

Room:

School #:

2024

TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH CRAFTS

CONTESTANT'S NAME: _____

TITLE OF WORK: _____

Category:

(Circle one entry per category per school)

Painting/Drawing**3D/Sculptures**

Judges shall evaluate the performance according to the criteria below. Country of origin MUST be listed for authentication.
DISQUALIFICATIONS MUST BE APPROVED BY CONTEST DIRECTORS.

CRITERIA					POINTS AWARDED
Complexity of Preparation	30	29 – 20	19 – 10	9 – 0	
	Shows considerable attention to and skill in construction. Shows awareness of elements and principles of design. Exceptional use in identifying and keeping with presentation's focus.	Shows attention to and skill in construction. Contains some complex elements. Effective use in identifying and keeping with presentation's focus.	Shows some attention to and skill in construction. Adequate complex elements. Presentation's focus and intent could be improved.	Lacks attention to and skill in construction. Ineffective identification of focus.	
Use of color/ materials	20	19 – 10	9 – 5	4 – 0	
	Shows advanced knowledge of materials usage. Exceptional execution color scheme carefully.	Shows significant knowledge of materials usage. Effective execution of color scheme.	Shows some knowledge of materials usage. Adequate execution of color scheme.	Shows little knowledge of materials usage. Color was needed or would have improved product.	
Appeal	20	19 – 10	9 – 5	4 – 0	
	Unique approach to theme and attracts attention of the observer. Uses space effectively.	Thematic approach attracts attention. Shows awareness of using space adequately.	Shows lack of planning with little evidence of an overall composition focus.	Approach to theme lacking. Poor evidence of planning and focus.	
Authenticity	20	19 – 10	9 – 5	4 – 0	
	Notecard includes detailed information significant to cultural and language relevance. Vision is apparent with engaging and focused statement of theme.	Cultural and language relevance presented on notecard lacking in detail. Statement of theme needs to be strengthened.	Notecard lacks detail or contains cultural or language inaccuracies or errors in information.	Does not include notecard or notecard's information does not show connections to culture and/or language.	
Neatness	10	9 – 7	6 – 4	3 – 0	
	Items neatly presented with no stray marks, smudges. Execution shows care and significant effort.	Most items are neatly executed and presented. Items are secured with few noticeable stray marks, smudges, glue stains, etc.	Shows some attention to construction. Most items are secured with several noticeable stray marks, smudges, glue stains, etc.	Appears randomly and carelessly composed with little effort in production. Contains smudges, stains, rips, unevenness, stray marks, etc.	

COMMENTS TO ENCOURAGE CONTESTANTS:

**TOTAL
POINTS
AWARDED**

Please double check math!

Judge signature:

***NO TIE FOR FIRST PLACE!**

2024

Student Behavior

- Students who are not competing should remain on the first floor until the time of their competition.
- Students are to use the stairs unless physically challenged.
- Food should remain downstairs only.
- Students should be quiet and orderly in contest areas.
- Students must make sure that they clean up after themselves.
- Students should cooperate with adults instantly. Failure to do so could result in any adult asking for their name badge, thus removing them from being able to compete, and reporting their behavior to their teacher.
- Student attire and demeanor should reflect high school policies, but may **not** indicate the school or town name/affiliation. **This will result in disqualification.**

Manualidades (Crafts)

- Schools are permitted to enter **one entry per category per school**. Entries **MUST BE IN PLACE** at the start of the judging. **NO LATE ENTRIES WILL BE ALLOWED.**
- Categories include: **Painting/Drawing** and **3D/Sculptures**.
- All entries must be accompanied by a **5 x 8 card labeled with student name, school number, title of work, and region of origin.**
- The card must include a description of what the craft signifies.
- **Entries not retrieved at the end of the competition will be discarded.**

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
 North East Texas Organization of Language Educators

Start time: _____

SPANISH DANCE

End time: _____

Contestant/Dance Name: _____

Category: (Circle one)	SOLO or DUET	GROUP	# of students
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Judges shall evaluate the performance according to the criteria below. NOTE: Introduction does not have to be memorized.

