



Student Leader Criteria – Alpha State School – 2017

Positions Applied For	Name
<input type="checkbox"/> School Captain <input type="checkbox"/> House Captain	

Student Vote		Staff Vote	
Student Vote	Raw Score	Staff Vote	Raw Score

Speech Criteria					
CATEGORY	1	2	3	4	5
Values, beliefs and expectations	Has made no reference to the of school values, expectations, mantras	Has made limited reference to the school's values and expectations with limited reference to their application at school	Has made reference to all values and expectations in a superficial manner with limited reference to their application at school	Has made comprehensive/ in-depth reference to the expectation and application of some school values and expectations	Has made comprehensive/ in-depth reference to the expectation and application of all school values and expectations
Delivering of Address	Did not deliver an address	Address was unclear and difficult to comprehend due to phrases being mumbled and poorly sequenced. No eye contact with audience	At times fumbled with the sequencing of phrases and had limited eye contact with the audience	For the majority of the speech spoke in a clear manner and displayed confidence through the use of effective eye contact and strong body language for most of the time with the audience	Spoke in a clear manner, and displayed confidence through the use of effective eye contact and strong body language with the audience
Content	Did not address any descriptors of what constitutes a leader	Address contained less than 2 descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community	Address contained few (less than 4) descriptors of what constitutes a leader, but made no reference to how they would personalize these to effect change in our community	Address contained few (less than 4) descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community	Address contained comprehensive descriptors of what constitutes a leader, and made reference to how they would personalize these to effect change in our community
Sequence	There was no logical sequence of arguments points for student leadership	Address was rushed with sequencing of all argument points for leadership selection being disjointed	At times address seemed rushed with sequencing of argument points for leadership selection being disjointed	Address was well paced with some argument points for leadership selection being logical, well sequenced with some actions being realistic and achievable	Address was well paced with argument points for leadership selection being logical well sequenced with all actions being realistic and achievable

Comments:

Signed:
