

Contest Date:

March 10, 2021

(orientation 9AM- Contestant Schedule will be announced during orientation)



Contest Type: VIRTUAL

(all contest type MUST knows are listed on the website. YOU NEED TO BE FAMILIAR WITH BOTH THIS DOCUMENT AND THAT DOCUMENT)

Zoom Contest Link:

<https://ohioskillsusa-org.zoom.us/j/92560442841?pwd=ZGIaRGIZYnYyQi85SW9rS3VVMWZRdz09>

Meeting ID: 925 6044 2841

Passcode: 695241

PURPOSE

To evaluate each contestant’s ability to present a speech on an assigned topic with a minimum of advance preparation.

ELIGIBILITY

Open to active SkillsUSA members in accordance with the SkillsUSA Ohio Program Guidelines

ORIENTATION

Orientation is at 9:00am. Orientation is for contestants only and is closed to advisors. Contestants will receive their contest order and times during orientation.

CLOTHING

Official SkillsUSA dress

Men	Official red blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.
Women	Official red blazer, jacket or sweater; black dress skirt (knee length) or slacks with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone seamless hose and black dress shoes.

OBSERVERS

This competition is closed to observers.

TOOLS PROVIDED BY CONTESTANTS:

- One copy of a 1-page typed personal résumé

Competitors NEED:

- Pen or pencil
- Copies of selected speech topic
- Blank note cards
- Time cards
- Reference materials:
 - *SkillsUSA Leadership Handbook*
 - *Webster’s New Collegiate Dictionary*
 - *Bartlett’s Familiar Quotations*
 - *Roget’s Thesaurus*

SPECIAL INFORMATION:

- No smart watches or phones are permitted during the contest.
- No photography. All electronic devices (cellphones, tablets, laptops, cameras, video recorders, smart watches, and tape recorders) must be in the OFF position for the duration of the contest.
- The speech topic is based upon material in the *SkillsUSA Leadership Handbook* and will not be revealed until the contestant enters the preparation room.

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge test required for this contest.

Skill Performance

This contest evaluates each contestant’s ability to give a speech on an assigned topic with a minimum of advance preparation. A three- to five-minute speech will be delivered after a preparation time of five minutes.

Contest Guidelines

1. Competition order is based on the contestant number.
2. The technical committee will select a speech topic based upon material in the *SkillsUSA Leadership Handbook*. All contestants will be assigned the same topic.
3. Contestants will enter the preparation room, where they will be given the speech topic. Contestants will have five minutes to organize their speech.
4. During preparation time, contestants may consult reference sources supplied in the preparation room and may make notes on the provided note cards for use during the speech. Contestants may not take any outlines, notes or reference materials into the preparation room.
5. The speech shall be at least three minutes in length but shall not exceed five minutes. Penalty: Five points will be deducted for each 30 seconds or fraction thereof under three minutes, or for each 30 seconds or fraction thereof over five minutes.
6. Time limit: Time will be started when the speech begins. The timekeeper will signal the speaker at three minutes, four minutes and five minutes. Contestants will be permitted to use a watch or clock.
7. Contestants will not mention their name, school, city or state at any time in the presentation room. A five-point penalty will be assessed for each occurrence.

Judging Criteria

The following categories will be used: opening; voice; platform deportment; organization; mechanics; closing; effectiveness; timing; and clothing requirement. See the Rubric for Extemporaneous Speaking for detailed descriptions of each category.

STANDARDS AND COMPETENCIES

Ohio Technical Competencies

1.1.5	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.2.2	Deliver formal and informal presentations.

1.2.3	Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.5	Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
1.2.6	Use proper grammar and expression in all aspects of communication.

Ohio Academic Standards

English Language Arts

Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.5 1.2.5	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.1.5 1.2.5	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.3 1.2.5	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
1.2.2	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
1.2.2	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.2 1.2.5 1.2.6	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
1.2.3 1.2.5	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts,</i>

		<p><i>and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
1.2.2	SL. 11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.2	SL. 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.2 1.2.5 1.2.6	SL. 11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Language

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.6	L.9-10.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
1.2.6	L.9-10.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
1.2.6	L.9-10.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.

		<ul style="list-style-type: none"> b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
1.2.6	L.11-12.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
1.2.6	L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
1.2.6	L.11-12.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.

Mathematics

None identified.

Science

None identified.