CRITERIA					POINTS AWARDED
	30	29 – 20	19 – 10	9 – 0	
Skill/Mastery	Precise and graceful execution. Perfect posture and body placement. No missteps. Intricate or complex choreography	Precise and graceful execution. Good posture and body placement. No missteps. Choreography shows elements of complexity.	Mostly graceful and precise execution. Posture and body placement adequate. Missteps don't detract from performance. Choreography needs more complexity.	Some awkwardness in execution. Posture and body placement often inappropriate. Missteps evident and distracting. Choreography basic and needs improvement.	
Costuming	20	19 – 10	9 – 5	4 – 0	
	Design exceeds expectations. Are stylistic and creatively captures flavor of dance. Color is well-conceived and complements dance. Does not distract from performance.	Design appropriate to style and flavor of dance. Shows elements of uniqueness and creativity. Color is well-conceived and compliments dance moves. Does not distract from performance.	Design has little flavor or details and only vaguely reflect style of dance. Color scheme evident, though nondescript. Slightly distracting or overwhelms performance.	Design lacks details or accuracy in reflecting dance style and flavor. Color is not well-conceived. Distracts from or unrelated to performance.	
Cultural reflection	20	19 – 10	9 – 5	4 – 0	
	Clearly and exceptionally addresses cultural relevance and connections. Uses specific steps or styling reflective of cultural dances.	Shows cultural connections and relevance. Some use of steps and/or styling reflective of cultural dances.	Needs improvement in reflecting cultural connections and relevance. Steps and/or styling generally generic and do not fully reflect cultural dances.	Does not make connections or have much relevance to culture. Steps and styling are basic and non-reflective of cultural dances.	
General effect	20	19 – 10	9 – 5	4 – 0	
	Engaging stage presence. Performers comfortable with audience. Uses floor extensively with variety of creativity in formations. Shows stamina and confidence. Crisp, bold movements show attention to detail, synchronization and musicality.	Performance generally engages audience. Attention paid to presentation with good variety and creativity in formation and spatial use. Breaks in stamina or preciseness of movements. Good synchronization and musicality.	Performance lacking in engagement of audience. Some variety and creativity in formations and use of space. Breaks in stamina/confidence evident. Some missteps. Synchronization and/or musicality need improvement.	Performance does not engage audience. Imprecise movements show lack of attention to presentation. Limited variety or creativity in formations. Ineffective use of floor. Musicality and synchronization need improvement.	
Introduction (May be in English but MUST reference background)	10	9 – 7	6 – 4	3 – 0	
	Informative with thorough reference to cultural background, dance style and origins.	Informative with some reference to cultural background, dance style and origins.	Lacking in details referencing cultural background, dance style and origins.	Introduction irrelevant to culture. Limited to no reference of background or origins. NO INTRO.	

COMMENTS TO ENCOURAGE CONTESTANTS:

TOTAL POINTS AWARDED <i>Please double check math!</i>

Judge signature: _____

***NO TIE FOR FIRST PLACE!**

2024

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Spanish Dance

- Spanish Dance is divided into two categories: **Solo or Duet** and **Group**
- Schools are limited to **two total entries** regardless of category.
- Two copies of the rating sheets must be submitted to the judges.
- Judging criteria are: **Skill/Mastery, Costuming, Reflection of culture, General Effect and Introduction** (may be in English).
- A CD player may be available at the contest site. No piano will be available. Schools may supply their own Bluetooth speakers to connect to their personal devices. All schools should have someone assigned to start and stop the playback of any accompaniment.
- Performances are **open to the public**. Audience members **WILL NOT BE ALLOWED TO ENTER OR EXIT DURING A PERFORMANCE** and **SHOULD REMAIN QUIET FOR THE DURATION OF THE PERFORMANCE**.
- Performances are **limited to four (4) minutes including set up and exit**.

Room: _____

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
 North East Texas Organization of Language Educators

students in group: _____

SPANISH DRAMA

SELECTION TITLE: _____

Level (Circle one):	Beginner (Spanish I)	Intermediate (Spanish II)	Advanced (Spanish III/IV)
	Advantaged A (Spanish I & II)		Advantaged B (Spanish III - VI)
	Bilingual/Heritage A (Spanish I & II)		Bilingual/Heritage B (Spanish III - VI)

Judges shall evaluate the performance according to the criteria below. Note: Introduction does not have to be memorized.

