

# Speaking Skills

## ***New for 2019-2020***

Competitors will no longer be required to show event guidelines at ILC. The event rubric has been updated to a new format. Scholarship information has been added to the guidelines.

**Purpose** To encourage HOSA members to improve their skills in speaking and their ability to organize and present facts (or information) about a topic which is related to a specific theme.

**Description** Competitors shall develop a speech related to a selected international topic. The topic for the year will be announced at the conclusion of the previous International Leadership Conference (ILC) in June.

**2019 - 2020 Topic: *Towards Tomorrow!***

**Dress Code** Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for [proper dress](#).

**Eligibility** In order to participate in this event, the competitor must meet all of the following requirements:

- MUST be classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA).
- Submit a completed STUDENT ELIGIBILITY AND ACCOMODATION FORM found on page 7 of the guidelines by the state-published deadline (either via **Tallo for Secondary competitors or via another State Advisor identified method for Middle School competitors**)

- Rules and Procedures**
1. Competitors in this event must be active members of HOSA–Future Health Professionals, in good standing in the division in which they are registered to compete (Middle School or Secondary).
  2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
  3. All competitors shall report to the site of the event at the time designated for the required event orientation. At ILC, [photo ID](#) must be presented prior to competing. The competitors will return at their appointed time and shall be introduced by name, in accordance with the [GRRs](#), to the judges.
  4. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges.
  5. The prepared speech shall be a maximum of **five (5) minutes** in length.
  6. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining. The competitor will be stopped when the five minutes are up and be dismissed, allowing the judges two (2) minutes to complete the rating sheet.

7. All competitors shall speak on the same announced topic.
8. Props may NOT be used.
9. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
10. There will be no microphones used for this event.
11. HOSA offers numerous scholarships every year to its members interested in pursuing a variety of health careers. As you consider participating in this competitive event, please keep in mind there may be a HOSA Scholarship offered that fits your interests! For more information on the HOSA Scholarship program, please visit <http://www.hosa.org/scholarships>.

### Uploading to Tallo

\*Note – only Secondary Division members are required to use Tallo. Middle School division is not required to follow the Tallo upload requirements.

Middle School competitors should check with their State Advisor for the process on how to submit copies of their Student Eligibility Form (page 7 of these guidelines).

Each competitor must create a profile on Tallo, an online platform that showcases talent and skills and brings students, colleges, companies, and possibilities together. Competitors will create their online profile by visiting – <https://hello.tallo.com/hosa>.

Uploading your materials to Tallo is a requirement for most states and for ILC. Failing to upload the required materials will result in significant point loss at competition. Check the event rating sheet for details on how points are awarded.

- a) The main purpose for the partnership with Tallo is two-fold: (1) to provide the HOSA member with a permanent, professional online portfolio to share with universities and future employers and (2) to obtain valuable analytical membership data for HOSA, including demographic, academic, and career interest information. Entities, outside of Tallo, CANNOT access this information without explicit member permission.
- b) Every competitor must create a profile and upload a .pdf of their Student Eligibility form to the **Speaking Skills** competitive event opportunity on Tallo. **Detailed instructions** for doing this are in “step g” below and also available at <http://www.hosa.org/tallo> as both a .pdf handout and web tutorial video.
- c) The size limit for any files uploaded to Tallo is 2.5 MB. To avoid an upload error, please be sure to save your .pdf as a compressed file or reduce the size of your embedded images. For instructions on how to do this, please visit: <http://www.hosa.org/filesize>.
- d) Regional and State Process:
  1. Competitors should check with their state advisor to see if Tallo is being used at the state level. If so, competitors should find out the deadlines for any regional or state conferences. State Advisor Contact information can be found here - <http://hosa.org/associations>
  2. The .pdf of the Student Eligibility form must be uploaded prior to the state published deadlines.
  3. States will verify the material has been uploaded prior to any regional or state conferences.
- e) ILC Process:
  1. For those who advance to the ILC, the .pdf of the Student Eligibility form must be uploaded to Tallo by midnight PST May 15, 2020.

2. HOSA-Future Health Professionals will verify the material has been uploaded prior to the International Leadership Conference.
- f) Changing Content:
1. If a competitor uploads the .pdf of the Student Eligibility form for the regional and/or state level, it does not need to be resubmitted for ILC. Uploading the .pdf of the Student Eligibility form ONCE is sufficient for all three levels of competition (regional, state, ILC).
  2. **However**, competitors ARE allowed to change the content of their Student Eligibility form between conferences. IF such content changes are made, competitors should replace their original upload on Tallo with the most current version.
  3. The .pdf of the Student Eligibility form that is in Tallo on May 15, 2020 is considered final and may be used for judging at ILC 2020.
- g) Tallo Instructions
1. Join Tallo-
    - a. Go to <http://www.hosa.org/tallo>.
    - b. Click the “Create Your Profile” button and create your account.
    - c. Add HOSA to your profile-
      - i. Click the blue “Profile” tab at the top left of the screen.
      - ii. Click the blue “Edit Profile” button at the top right of the screen (underneath the account dropdown menu).
      - iii. Select “Associations” from the bar on the left side of the screen.
      - iv. Type in “HOSA-Future Health Professionals” and select from the dropdown menu.
  2. Search for HOSA Competitive Event-
    - a. Select “Opportunities” at the top of your screen when logged in.
    - b. In the “Organization Name” search box type in “HOSA”; wait for the list of pre-populated organizations to appear, and then select your state association from the drop-down box (Example: HOSA-Future Health Professionals | California). Click the blue “Search” box.
    - c. Select your competitive event from the list that appears to the right (Make sure that you have selected the proper state!).
  3. Submit Materials and Apply for Competitive Event-
    - a. Follow the steps and provide required information for your event.
    - b. Click “Apply Now” when ready to submit.
    - c. You have until the state deadline (contact state advisor) or ILC deadline (May 15, 2020) to change any content and re-upload your submissions. The material in Tallo as of May 15, 2020 is considered final for ILC.
    - d. To edit your submission-
      - i. Click the dropdown menu on the top right of your screen in Tallo.
      - ii. Click “My Opportunities” and select your event.
      - iii. Follow the instructions for editing your submission

#### Competitors Must Provide

- Eligibility form (submitted by state deadline; **either on Tallo for Secondary competitors or via another method identified by the State Advisor for Middle School competitors**)
- [Photo ID](#)
- Watch with second hand (optional)
- Paper or electronic notes (optional)

