

Room:
Event Time:

2026

School #:

TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH ARTS AND CRAFTS

CONTESTANT'S NAME: _____

TITLE OF WORK: _____

Category:

(Circle one entry per category per school)

Painting/Drawing

3D/Sculptures

DISQUALIFICATIONS MUST BE APPROVED BY CONTEST DIRECTORS. Country of origin MUST be listed for authentication.

CRITERIA FOR JUDGING					POINTS AWARDED
	30	29 – 20	19 – 10	9 – 0	
Complexity of Preparation	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	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	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	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	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!**

2026

Student Behavior

- Students who are not competing should remain on the first floor until the time of their competition.
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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.**

Arts and Crafts (Manualidades)

- 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 and its method of preparation.
- **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) <i>Only <u>two</u> total entries per school regardless of category.</i>	SOLO or DUET	GROUP	# of students
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NOTE: Introduction does not have to be memorized.

CRITERIA FOR JUDGING					POINTS AWARDED
Skill/Mastery	30	29 – 20	19 – 10	9 – 0	
	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
Please double check math!

Judge signature:

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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**.

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TEXAS FOREIGN LANGUAGES SYMPOSIUM
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students in group:

SPANISH DRAMA

SELECTION TITLE: _____

Level (Circle one):	Beginner (Spanish 1)	Intermediate (Spanish 2)	Advanced (Spanish 3 & 4)
	Advantaged A (Spanish 1 & 2)		Advantaged B (Spanish 3 - 5+)
	Bilingual/Heritage A (Spanish 1 & 2)		Bilingual/Heritage B (Spanish 3 - 5+)

TWO (2) COPIES OF SCRIPT MUST BE PROVIDED TO JUDGES. Note: Introduction does not have to be memorized.

CRITERIA FOR JUDGING					POINTS AWARDED
Memorization	30	29 – 15	14 – 10	9 – 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)	15	14 – 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
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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, introduction 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 ORAL ACADEMIC

Contestant's Name: _____ Level of study: _____

Selection Title: _____

Category (circle one): **MEMORIZED PROSE** **MEMORIZED POETRY**

Level (Circle one):	Beginner (Spanish 1)	Intermediate (Spanish 2)	Advanced (Spanish 3 & 4)
	Advantaged A (Spanish 1 & 2)		Advantaged B (Spanish 3 - 5+)
	Bilingual/Heritage A (Spanish 1 & 2)		Bilingual/Heritage B (Spanish 3 - 5+)

TWO (2) COPIES OF SELECTION MUST BE PROVIDED TO JUDGES.

CRITERIA FOR JUDGING					POINTS AWARDED
Memorization	35	34 – 25	24 – 10	9 – 0	
	Selection fully memorized. Minor pauses and hesitations that do not distract flow of performance.	Almost fully memorized. Minor pauses and hesitations with missed words/lines improvised and do not disrupt the flow or meaning of selection.	Partial memorization with significant hesitations, pauses and breaks. No attempt to improvise missed words and lines.	Little to no memorization. Hesitations, pauses, breaks, missed words and/or lines significant and distracting. (MUST be disqualified if read)	
Intonation (Changes in how voice rises and falls) and Tone (How lines are presented and the impression made on listener)	25	24 – 15	14 – 10	9 – 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.	
Pronunciation	25	24 – 15	14 – 5	4 – 0	
	Clear voice, precise pronunciation. All words and phrasing clearly understood.	Pronunciation mostly correct. Most words and phrasing understood.	Consistent errors in pronunciation. Mispronunciations caused difficulty in understanding.	Mumbled. Incorrect pronunciation seriously affected by English or other language. Unable to understand.	
Interpretation (delivery, expression, body language)	15	14 – 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.	

COMMENTS TO ENCOURAGE CONTESTANTS:

TOTAL POINTS AWARDED
Please double check math!

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Memorized Prose and Poetry (available on all levels)

- Students **must** choose one of the pre-approved selections for the current school year.
- Students must provide two copies of selections to judges.
- 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.

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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 1)	Intermediate (Spanish 2)	Advanced (Spanish 3 & 4)
	Advantaged A (Spanish 1 & 2)		Advantaged B (Spanish 3 - 5+)
	Bilingual/Heritage A (Spanish 1 & 2)		Bilingual/Heritage B (Spanish 3 - 5+)

TWO (2) COPIES OF SPEECH MUST BE PROVIDED TO JUDGES. TOPIC MUST BE SELECTED FROM 2026 LIST.