CRITERIA					POINTS AWARDED
Memorization	25	24 – 15	14 – 5	4 – 0	
	Script fully memorized. Minor pauses with very few hesitations.	Almost fully memorized. Missed lines improvised. Flow of drama not seriously disrupted.	Partially memorized. No improvisation attempted. Pauses and/or breaks evident and significant.	Not well-memorized. No improvisation attempted. Missed lines, pauses and breaks very evident and distracting. Disqualify if script is used.	
Pronunciation	20	19 – 10	9 – 5	4 – 0	
	Clear voice, precise pronunciation. All words and phrasing clearly understood.	Pronunciation mostly accurate. Most words and phrasing understood.	Consistent errors in pronunciation. Mispronunciations caused some difficulty in understanding.	Mumbled. Incorrect pronunciation seriously affected by English or other language. Significant inability to understand.	
Intonation/Tone (delivery, expression, body language)	20	19 – 10	9 – 5	4 – 0	
	Voices loud and clear. Great use of tone. Gestures, facial expressions, body language show understanding of play.	No audibility issues. Good use of intonation, facial expression, gestures, and body language. Improvement possible.	Some audibility issues. More practice on tone, gestures, facial expressions and body language. Improvement needed.	Significant issues with audibility. Monotone. Lacks facial expressions. Gestures and body language insignificant or inappropriate.	
Staging (Costumes, props, blocking)	15	14 – 10	9 – 5	4 – 0	
	Creative props and costumes reflect understanding of play. Faced audience.	Improved props and/or costumes needed. Turned away from audience once or twice unnecessarily.	Few props/ costumes used. Much improvement needed. Inappropriately turned away from audience.	No props/ costumes. Significant issues with facing audience.	
Level of Difficulty	15	14 – 10	9 – 5	4 – 0	
	Level of difficulty appropriate or above for level of language study.	Vocabulary and tenses mostly appropriate for level.	Some vocabulary and tenses inadequate for level of language study.	Vocabulary and content inappropriately low for level of language study.	
Introduction DOES NOT HAVE TO BE IN TARGET LANGUAGE NOR MEMORIZED.	5	4 – 3	2 – 1	0	
	Good, clear introduction. Explained material and set scene well.	Adequate introduction. Included explanation of material.	Introduction difficult to understand. Did not explain material and lacked clear relevance.	No introduction.	

COMMENTS TO ENCOURAGE CONTESTANTS: _____

TOTAL POINTS AWARDED
Please double check math!

Judge signature: _____

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2024

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- Student attire and demeanor should reflect high school policies, but may **not** indicate the school or town name/affiliation. **This will result in disqualification.**

Drama (available on all levels)

- Schools are limited to **ONE ENTRY PER LEVEL.**
- Two copies of script **MUST** be provided to judges.
- Two copies of completed rating sheet **MUST** be provided to the judges.
- Drama is limited to **ten (10) minutes, including setup and exit.**
- **Memorization of lines is required.** Using scripts or prompts will result in disqualification.
- Monitor will confer with group before saying "Begin" and starting timing.
- All sound effects and any accompaniment must be furnished by the school.
- All props and other elements of drama **MUST be completed before arrival at the TAMU-C campus. NO PAINTING OR CONSTRUCTION IS ALLOWED ON UNIVERSITY PREMISES.**
- Props are restricted to designated areas. **DO NOT** store them at other locations on campus.
- Performances are open to the public. Audience members **WILL NOT BE ALLOWED TO ENTER OR EXIT DURING A PERFORMANCE** and **SHOULD REMAIN QUIET FOR THE DURATION OF THE PERFORMANCE.**
- Performers may remove their nametags while in costume.
- In the case of a single student enrolled in a level of the language, he/she may participate in the drama performance a level above his/her own.

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH ESSAY

Contestant's Name: _____ Level of study: _____

Selection Title: _____

Level (Circle one):	Bilingual/Heritage A (Spanish I & II)	Bilingual/Heritage B (Spanish III - VI)
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Judges shall evaluate the performance according to the criteria below.

