience (60 to 80% of the time)</u>	<u>Occasionally looks at someone or some groups (less than 50 % of the time)</u>		<u>x 10</u>	

<u>Mannerisms and gestures</u>	<u>No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.</u>	<u>Sometimes exhibits nervous habits;</u> <u>Hands are sometimes used to express or emphasize points.</u>	<u>Displays some nervous habits;</u> <u>Hands are not used to emphasize talking points; hand motions are sometimes distracting.</u>		<u>x 10</u>	
<u>Poise</u>	<u>Portrays confidence and composure through appropriate body language (stance, posture, facial expressions)</u>	<u>Maintains control most of the time; rarely loses composure</u>	<u>Lacks confidence and composure</u>		<u>x 15</u>	
<u>Response to Questions</u>						<u>300 possible points</u>
<u>Response to questions</u>	<u>Responds with organized thoughts and concise answers</u>	<u>Answers effectively but has to stop and think and sometimes gets off focus</u>	<u>Rambles or responds before thinking</u>		<u>x 20</u>	
<u>Knowledge of topic</u>	<u>Answers show a thorough knowledge of the subject and support answers with strong evidence.</u>	<u>Answers show some knowledge of the subject but lack strong evidence.</u>	<u>Answers show little knowledge of the subject and lacks evidence.</u>		<u>x 40</u>	
			<u>TOTAL</u>			

Prepared Public Speaking CDE Official Scorecard

Evaluation Criteria	Maximum Points	Participant 1:	Participant 2:	Participant 3:	Participant 4:	Participant 5:	Participant 6:	Participant 7:	Participant 8:
A. Verbal Communication Skills Oral and Non-Verbal Communication (from rubric) - 250 possible points									
Speaking without hesitation Supporting	75 50								
Persuasive use of evidence Command of audience	75								
Pace Connecting and articulating facts and issues	75								
Command of Command of	100 50								
B. Non-verbal Communication Skills (from rubric) - 200 possible points									
Attention (eye contact) Eye	50								
Mannerisms and gestures Mannerisms	50								
Gestures Poise	75 50								
Well-poised	50								
C. Response to Questions (from rubric) - 300 possible points									
Speaking unrehearsed Response to	50 100								
Knowledge of Topic	200								
Use of examples	25								
Being detailed oriented	25								
Subtotal points	800 750								
Less time deductions	Provided by room coordinator								
Net communication skills score									
Manuscript Score	250								
Net Total Points	1000								
Participant Ranking									

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Revised 6/2024

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 - b. Electronic copy of the manuscript as a PDF file type..
 - B. Public Speaking contestants will adhere to the official FFA dress uniform at all levels of participation.

- C. A student may not participate in the Prepared Public Speaking, Extemporaneous Public Speaking, Impromptu Speaking, Creed Recitation, or Job Interview Contests in the same year.
 - D. A contestant who is not present at the time of drawing for speaking order shall not be eligible for the contest.
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- E. Contestants may choose their own subjects for their speeches. Any current subject of agriculture which is of interest to the agricultural sector will be acceptable. A topic which centers on leadership and/or FFA experiences is acceptable. References made to FFA and SOEP experiences, as they pertain to the subject, are encouraged. Participants using a topic on a non-related agriculture subject will be disqualified.
 - F. Topics may include, but not limited to, subject areas that fall under the following categories as it relates to the agriculture industry:
 - 1. Economic: income, education, employment status, inactivity, spatial disparities
 - 2. Cultural: religion, identity, values and aspirations
 - 3. Political: security, conflict, and violence, community and civic engagement, access to information, trust in institutions, participations in decision-making process
 - 4. Social: social networks, age and demography, gender, ethnicity, disability
- V. Time Limit
- G.
 - H. Speeches should be a minimum of six minutes in length and a maximum of eight minutes. Participants will be penalized one point per second on each judge's score sheet for being under six or over eight minutes. No time warnings will be given for the presentation section. Immediately after the speech is presented, the participant will be allowed five additional minutes to be asked questions relating to their speech and/or manuscript content.
 - I. Participants are expected to deliver their presentation in a way that is consistent with their manuscript. Major deviations between the oral presentation and the manuscript should be avoided.
 - J. Time for the presentation starts when the participant utters the first word and ends when the participant concludes the presentation.
 - K. Time for the question-and-answer section begins when the participant starts the first answer to the first question. When five minutes have elapsed, the timekeeper will call "TIME," at which time the participant should immediately cease speaking, and should a judge be asking a question when "TIME" is called, the judge will stop the question.
- VI. Methods of Selecting Winner
- L. Local contests will be under the direction of the local agriculture teacher.
 - M. Sectional contests will be under the direction of the Sectional FFA Advisor and regional contests will be under the direction of the Regional Supervisor concerned.
 - N. Contestants shall draw for placement on the program. If more than eight students are competing in the contest a preliminary round should be held. The program chairman shall then introduce each speaker by name and title of the speech only, in order of drawing. A contestant will be permitted to use notes while speaking, but deduction in scoring will be made for this practice. Applause shall be withheld until all contestants have spoken.
 - O. 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. Timekeeper(s) should be sitting together.