CRITERIA FOR JUDGING					POINTS AWARDED
Content (addresses topic, used formal language)	30	29 – 15	14 – 10	9 – 0	
	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	30	29 – 15	14 – 10	9 – 0	
	Speech fully memorized. Minor pauses with very few hesitations.	Speech almost fully memorized. Missed word or lines improvised. Flow of speech not seriously disrupted.	Speech partially memorized. No improvisation attempted. Pauses and/or breaks evident and significant. Prompting necessary.	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	19 – 10	9 – 5	4 – 0	
	Voice loud and clear. Great use of tone, gestures, facial expressions. Moves appropriately in the space.	No audibility issues. Good use of intonation, gestures, facial expression, and body language. Improvement possible.	Some audibility issues. More practice on tone, gestures, facial expressions and body language. Much improvement needed.	Significant issues with audibility. Monotone. Lacks facial expressions. Gestures and body language insignificant or inappropriate.	
Pronunciation	15	14 – 10	9 – 5	4 – 0	
	Clear and precise pronunciation. All words and phrasing clearly understood.	Pronunciation mostly correct. Most words and phrasing understood.	Consistent errors in pronunciation caused some difficulty in understanding.	Incorrect pronunciation seriously affected by English or other language. Difficult to understand.	
Mastery of material (Response to Judge's questions)	5	4 – 3	2 – 1	0	
	Completely developed topic and was well informed. Understood and correctly responded to judges' questions.	Topic well-developed but would have benefitted from additional content. Understood and responded correctly to judges' questions.	Topic underdeveloped leaving significant content unexplored. Did not fully understand judges' questions.	Topic underdeveloped leaving significant content unexplored. Did not understand or respond to judges' questions.	

COMMENTS TO ENCOURAGE CONTESTANTS:

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Judge signature:

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Prepared Speech (available for all levels)

- **Topics are to be selected from the official list for the level.**
- 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 legibly 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: 1 2 3

Level (Circle one):	Beginner (Spanish 1)	Intermediate (Spanish 2)	Advanced (Spanish 3 & 4)
	Advantaged A (Spanish 1 & 2)		Advantaged B (Spanish 3 - 5+)
	Bilingual/Heritage A (Spanish 1 & 2)		Bilingual/Heritage B (Spanish 3 - 5+)

CRITERIA FOR JUDGING					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:

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Please double check math!

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Judge signature:

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Sightreading Poetry (available on all levels)

- Each school is **limited to two entries per level.**
- **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.

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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 1)	Intermediate (Spanish 2)	Advanced (Spanish 3 & 4)
	Advantaged A (Spanish 1 & 2)		Advantaged B (Spanish 3 - 5+)
	Bilingual/Heritage A (Spanish 1 & 2)		Bilingual/Heritage B (Spanish 3 - 5+)

ONLY ONE RATING SHEET REQUIRED.

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

Spelling (available on all levels)

- The competition will be **written** and in the target language.
- Each school is limited to **two entries per level.**
- 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

North East Texas Organization of Language Educators

SPANISH VERBAL FLUENCY

Contestant's Name: _____ Level of study: _____

Level (Circle one):	Beginner (Spanish 1)	Intermediate (Spanish 2)	Advanced (Spanish 3 & 4)
	Advantaged A (Spanish 1 & 2)		Advantaged B (Spanish 3 - 5+)
	Bilingual/Heritage A (Spanish 1 & 2)		Bilingual/Heritage B (Spanish 3 - 5+)

CRITERIA FOR JUDGING					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. Speaks spontaneously. Uses circumlocution (able to explain themselves when lacking topical vocabulary). Uses intonation appropriate to expression of ideas.	Willing to initiate conversation. Some spontaneous speech. May need occasional prompting to continue conversation. Attempts circumlocution and some appropriate intonation in expressing ideas.	Limited conversational initiation. Speaks hesitantly. Doesn't spontaneously add much to conversation. Needs frequent prompting to continue or further conversation.	Reluctant to initiate speech. Speaks haltingly, relies heavily on others to sustain conversation and rarely responds even with frequent prompting. Doesn't add to conversation.	
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	
				<i>Please double check math!</i>	

Judge signature:

*NO TIE FOR FIRST PLACE!

2026

Student Behavior

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Verbal Fluency (available on all levels)

- Each school is limited to **two entries per level.**
- **Beginning** (Spanish 1) students will converse with a judge for **1-2 minutes.**
- **Intermediate** (Spanish 2) students will converse for **2-3 minutes.**
- **Advanced** (Spanish 3 and 4) students will converse for **3-4 minutes.**
- **Advantaged** and **Bilingual** (Spanish 1 - 6+) 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 the starting point of an organic conversation.

Room:
Event Time:

School #:

2026

TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH VOCAL MUSIC

SELECTION TITLE: _____

Category: (Circle one)	SOLO or DUET	GROUP	# of students
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TWO (2) COPIES OF VOCAL SELECTION MUST BE PROVIDED TO JUDGES. Note: Introduction is not required to be memorized.