CRITERIA					POINTS AWARDED
Content (addresses topic, used formal language)	40	39 – 25	24 – 15	14 – 0	
	Writing is clear, focused and suitable to audience. Topic is well-developed and supported by detail and accurate information. Essay captures and maintains the reader's attention throughout.	Writing is clear and focused, suitable to audience. Topic developed with supporting detail which may be too general. Essay captures reader's attention but does not maintain it throughout.	Writing somewhat lacking in focus and clarity. Topic is unclear, minimal, too simplistic, irrelevant or incomplete. Essay does not immediately capture reader's attention but does contain interesting details.	Writing lacks focus and clarity throughout. Topic development is lacking in consistency and purpose. Essay does not capture or maintain the reader's attention.	
Organization and Structure	25	24 – 15	14 – 5	4 – 0	
	Effectively organized in logical and creative manner. Sentences are well-built with strong and varied structure and length. Creative and engaging introduction and conclusion. Strong, supportive rationale.	Strong order and structure. Easy flow and rhythm with good variety in length. Inviting introduction and satisfying conclusion. Supportive rationale provided.	Organization is mostly appropriate and conventional. Awkward construction. Similar patterns and beginnings. Weak introduction and/or conclusion. Weak rationale for message provided.	Lacks structure and organization. Disorganized, disjointed, confusing and hard to follow. Missing or weak introduction and/or conclusion. Doesn't provide rationale for message.	
Voice	20	19 – 10	9 – 5	4 – 0	
	Expressive, engaging and sincere. Writer perspective is very evident and integrates feelings, experiences, reflections or beliefs. Shows strong evidence of attention to audience. Uses vivid words and phrases with accurate, natural and unforced word placement.	Appropriate to audience and purpose. Writer perspective evident with some connection to feelings, experiences, reflections or beliefs. Uses vivid words and phrases. Choice and placement are inaccurate at times and may be overdone.	Writer perspective is somewhat evident but may be inappropriate or non-existent. Writing seems mechanical. Uses words that communicate purpose, experiences or beliefs but lacks variety or seem superficial.	Writing tends to be flat or stiff. Unique perspective is not evident and purpose is unclear. Jargon or clichés may be present and detracting.	
Conventions (grammar, punctuation, spelling)	15	14 – 10	9 – 5	4 – 0	
	Free of spelling and punctuation errors. Grammar usage is controlled and error free.	Some spelling and punctuation errors that don't interfere with understanding. Grammar is somewhat controlled with minimal errors.	Numerous spelling and punctuation errors which interfere with understanding. Several grammatical problems are evident.	Spelling and punctuation errors are frequent and interfere with understanding. Numerous errors in grammar are evident and interruptive.	

COMMENTS TO ENCOURAGE CONTESTANTS:

TOTAL POINTS AWARDED
Please double check math!

Judge signature: _____

***NO TIE FOR FIRST PLACE!**

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- Student attire and demeanor should reflect high school policies, but may **not** indicate the school or town name/affiliation. **This will result in disqualification.**

Essays (Bilingual/ Heritage speakers only)

- Each school is limited to **two entries per teacher** per language.
- **2024 Essay topic will be given at the start of the onsite competition on the day of Symposium.**
- Essays must be entirely written by the student with no help from translating devices, applications or websites. Students may bring a non-electronic dictionary or use one of the shared dictionaries provided onsite as available.
- Essays should be neatly and legibly written on the pages provided.
- Essays must be completed within the time frame allotted for the event.
- A header should include the student's name and school number **ONLY**.

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- Student attire and demeanor should reflect high school policies, but may **not** indicate the school or town name/affiliation. **This will result in disqualification.**

Memorized Prose and Poetry (available on all levels)

- Students **must** choose one of the pre-approved selections.
- Copies of selections will be provided to judges by the contest directors.
- Each school is limited to **two entries per level in each event.**
- Judging criteria are: **Memorization, Intonation and Tone, Pronunciation and Interpretation.**
- Poem or prose selection **MUST BE MEMORIZED.**
- Audiences are not allowed.
- Contestants will be admitted to the room one at a time.