## FOR SPECIFICS ON EVENT MANAGEMENT SEE [MANAGING COMPETITIVE EVENTS](#)

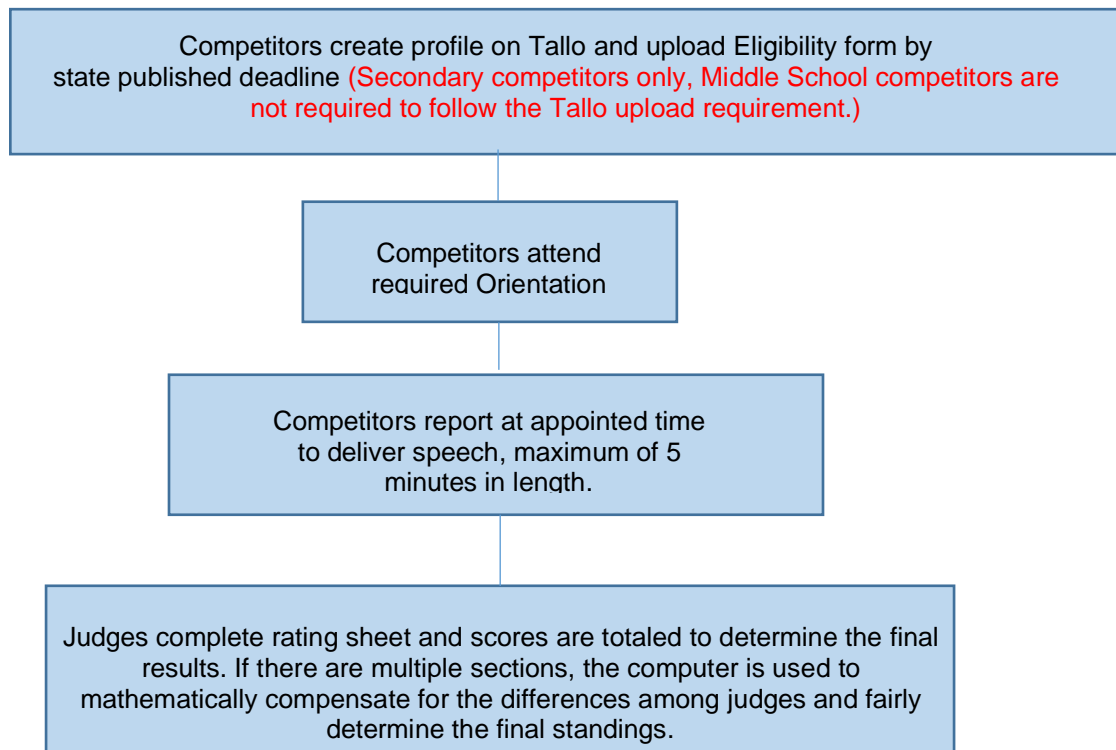
### Required Personnel

- One Event Manager
- One Judge Manager (JM) to provide quality assurance for the event by ensuring that the guidelines are followed and all event documents are complete.
- One Section Leader per section
- One Timekeeper per section
- Two to three Judges per section
- One-two event assistants per section

### Facilities, Equipment and Materials (Per Section)

- Competitive event room with lectern, desk chairs or table and chairs for judges. (see [HOSA Room Set](#))
- Competitor list for check-in
- Event topic card-one per judge
- Rating sheets – one per judge per competitor
- Evaluation Forms – competitor, judge, and personnel
- #2 lead pencils (for judges & evaluations)
- Stopwatch
- Flash card for 1 minute remaining
- Clipboards for evaluations (optional)
- Copy of guidelines for judges
- Hand Sanitizer (alcohol based handrub)
- List of competitors who have uploaded materials to Tallo (or submitted to State Advisor) by deadline.

### Event Flow Chart



## SPEAKING SKILLS – Judge’s Rating Sheet

Section # \_\_\_\_\_  
 Competitor # \_\_\_\_\_

Division: \_\_\_\_\_ MS \_\_\_\_\_ SS \_\_\_\_\_  
 Judge’s Signature \_\_\_\_\_

Items Evaluated						JUDGE SCORE
<p><b>A. No partial points are given in Section A.</b></p> <p>All FOUR items MUST be completed to receive 35 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit:  <a href="http://www.hosa.org/judge">http://www.hosa.org/judge</a></p>	<p><b>Points for following Guidelines:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech does not exceed 5 minutes</li> <li><input type="checkbox"/> Props are not used</li> <li><input type="checkbox"/> Nothing shown to judges</li> <li><input type="checkbox"/> Speech is given on annual topic</li> </ul> <p style="text-align: center;">All or nothing:</p> <p style="text-align: center;"><b>35 points</b></p> <p style="text-align: center;">Or</p> <p style="text-align: center;"><b>0 points</b></p>					
<b>B. Content</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Appropriate to the Conference Theme</b>	The conference theme is clearly revealed and well-structured into speech.	The conference theme is stated and appropriate for speech.	The conference theme is apparent and not fully threaded into speech.	The conference theme is not clearly communicated throughout speech.	No statement of conference theme in speech.	
<b>2. Coverage of Topic</b>	Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that enhance the understanding of the topic.	Mentions topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that link back to the topic.	Mentions topic and briefly explains its significance.	Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content or a topic.	
<b>3. Clear focus and point of view</b>	Speech was focused and compelling to the audience.	Speech is somewhat compelling; the audience might need stronger evidence in order to gain their support.	Speech evidence was weak, there were a few moments when the audience was compelled to the points being made.	While evidence is provided to prove the main points, the evidence is not compelling and leaves the audience unengaged.	Speech lacked focus and provided no compelling evidence.	
<b>4. Impact Strong and meaningful message</b>	Effectively appeals to audience emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage audience emotionally.	Appeals to audience emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language.	While much of the speech was emotionless and a bit dry there were a few moments in which the author succeeded in engaging the audience emotionally.	Few attempts were made to connect to emotional appeals, the speech is dry and lacks emotion to support the message.	No attempt was made to focus the audience on the message through emotional appeals. Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions	