- P. Prior to the State Finals contest, the judges will be furnished with a copy of the contest rules and typewritten copies of the contestants' productions, which they will read and develop their questions.
 - Q. 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 delivery of the production, using the score sheet provided.
 - R. 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 his/her ability to answer all questions asked by judges.
 - S. When all contestants have finished speaking, each judge will total his/her score on composition and delivery for each contestant. The timekeeper's record will be used in computing the final score for each contestant.
 - T. Prior to the State Finals contest, the content and composition of all manuscripts will be judged by three (3) qualified individuals using the appropriate score sheet. Manuscript scores will be averaged and provided to the presentation judges after they have scored the oral presentation.
 - U. Contestants shall be ranked in numerical order on basis of final score to be determined by each judge without consultation with each other. Judges may ask each other to clarify a given question response or to confirm accuracy of any information presented by speakers prior to ranking the contestants.
 - V. The judges' ranking on each contestant then shall be added by the contest superintendent in view of the three judges and the winner shall be the contestant whose total ranking is the lowest. Other placings shall be determined in the same manner (low points score method of selection). In case of a tie, that individual who has the highest grand total score shall have prior rating.
 - W. Contestants are not permitted to use any type of prop, chart, graph, computer, visual aide and/or musical playing instrument/equipment during their speech.
- VII. Awards
- X. Awards will be presented to contestants by the organization of the Future Farmers of America and the Future Farmers of America Foundation, Inc., through the intercession of the contest administrator concerned.
- VIII. Dissipation of Scores
- A. Students and advisors should have an opportunity to see their score cards, a final scorecard, or a judges comment card to enable a better understanding of what the judges did and did not like.

Prepared Public Speaking CDE Manuscript Rubric – 200 points

Evaluation Criteria	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not Present 1-0	Weight	Total Score
Manuscript Content					175 possible points
Topic relevance	Topic addresses an issue facing the industry of agriculture	Topic addresses an issue that may show some relationship to the industry of agriculture	Topic addresses an issues that is unrelated to the industry of agriculture	x 6	
Persuasive explanation of position on topic	Position is clearly stated, and ample evidence is provided	Position is not obvious, and evidence is not clearly provided	Position is not stated, and evidence is not provided	x 8	
Alternative viewpoints recognized	Identifies and counters alternative viewpoints	Only identifies alternative viewpoints	Does not identify alternate viewpoints	x 4	
Logical order and unity of thought	Clearly organized and concise with strong introduction, body, and conclusion layout	Good organization with few statements out of place or lacking in clear construction	Little to no organization is present; sometimes awkward and lacking documentation	x 4	
Spelling/grammar (sentence structure, verb agreement, etc.)	Spelling and grammar are extremely high quality with two or less errors in the document	Spelling and grammar are adequate with three to five errors in the document	Spelling and grammar are less than adequate with six or more errors in the document	x 7	
Quality of resources	Resources are from reputable sources	Resources are from questionable sources	Resources are unreliable and invalid	x 6	
Total points for this section					
Manuscript written according to					25 points
References and in-text citations documented	Research is cited appropriately throughout the work. Citations appear wherever they are appropriate.	Research is cited appropriately in the work, but there should be more research citations. Citations appear wherever they are appropriate.	Research is not cited often, and citations appear only at the end of sentences or paragraphs. More citations are needed to support the writing.	x 3	
	5 points		0 points		
Double-spaced and formatted to 8½"x 11" inch white paper with 1-inch margins 12 point size, using Times New Roman, Cambria, Arial, or Calibri font				x 1	
Cover page with speech title, participant's name, chapter, and year; and Signed Statement of Authenticity				x 1	
Total points for this section					
Grand Total Points					