Room:

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH PREPARED SPEECH

Contestant's Name: _____ Level of study: _____

Title: _____

Level (Circle one):	Beginner (Spanish I)	Intermediate (Spanish II)	Advanced (Spanish III/IV)
	Advantaged A (Spanish I & II)		Advantaged B (Spanish III - VI)
	Bilingual/Heritage A (Spanish I & II)		Bilingual/Heritage B (Spanish III - VI)

Judges shall evaluate the performance according to the criteria below. **TOPIC MUST BE SELECTED FROM OFFICIAL LIST.**

CRITERIA					POINTS AWARDED
	40	39 – 25	24 – 15	14 – 0	
Content (addresses topic, used formal language)	Writing is clear, focused and suitable to audience. Topic is well-developed and supported by detail and accurate information. captures and maintains the reader's attention throughout.	Writing is clear and focused, suitable to audience. Topic developed with supporting detail which may be too general. Speech captures reader's attention but does not maintain it throughout.	Writing somewhat lacking in focus and clarity. Topic is unclear, minimal, too simplistic, irrelevant or incomplete. Speech does not immediately capture reader's attention but does contain interesting details.	Writing lacks focus and clarity throughout. Topic development is lacking in consistency and purpose. Speech does not capture or maintain the reader's attention.	
Memorization	20 Speech fully memorized. Minor pauses with very few hesitations.	19 – 10 Speech almost fully memorized. Missed word or lines improvised. Flow of speech not seriously disrupted.	9 – 5 Speech partially memorized. No improvisation attempted. Pauses and/or breaks evident and significant. Prompting necessary.	4 – 0 Speech poorly memorized. No improvisation. Missed lines, significant pauses and breaks evident and distracting. Extensive prompting or used copy.	
Intonation/ Poise: (delivery, expression, body language)	20 Voice loud and clear. Great use of tone, gestures, facial expressions. Moves appropriately in the space.	19 – 10 No audibility issues. Good use of intonation, gestures, facial expression, and body language. Improvement possible.	9 – 5 Some audibility issues. More practice on tone, gestures, facial expressions and body language. Much improvement needed.	4 – 0 Significant issues with audibility. Monotone. Lacks facial expressions. Gestures and body language insignificant or inappropriate.	
Pronunciation	15 Clear and precise pronunciation. All words and phrasing clearly understood.	14 – 10 Pronunciation mostly correct. Most words and phrasing understood.	9 – 5 Consistent errors in pronunciation caused some difficulty in understanding.	4 – 0 Incorrect pronunciation seriously affected by English or other language. Difficult to understand.	
Mastery of material (Response to Judge's questions)	5 Completely developed topic and was well informed. Understood and correctly responded to judges' questions.	4 – 3 Topic well-developed but would have benefitted from additional content. Understood and responded correctly to judges' questions.	2 – 1 Topic underdeveloped leaving significant content unexplored. Did not fully understand judges' questions.	0 Topic underdeveloped leaving significant content unexplored. Did not understand or respond to judges' questions.	

COMMENTS TO ENCOURAGE CONTESTANTS:

TOTAL POINTS AWARDED

Please double check math!

Judge signature:

***NO TIE FOR FIRST PLACE!**

2024

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Prepared Speech (available for all levels)

- **Topics are to be selected from the official list.**
- Schools are limited to **two entries per level** per language.
- Speeches **should not include any identifying characteristics** (school, town, teacher's name, etc).
- Speeches **must be written by the student ONLY in the target language**. Use of translation apps, online or electronic sites, personal translators or artificial intelligence of any kind is not allowed. Teachers are responsible for ensuring that speeches are fully student generated only in order to avoid disqualification. (Speeches reviewed for such use and found to be artificially generated will be disqualified.)
- Teachers may assist the student by **identifying** grammatical or usage errors but may **not** assist in correcting them.
- Speeches should be level appropriate.
- **The speech must be memorized.**
- Student must **submit two typed or clearly written copies of the speech** to the judges.
- The student should be prepared to **answer three or four questions about his/her speech** in the target language at the judge's discretion.
- Speeches are **limited to three (3) minutes in length.**

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH SIGHTREADING

Contestant's Name: _____ Level of study: _____

Selection Title: _____

Level (Circle one):	Beginner (Spanish I)	Intermediate (Spanish II)	Advanced (Spanish III/IV)
	Advantaged A (Spanish I & II)		Advantaged B (Spanish III - VI)
	Bilingual/Heritage A (Spanish I & II)		Bilingual/Heritage B (Spanish III - VI)

Judges shall evaluate the performance according to the criteria below.

