

Interpretive Reading (Public Speaking)

Speakers may read any published written work that is age appropriate and acceptable for use in a public school classroom. (Examples may include, but are not limited to: children's stories, poetry, essays, speeches, articles, excerpts from novels that stand alone, etc.) Political and religious advocacy is not appropriate.

In addition to introducing him/herself the speaker should demonstrate knowledge about the reading selection by describing the title, the author, the characters, the purpose or setting of the writing, and any other introductory information that might enhance the understanding of the piece by the audience. The reading should be completed with a short conclusion that will leave a vivid memory of the selection in the minds of the audience. The length of the introduction and conclusion should be proportionate to the length of the reading portion, but not exceed 5 minutes.

The speaker creates the characters and the setting through voice inflection and hand gestures. There is no stage or set, so the speaker helps the audience create a mental picture for the selection. The speaker is presenting the reading as at a story hour, not acting it out.

This format is limited to individual participants.

The speaker may sit or stand during the presentation.

This is not a memorized speech, but is a dramatic reading. The speaker should have the source material present during the reading and use it during the reading. The speaker may use either the original publication or a copy held in a portfolio.

No props such as title cards, costumes, note cards or materials other than the reading material should be used in the reading.

The reading portion of the presentation should be no longer than five minutes. While older speakers may have more complex readings with more characters or more complex ideas, the length of the reading material should not lengthen with the speaker's age. Five minutes should be adequate for the speaker to demonstrate his/her range of reading skills. Exceeding time guidelines does not result in disqualification.

Judges may ask questions in this format.

4-H Public Speaking Evaluation (Interpretive Reading)

Date: _____

Member Name: _____ Age: _____ Grade: _____

County: _____ Title: _____

	Level 1 (1 point)	Level 2 (2 points)	Level 3 (3 points)	Level 4 (4 points)	Points
Selection of Reading	Selection is inappropriate for speaker's skill level.	Selection could be more challenging for speaker's skill level.	Selection is appropriate for speaker's age and skill.	Selection is challenging for speaker's age and skill.	
Introduction	Introduction does not include enough information for audience to understand reading selection	Introduction gives sufficient introduction for audience to understand selection	Introduction effectively describes purpose, characters, and context of selection	Introduction creatively introduces selection to enhance listeners experience	
Voice	Volume, pronunciation or vocal variation needs improvement.	Voice and reading style are adequate.	Voice, tone, and timing have variety and characters reflected in reading.	Volume, tone, timing, inflection, and language are used to show expression and feeling of characters.	
Manner and Appearance	Appearance, body language or gestures need improvement.	Appearance and mannerisms are appropriate.	Conduct and appearance contribute to effectiveness of presentation.	Appearance and mannerisms are presented with a professional demeanor and personal style.	
Closing	Closing is missing or unclear.	Closing is clear and organized.	Closing well organized and effective.	Closing is creative and contributes to a unified and cohesive presentation.	
Effectiveness	More practice is needed to maintain audience interest.	Audience interest is maintained.	Effort is shown to enhance audience interest and involvement.	Multiple techniques are used to artfully and successfully create audience interest.	
Total Points _____					

Judge's Name: _____ County: _____

Judge's Signature: _____

Comments: