

Senior Oral Reasons Scoresheet

Contestant #: _____ Name of Class: _____ Contestant Placing: _____

	Exceeds 10 9	Meets 8	Developing 7	Needs Improvement 6	Not there 5
Presentation	<p>Contestant demonstrates confidence and enthusiasm. Has a pleasant and convincing demeanor.</p> <p>Stands at an appropriate distance from judge. Delivery is easy to understand and has correct pronunciation.</p> <p>Uses facial expressions to help elaborate on reasons and maintains eye contact.</p> <p>Overall delivery is smooth, persuasive and free from pauses or reiterations.</p>	<p>Contestant is confident and has a pleasant demeanor.</p> <p>Stands at an appropriate distance. Delivery is easy to understand, though could project more with voice.</p> <p>Some facial expressions are used to elaborate and uses eye contact.</p> <p>Overall delivery is easy to understand with only minor pauses or errors.</p>	<p>Contestant seems timid but delivers with a pleasant demeanor.</p> <p>Stance is too far/close to judge. Delivery can be understood but at times is difficult to hear or understand.</p> <p>Very few facial expressions are used and only makes some eye contact.</p> <p>Overall delivery is good, but has some movements that are distracting at times or makes one or two longer pauses (3-10 seconds)</p>	<p>Contestant delivery is more timid and looks down many times.</p> <p>Stance is too far/close to judge and makes it difficult to understand.</p> <p>Does not use facial expressions and uses very minimal eye contact.</p> <p>Delivery is understood but has distracting movements/mannerisms . Has longer pauses (10 or more seconds) and/or starts set over.</p>	<p>Contestant delivery is timid and overall lacks enthusiasm.</p> <p>Stance is too far/close and is difficult to understand. Voice is very soft with errors in pronunciation.</p> <p>Does not use facial expressions and does not use eye contact.</p> <p>Delivery can be understood at times but has distracting movements or looks down most of the time. Has many large pauses and/or breaks throughout.</p>
Organization	<p>Format of reasons is extremely easy to follow and transition smoothly.</p> <p>Opening statement is detailed and accurate to class presented, paints a clear picture of class.</p> <p>Pairs are concise and clear and contain many comparative terms that clearly outline reasoning.</p>	<p>Format of reasons is organized well and follow learned organization.</p> <p>Reasons contain opening statement, thought it may be broad or general.</p> <p>Pairs are presented and contain some comparative terms to support class placing.</p>	<p>Reasons have basic format, though jumps around at times.</p> <p>Reasons do not have an opening statement or it is too generalized.</p> <p>Pairs are presented and contain few comparative terms. Contestant gives more descriptions rather than comparisons.</p>	<p>Reasons are missing key components to format (missing a pair, does not grant)</p> <p>Reasons do not have a general opening statement.</p> <p>Pairs are presented though they do not contain many comparative terms</p>	<p>Reasons are given in a random fashion and do not have structure or format.</p> <p>Reasons do not have a general opening statement.</p> <p>Pairs are presented in a random fashion or are not clear. Gives very few details.</p>
Content Accuracy	<p>Statements about horses are accurate, true and give detailed comparisons.</p>	<p>Statements about horses are accurate and true, though they may be general.</p>	<p>Statements are somewhat accurate, some do not match horses presented in class.</p>	<p>Only a few statements are accurate to class, many statements too general and/or inaccurate.</p>	<p>All statements are generalized and many are not accurate to the class presented.</p>

Content Relevancy	Addresses all the key components of the class presented. Elaborates on criteria of class with relevant details to horses in class	Addresses most key components of the class presented. Gives relevant details of horses in class.	Addresses some key components of the class presented. Gives some relevant details of horses in class.	Addresses few key components of the class presented. Gives few details of horses in the class.	Does not address the key components of the class presented. Lacks detail on horses in the class.
Use of Terminology	Uses specific horseman-like terminology relevant to class presented. Grammar is correct with no errors made. Does not reference gender or include words like "horse" or "number" Uses many comparative terms in main pairs. Gives specific and relevant grants to top three horses. Only faults bottom horse.	Uses common, mainstream, horseman-like terminology. Grammar is correct with a minor error here or there. Does not reference gender or include words like "horse" or "number" Uses comparative terms in main pairs and grants the top three horses. Only faults bottom horse.	Uses some common horseman-like terminology. Has some errors with grammar throughout. Makes reference to gender or uses words like "horse" and/or "number" a few times. Uses some comparative terms in main pairs. Grants top three horses, though some are repetitive or too general. Only faults bottom horse.	Uses few horseman-like terminology or words used do not match class presented. Makes reference to gender or uses words like "horse" and/or "number" multiple times. Uses few comparative terms in pairs. Does not give grant for all horses and/or faults all horses.	Does not use horseman-like terminology or are irrelevant to class being presented. Uses words referring to gender and/or "horse" and "number" throughout reasons. Does not use comparative terms in pairs. Does not grant other horses and/or faults horses incorrectly.
Additional Comments					
Deductions	Reasons that exceed # minutes in length will receive a deduction of 5 points. Reasons presented using note cards will receive a deduction of 10 points.				

FINAL SCORE	_____
<p>Very Good - Excellent (46-50) Above Average - Good (41-45) Average (36-40) Below Average (31-35) Getting Started (30-below)</p>	