CRITERIA					POINTS AWARDED
Pronunciation	40	39 – 25	24 – 15	14 – 0	
	Precise and accurate pronunciation.	Pronunciation mostly accurate.	Consistent errors in pronunciation.	Incorrect pronunciation seriously affected by English or other language.	
Intonation (Changes in how voice rises and falls) Tone (How lines are presented and the impression made on listener)	20	19 – 10	9 – 5	4 – 0	
	Voice loud, clear and changes to reflect elements of selection. Great use of tone to emphasize meaning of selection.	No issues in ability to hear clearly and comprehend. Good use of tone to reflect meaning of selection.	Some issues with ability to hear and understand speaking voice. More practice on reflecting meaning of selection needed.	Difficult to hear and understand speaking voice. Presentation of selection is monotone and lacking in reflecting meaning of selection.	
Poise (Delivery, expression, body language)	20	19 – 10	9 – 5	4 – 0	
	Gestures, facial expressions, and body language show understanding of selection.	Facial expression, gestures, and body language generally appropriate. Improvement possible.	Gestures, facial expressions and body language need significant improvement.	Lacks facial expressions. Gestures and body language insignificant or inappropriate.	
Diction	20	19 – 10	9 – 5	4 – 0	
	All words and phrasing are clear and understood. Reads entire text like natural speech. Appropriate pauses for punctuation.	Most words and phrasing are clear and understood. Reads most of the text like natural speech. Pauses appropriately for most punctuation.	Pronunciation causes difficulty in understanding. Reads text by randomly combining phrases. Occasionally pauses inappropriately for punctuation.	Mumbled. Unable to understand. Choppy, word-by-word reading of text. Inappropriate pauses or lacking in pause for punctuation.	

COMMENTS TO ENCOURAGE CONTESTANTS:

TOTAL POINTS AWARDED
Please double check math!

***NO TIE FOR FIRST PLACE!**

Judge signature:

2024

Student Behavior

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Sightreading Poetry (available on all levels)

- Each school is **limited to two entries**.
- **Audiences are not allowed.**
- Students will be given a selection and allowed **three minutes to study** before recitation.
- A monitor will be present to time the student's preparation of the selection.
- **Dictionaries, electronic devices or any outside assistance are not allowed.** Teachers: Please discourage students from bring electronic devices that can be used in translating materials (such as cell phones, smart watches, etc.) to the contest site with them. **ATTEMPTING TO USE THEM WILL BE CAUSE FOR DISQUALIFICATION.**
- Students studying should have different selections from that which is being read for the judges.
- It is the responsibility of the student to notify the monitor if he/she has prior knowledge of the selection he/she has been given.

Room:

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH SPELLING

Contestant's Name: _____ Level of study: _____

Level (Circle one):	Beginner (Spanish I)	Intermediate (Spanish II)	Advanced (Spanish III/IV)
	Advantaged A (Spanish I & II)		Advantaged B (Spanish III - VI)
	Bilingual/Heritage A (Spanish I & II)		Bilingual/Heritage B (Spanish III - VI)

Practice word:	TESTED SPELLING WORDS	
1.	16.	
2.	17.	
3.	18.	
4.	19.	
5.	20.	
6.	21.	
7.	22.	
8.	23.	
9.	24.	
10.	25.	
11.	26.	
12.	27.	
13.	28.	
14.	29.	
15.	30.	
TIE BREAK Words		

**NO TIE FOR FIRST PLACE!*

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Spelling (available on all levels)