CRITERIA FOR JUDGING					POINTS AWARDED
Memorization	25	24 – 15	10 – 5	4 – 0	
	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	24 – 15	14 – 5	4 – 0	
	Clear voice, precise pronunciation. All words/phrasing clearly understood with appropriate intonation and pacing to engage audience.	Pronunciation mostly correct. Most words and phrasing understood. Intonation and phrasing were effectively used. Somewhat engaging of audience.	Consistent errors in pronunciation. Mispronunciations caused understanding to be difficult. Intonation and phrasing did not engage audience and was ineffective.	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	29 – 20	19 – 10	9 – 0	
	Consistently on pitch. Excellent volume, phrasing and projection of voice. Pleasing and enjoyable tone and voice quality. Masterfully executes notes and rhythms.	Pitch is mostly consistent. Volume, phrasing and projection of voice effective. Pleasing and enjoyable tone and voice quality. Well-executed notes and rhythms.	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.	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	15	14 – 10	9 – 5	4 – 0	
	Costuming/staging representative and appropriate to material. Added significantly to overall performance. Uses posture and body language to communicate.	Costuming/staging appropriately presented material but improvement possible. Did not detract from performance. Good posture and effective body language to communicate.	Inadequate effort, not representative of material. Needed much improvement. Minor distractions. Posture and communication through body language could be improved.	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	4 – 3	2 – 1	0	
	Good, clear introduction. Explained material and set scene well.	Fair introduction. Included explanation of material.	Introduction difficult to understand. Did not explain material and lacked clear relevance.	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:

2026

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Vocal

- Schools are limited to **two entries total**.
- 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 and introduction to exit**. Entries exceeding this time limit will be disqualified.
- There will be two categories in Spanish: **solo/duet** and **group**.

Room:
Time:

School #:

2026

TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH ESSAY

Contestant's Name: _____ Level of study: _____

Level (circle one):	Bilingual/Heritage A (Spanish 1 & 2)	Bilingual/Heritage B (Spanish 3 - 5+)
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CRITERIA FOR JUDGING					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 <i>Please double check math!</i>

**NO TIE FOR FIRST PLACE!*

Judge signature:

2026

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Essay (Bilingual/Heritage ONLY)

- The competition will be written in the target language.
- Students **MUST** provide the ESSAY packet (Rating sheet, lined pages for PROMPT and writing the final draft of the essay) for this event.
- Each **teacher** is allowed **two entries per level**.
- Students will have access to a print dictionary as needed.
- Instructions will be given by Judge(s) who will monitor throughout the entire session.
- At the completion of the competition, Judges will pick up pencils, rating sheets and any dictionaries before dismissing students.
- Judges will evaluate each essay the based on: development of topic, style, form, content, and mechanics.

Room:
Time:

School #:

2026

TEXAS FOREIGN LANGUAGES SYMPOSIUM
North East Texas Organization of Language Educators

SPANISH SCHOLARSHIP EXAM

PLEASE SUBMIT THIS COMPLETED FORM TO THE SCHOLARSHIP EXAM MONITOR
ALONG WITH A LETTER VERIFYING YOUR CURRENT LEVEL OF LANGUAGE STUDY
SIGNED BY BOTH YOUR SCHOOL COUNSELOR AND LANGUAGE TEACHER.

Fluency:
<input type="checkbox"/> <i>non-Heritage</i>
<input type="checkbox"/> <i>Advantaged</i>
<input type="checkbox"/> <i>Bilingual/Heritage</i>

LEVEL OF LANGUAGE STUDY: <i>SPANISH</i> _____
--

STUDENT NAME	_____
MAILING ADDRESS	_____ _____ _____
TELEPHONE NUMBER ()	_____
SCHOOL NAME	_____
SCHOOL PHONE NUMBER ()	_____
TEACHER NAME	_____
EXPECTED GRADUATION DATE	_____

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Scholarship Exam (available on all levels)

- The Scholarship Exam is for students at the **Intermediate level and above**, but a single test will be given regardless of the level of study of the student taking it.
- A student may take the exam only one time in his/her high school career.
- Scholarships will be awarded to the winners **upon enrollment in a qualifying program of study in the Department of Languages at East Texas A&M University.**
- At the time of the exam, students **MUST** provide an official letter verifying the level of language study and current year's enrollment signed by the high school counselor or registrar and their language teacher of record.
- Students will have one hour to complete the test.
- A **1st place scholarship of \$750** and **2nd and 3rd place scholarships of \$500** will be awarded.
- All participants will receive notification of their exam results directly from the University.
- This event is excluded from calculation of sweepstakes.
- The **Scholarship Exam** is proctored and reviewed by East Texas A&M University language faculty *for identification of student placement in Spanish at the University* upon enrollment in a qualifying program of study in the Department of Languages at the University. Students *may*, with an appropriate score, place out of up to 3 courses upon enrollment in a qualifying program of study in the languages department (a 4th semester of placement credit may be awarded based upon performance on the essay portion of the exam.) Scholarship, credits and placement do not apply at any other institutions of higher learning.