

Teller's Name \_\_\_\_\_ . **\*\*Kentucky Youth Storytelling Judging Rubric, p.1**

| Category                                       | Beginning  | Developing   | Proficient  | Advanced  |
|--|--|--|---|---|
| Possible Score                                 | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>  |
| Rate of Delivery<br>_____<br>Score             | Pacing too fast;<br>Pacing too slow;<br>Ineffective pauses.  | Some appropriately varied pacing.  | Pacing changes coordinate with the narrative  | Pacing changes coordinate with the narrative <b>and</b> allow time for the audience to react/imagine the story.   |
| Volume<br>_____<br>Score                       | Too loud;<br>Too soft.   | Easily heard most of the time.   | Easily heard throughout the story.  | Easily heard throughout entire story <b>and</b> changes support the action in the story.  |
| Pitch<br>_____<br>Score                        | No vocal changes   | Some variety.  | Enough variety to hold interest.  | Enough variety to hold interest <b>and</b> changes support the action in the story.   |
| Articulation & Pronunciation<br>_____<br>Score | Mumbling; Slurred words;<br>Over-precise and phony sounding;<br>Many unintentional mispronunciations.* | Some unintentional mispronunciations or Poorly articulated words such that audience understanding of the story is limited. | Minor errors of unintentional mispronunciation or articulation that do not limit audience understanding | Words easily understood <b>and</b> all words pronounced correctly (if they are supposed to be – in some stories there are deliberate mispronunciations) |
| Other vocal considerations<br>_____<br>Score   | Used abundant vocal fillers (um, like, you know);<br>Lip smacking                                      | Minor or occasional use of vocal fillers.  | Nothing detracts from listener comprehension of the story.  | Enhances listener comprehension <b>and</b> enjoyment of the story.  |

Teller's Name \_\_\_\_\_

**\*\* Kentucky Youth Storytelling Judging Rubric, p. 2**

| Category   | Beginning   | Developing  | Proficient   | Advanced   |
|--|---|---|--|--|
| Possible Score                                       | 1   | 2   | 3  | 4  |
| <b>Body Language</b><br><br>_____<br><b>Score</b>    | Little or no usage of eye contact, gestures, facial expression, movement <b>and/or</b> stance in telling the story.<br>OR such over-exaggeration of same that listeners are distracted. | Questionable usage of eye contact, gestures, facial expressions, movement <b>and/or</b> stance results in occasional confusion.                                     | Most use of eye contact, gestures, facial expressions, movement <b>and/or</b> stance supports the narrative.                       | Eye contact, gestures, facial expressions, movement <b>and/or</b> stance coordinate with the narrative resulting in an enjoyable and easy to understand story.                     |
| <b>Characterization</b><br><br>_____<br><b>Score</b> | Ineffective or inconsistent use of characterization or no effort at distinction between characters and narrator   | Story understanding limited by loss of characterization or blurring of distinction between characters and narrator.   | Loss of characterization at times; distinction between characters and narrator sometimes blurred. Story understanding not limited. | Characters were believably developed, and distinguished from the narrator, through effective use of voice, stance, movement or gestures.   |
| <b>Stage Presence</b><br><br>_____<br><b>Score</b>   | Significant distracting behaviors (pacing, fidgeting, hands jammed in pockets, playing with hair, bouncing, etc.); Stiff; appears uncomfortable   | Minor distracting behaviors that do not limit audience understanding of the story; Seemed unsure, uneasy or lacking confidence at times.                            | No distracting behaviors. Appears confident and comfortable.   | Teller appears to be relaxed, confident, comfortable, <b>and</b> enjoying the story.   |
| <b>The Story</b><br><br>_____<br><b>Score</b>        | Illogical event sequence; little or no transitions from one section of the story to another; no descriptive imagery (thus making story difficult to understand or enjoy)                | Transitions from one section of the story to another not clear; sequencing not always logical; images fuzzy (thus limiting understanding or enjoyment of the story) | Minor flaws in transitions or sequencing; images lacking clarity. (but neither enough to limit understanding or enjoyment)         | The story is easy to comprehend. <b>and</b> Images are clear. <b>and</b> Sequence of events easy to follow. <b>and</b> Transitions are smooth. <b>and</b> Listening is a pleasure. |
| <b>TOTAL</b><br><br>_____                            | <b>Maximum possible score = 36</b>  |   |  |  |

## Understanding & Using the Kentucky Youth Storytelling Program Judging Rubric, p. 3

\*\*Judging accommodations will be made as needed to judge tellers fairly. (e.g. tellers who are blind; tellers who use ASL; tellers with limited mobility; tellers with speech impediments). Please use the entry form to alert KSA to your need.

\* **“Unintentional Mispronunciations” – what do we mean by that? Words that are pronounced incorrectly; however. . .**

Dialects/Accents are **NOT** “Unintentional Mispronunciations” -- While proper pronunciation is important in the “Articulation& Pronunciation” category, some storytellers may be learning English as a second language or may come from a particular region of the state, and these storytellers should **not** be penalized for telling with an accent or regional dialect. Also, in some stories a particular character may mispronounce a word and that mispronunciation is part of showing who the character is – this would be intentional mispronunciation, not unintentional mispronunciation. If a teller use spoonerisms throughout a story, swapping initial sounds for humor, this is also intentional mispronunciation, not unintentional mispronunciation.

### How is the rubric organized? ([Find tips for telling and teaching storytelling here.](#))

1. The first vertical column in the rubric, printed in bold, lists the various categories judges will observe and provides a space for judges to write in a score from 1 – 4 for each category.
2. The other vertical columns correspond to storytelling levels: Beginning, Developing, Proficient, and Advanced. If you read down a vertical column, you can read the common attributes of a storyteller at a specific level – Beginning, Developing, etc. If you read across a horizontal row, you can read how storytelling skills in each category change as a teller progresses from Beginning to Advanced level storytelling.
3. A semicolon “;” means **or**. For example: In the first category “Rate of Delivery” in the Beginning vertical column, you’ll see the following: “Pacing too fast; Pacing too slow; Ineffective pauses.” The presence of any of these attributes results in the telling being judged Beginning.
4. A bold **“and”** means everything connected by the **“and”** must be present. For example: In the “Volume” category, you’ll notice that the Advanced level includes the same attribute as the Proficient level **and** an additional attribute. Both must be present for a telling to be judged Advanced.

### How do I use the rubric when judging? (also be sure to see items 3 and 4 above)

- 1) Match what you observe with the rubric by **highlighting** the matching portions of the rubric so tellers will have feedback on what judges observe. For example: In the first category “Rate of Delivery” if the teller speaks too slowly, highlight **“Pacing too slow”** so teller will know what you observed.
- 2) Scoring – Assign a score from 1 – 4 for each scoring category, based on the portion of the rubric that matches your observations. For example: in the first category “Rate of Delivery” if you highlighted “Pacing too slow” you assign a score of 1, because “Pacing too slow” is in the “Beginning” column which always means a score of “1”.
- 3) When a telling contains attributes of more than one level, your score should reflect that in-between nature. For example: In the category “The Story” if “Images are clear” but there are still “Minor flaws in transitions or sequencing, but not enough to limit understanding” the score for “The Story” category would be 3.5 because the telling contained attributes of both Proficient 3 and Advanced 4 level storytelling in that category. (Note: See #4 above about the meaning of **“and”** in the Advanced level.)