- The competition will be **written** and in the target language.
- Each school is limited to **TWO ENTRIES PER LEVEL PER LANGUAGE.**
- Words will be taken from the spelling lists provided which are taken from the appropriate level of state-adopted textbooks or other authentic language sources.
- Instructions and words (including tiebreakers) will be given by Judge(s) who will monitor throughout the entire thirty (30) word session.
- At the completion of the competition, Judges will pick up pencils, rating sheets and cover sheets before dismissing students.
- Judges will grade the rating sheets as a standard spelling test with the student making the fewest errors receiving 1st place. **In case of a tie, the Judges will use the tiebreaker words to determine first place with the student making the first error receiving second place.**

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
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SPANISH VERBAL FLUENCY

Contestant's Name: _____ Level of study: _____

Level (Circle one):	Beginner (Spanish I)	Intermediate (Spanish II)	Advanced (Spanish III/IV)
	Advantaged A (Spanish I & II)		Advantaged B (Spanish III - VI)
	Bilingual/Heritage A (Spanish I & II)		Bilingual/Heritage B (Spanish III - VI)

Judges shall evaluate the performance according to the criteria below.

CRITERIA					POINTS AWARDED
Comprehension and correct response	30	29 – 20	19 – 10	9 – 0	
	Understands questions without difficulty. Immediate and appropriate response to questions with adequate fluency.	Understands most questions with some hesitation in response that does not interfere with communication.	Understands simple questions with repetition and/or rephrasing. Response is hesitant due to searching for words and phrases.	Lacks significant understanding of questions even with repetition and/or rephrasing. Responds in single word utterances, short patterns or not at all.	
Vocabulary and Structure (Correct usage in answering)	30	29 – 20	19 – 10	9 – 0	
	Incorporates vocabulary that is on and above level. Uses idiomatic expressions appropriate to the topic. Self-corrects with few errors in verb endings, subject-verb and noun-adjective agreement. Uses appropriate word order and articles.	Uses vocabulary that is on level and incorporates some above level vocabulary. Attempts to use idiomatic expressions appropriate to topic. Errors in structure not always self-corrected with few verb or agreement errors.	Relies on basic vocabulary at level. Idiomatic expressions not attempted or incorrectly used. Significant structural errors in all areas.	Vocabulary limited. Fails to incorporate idiomatic expressions. Responses contain many structural errors or are not indicative of knowledge of structure.	
Contribution to conversation	20	19 – 10	9 – 5	4 – 0	
	Initiates, clarifies and continues conversation. Easily asks questions and speaks spontaneously. Uses circumlocution (able to explain themselves when lacking topical vocabulary). Uses intonation appropriate to expression of ideas.	Willing to initiate conversation. Asks questions and speaks evenly. May need occasional prompting in continuing conversation. Attempts circumlocution and some appropriate intonation in expressing ideas.	Limited conversational initiation. Sometimes asks questions and speaks hesitantly. Needs frequent prompting to continue or further conversation.	Reluctant to initiate speech. Struggles with asking questions. Speaks haltingly, relies heavily on others to sustain conversation and rarely responds even with frequent prompting.	
Pronunciation	15	14 – 10	9 – 5	4 – 0	
	Speaks clearly with accurate pronunciation and effective accent.	Speaks clearly and attempts accurate pronunciation with effective accent.	Speech is comprehensible in spite of mispronunciation or accent interference.	Mispronunciation and/or accent impedes comprehensibility.	
Prompt response	5	4 – 3	2 – 1	0	
	Responds immediately with no hesitations or disruptive utterances.	Responds with hesitations or disruptive utterances.	Slow to respond. Significant disruptive utterances.	Does not respond.	

COMMENTS TO ENCOURAGE CONTESTANTS

TOTAL POINTS AWARDED
Please double check math!

Judge signature:

**NO TIE FOR FIRST PLACE!*

2024

Student Behavior

- Students who are not competing should remain on the first floor until the time of their competition.
- Students are to use the stairs unless physically challenged.
- Food should remain downstairs only.
- Students should be quiet and orderly in contest areas.
- Students must make sure that they clean up after themselves.
- Students should cooperate with adults instantly. Failure to do so could result in any adult asking for their name badge, thus removing them from being able to compete, and reporting their behavior to their teacher.
- Student attire and demeanor should reflect high school policies, but may **not** indicate the school or town name/affiliation. **This will result in disqualification.**

Verbal Fluency (available on all levels)

- Each school is limited to **two entries per level per language.**
- **Beginning** students will converse with a judge for **1-2 minutes.**
- **Intermediate** students will converse for **2-3 minutes.**
- **Advanced** students will converse for **3-4 minutes.**
- **Advantaged** and **Bilingual** students will converse for **4-5 minutes.**
- Judges will converse with students one at a time, using the sample questions provided in the packet as a starting point of an organic conversation.