<b>C. Organization</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Opening Statement</b>	The speaker clearly establishes the occasion and purpose of the speech, grabs the audience's attention and makes the audience want to listen.	The speaker introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech.	The speaker introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter.	The speaker failed to introduce the speech. Or, the introduction was not useful in indicating what the speech was about.	The speaker did not provide an opening statement.	
<b>2. Cohesion of Body of Speech</b>	Logical, coherent organization helped convey the speaker's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.	The speaker used a logical order to deliver the message but may have minor lapses in organization. Transitions were appropriate to speech but were not as helpful to audience understanding.	The speaker attempted to use an organizational pattern, but it was not always effective. Speaker rambled at times and/or did not stay on topic.	The speech was difficult to follow due to a lack of organization and rambling. Some cohesion was demonstrated in the delivery.	The speech was not organized, and audience was not able to follow the message.	
<b>3. Closing</b>	The speaker prepares the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The speaker's message was clear.	The speaker adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact.	The speaker concluded the speech in a disorganized fashion and/or did not have a closing statement. Speaker's message could have been clearer.	Audience has no idea conclusion is coming. Speaker's message was unclear.	The speaker ended the speech abruptly without an effective conclusion.  Speaker had no message.	
<b>D. Delivery</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	The speaker's voice was loud enough to hear. The speaker varied rate & volume to enhance the speech. Appropriate pausing was employed.	The speaker spoke loudly and clearly enough to be understood. The speaker varied rate OR volume to enhance the speech. Pauses were attempted.	The speaker could be heard most of the time. The speaker attempted to use some variety in vocal quality, but not always successfully.	The Speaker's voice is low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>Total Points (135):</b>						

\*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

\*\*Definition of Pronunciation – Act or manner of uttering officially

^If the competitor does not get the Student Eligibility and Accommodation Form completed by the deadline (SLC conference due date), then the student competitor will be allowed to compete but will receive 35 penalty points. Points will be deducted in Tabulations.

**Speaking Skills**  
**STUDENT ELIGIBILITY and ACCOMMODATION FORM REQUESTED**  
***Completed by Competitor & Advisor***

This form **MUST** be completed to provide student eligibility and accommodations for competition. **If the student competitor listed on this form does not get the form completed by the deadline (SLC conference due date), then the student competitor will be allowed to compete but will receive 35 penalty points. Points will be deducted in Tabulations.**

Please read this document in its entirety for instructions!

The purpose of this form is as follows:

- 1) to confirm a student's eligibility for this event
- 2) to allow the student to request accommodation in this event
- 3) The "Accommodations Provided at SLC" form (found on the following page) is to confirm what reasonable accommodation was provided at the state/chartered association level (if a student advances to the ILC, the accommodation provided at the state/chartered association level is what will be provided at ILC, within reason).

Student Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ State \_\_\_\_\_

**Competitor's Responsibility:** The competitor is responsible for completing Sections 1 and 2 of this form and then uploading it to Tallo prior to the published deadline for SLC.

**SECTION 1: Student Eligibility**

- A School Official and Chapter Advisor **MUST** sign below to verify the named student on this form is classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA). (Students classified under Section 504 are NOT eligible to compete in this event.)
- DO NOT send the actual IEP or other documentation. For purposes of this competition, only this completed form is needed as verification of eligibility for this event.

School Official\* Signature: \_\_\_\_\_

\*Exceptional children (special education) teacher, guidance counselor, or principal (*circle one*)

Chapter Advisor Signature: \_\_\_\_\_

**SECTION 2: Accommodation Requested**

- A School Official or Chapter Advisor completes this section
- Based on the student's IEP, what, if any, accommodation is being requested for the student to compete in this event? If none, please write "none."
- Additional time is *NOT* considered a reasonable accommodation for this event.

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**SUBMISSION PROCESS for Regional and State/Chartered Association Level:**

Once Section 1 and Section 2 are completed, the Competitor must submit this form prior to the State Published Deadline. The form is submitted via Tallo by following the instructions found on page 2-3 of these Speaking Skills guidelines (**for Secondary competitors**). **Middle School competitors should check with their State Advisor for the process to submit this form.**