Room:

School #:

2024

TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH VOCAL MUSIC

SELECTION TITLE: _____

Classification: (Circle one)	FOLK	POPULAR
Category: (Circle one)	SOLO or DUET	GROUP
		# of students

Judges shall evaluate the performance according to the criteria below. *Note: Introduction is not required to be memorized.*

CRITERIA					POINTS AWARDED
	20	19 – 10	9 – 5	4 – 0	
Memorization	Song fully memorized.	Song mostly memorized. A few words or small phrase missed.	Song partially memorized with pauses and/or breaks, several missed words or phrases.	Significant memorization issues. Many words and phrases missed. (0 rating if sheet music/notes used.)	
Pronunciation	25 Clear voice, precise pronunciation. All words/phrasing clearly understood with appropriate intonation and pacing to engage audience.	24 – 15 Pronunciation mostly correct. Most words and phrasing understood. Intonation and phrasing were effectively used. Somewhat engaging of audience.	14 – 5 Consistent errors in pronunciation. Mispronunciations caused understanding to be difficult. Intonation and phrasing did not engage audience and was ineffective.	4 – 0 Mumbled. Incorrect pronunciation seriously affected by English or other language. Unable to understand. Intonation and phrasing inappropriate or non-existent. Monotone.	
Interpretation and technique: tone quality, phrasing, syllabification, dynamics	30 Consistently on pitch. Excellent volume, phrasing and projection of voice. Pleasing and enjoyable tone and voice quality. Masterfully executes notes and rhythms.	29 – 20 Pitch is mostly consistent. Volume, phrasing and projection of voice effective. Pleasing and enjoyable tone and voice quality. Well-executed notes and rhythms.	19 – 10 Errors in pitch or rhythm noticeable and distracting. Tone or voice quality improvement possible. Some notes poorly executed. Volume, phrasing and projection of voice limited.	9 – 0 Errors in pitch or rhythm significantly distracting. Phrasing lacking. Inadequate volume, inappropriate to interpretation. Notes and rhythm not well executed.	
General effect: Costuming, props, posture	20 Costuming/staging representative and appropriate to material. Added significantly to overall performance. Uses posture and body language to communicate.	19 – 10 Costuming/staging appropriately presented material but improvement possible. Did not detract from performance. Good posture and effective body language to communicate.	9 – 5 Inadequate effort, not representative of material. Needed much improvement. Minor distractions. Posture and communication through body language could be improved.	4 – 0 Dress not reflective of or inappropriate for material and distracts from performance. Posture and body language needed much improvement.	
Introduction: DOES NOT HAVE TO BE MEMORIZED OR IN THE TARGET LANGUAGE.	5 Good, clear introduction. Explained material and set scene well.	4 – 3 Fair introduction. Included explanation of material.	2 – 1 Introduction difficult to understand. Did not explain material and lacked clear relevance.	0 Limited or no introduction. Showed no relevance to material.	

COMMENTS TO ENCOURAGE CONTESTANTS:

TOTAL POINTS AWARDED <i>Please double check math!</i>

***NO TIE FOR FIRST PLACE!**

Judge signature:

2024

Student Behavior

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Vocal

- Schools are limited to **two entries** per language.
- A CD/ Cassette player will be available at the contest site. No piano will be available.
- Musical performances will be **open to the public**. Audience members should remain quiet and should not enter or exit during a performance.
- **Lyrics must be memorized.**
- Two copies of the material to be performed should be presented to the judges including the lyrics and sheet music, when available.
- **Winners will receive academic points.**
- Performances **may not exceed four (4) minutes from setup to exit**. Entries exceeding this time limit will be disqualified.
- There will be four categories in Spanish: **solo/duet popular, group popular, solo/duet folk, group folk**