

ARTICLE ASL BOWL

(Revised as of February 2019)

Section I: Rotation

1.	2013 – 2014	KS	November
	2014 – 2015	MN	November
	2015 – 2016	OK	November
	2016 – 2017	MO	November
	2017 – 2018	IA	November
	2018 – 2019	WI	November
	2019 – 2020	AR	November

2. The Great Plains Schools for the Deaf ASL Bowl Competition will be held as part of the Triathlon--Academic Bowl Competition, ASL Bowl Competition, and Oratorical Contest (First week/weekend of November). An additional day may be added depending on the number of teams/participants involved, although the competition may be held during an evening instead of social/free time.

Section II: Event Format

GPSD ASL Bowl Competition: This format shall be followed by all GPSD schools in their local competitions leading up to the GPSD competition. The following year's theme shall be chosen by the following year's GPSD Triathlon Tournament host school from a pool of suggestions by the current year's participants and be announced at the current year's awards ceremony. The 2013-2014 theme during the inaugural GPSD ASL Bowl local competition held at KSD was "Eye on the Future." The 2014-2015 theme chosen by Minnesota (MSAD) was "An Island of Paradise." The 2015-2016 theme chosen by Oklahoma (OSD) was "Technologic." The 2016-2017 theme chosen by Missouri (MSD) was "Cherish Your Friendships." The 2017-2018 theme chosen by Iowa (ISD) was "My Journey." The 2018-2019 theme chosen by Wisconsin (WSD) was "My Hero." The 2019-2020 theme chosen by Arkansas (ASD) was "The Tree of Life."

GPSD ASL Bowl Competition:

1. Participants:

- a. Each GPSD school will be invited to send one team of not more than six (6) individual participants (Three Division I students shall be in the 7-9th grades, one for each genre. Three Division II students shall be in the 10-12th grades, one for each genre). Each team may consist of less than 6 students. Each team must have at least one coach. Each school may also bring one driver/chaperone. Selection of team members shall be determined by

local competitions at each member school; however, to be eligible, the student must be a registered student of the GPSD school, and enrolled in the school's program.

2. Competition Format:

- a. There are three (3) ASL Bowl genres: ASL Storytelling, ASL Hand Shape Stories, and ASL Poetry. Each genre has four (4) sub-genres or genre types.
- b. Students may compete in and win in more than one genre.
- c. ASL Specialists, ASL teachers, Bilingual Specialists, Deaf Studies teachers, classroom teachers, Dorm staff, etc. are highly encouraged to view and discuss examples of all the different genre types with students before they develop their own pieces for competition. Staff is also encouraged to use the Six+1 Traits of Signing Evaluation Rubrics for drafting. Use the professional reference list attached, view videos online, or use examples of local student works for viewing.
 - I. The Kansas School for the Deaf shall maintain an ASL video site on its school website (www.ksdeaf.org) for all GPSD participating schools to access and use for training/practice to prepare for each year's GPSD Triathlon Tournament.
 - II. There shall be sample videos of each genre as well as each sub-genre on this site.
 - III. There shall be explanations in English of each sub-genre on this site.
 - IV. There shall be a tutorial video of DOs and DON'Ts on this site.
 - V. The most current version of the ASL Bowl bylaws shall be posted on this site.
 - VI. The GPSD ASL Bowl judge's rubrics shall be posted on this site.
- d. Judges (coaches from each school) will be given a brief training on how to use the scoring rubrics prior to the GPSD competition. It shall be the host team's responsibility to offer the training. If a participating triathlon school does not compete in the ASL Bowl, they may not provide a judge for this competition.
- e. Judges shall use the scoring rubrics provided to independently and confidentially rate each student competitor; judges are encouraged to write notes as additional feedback.
- f. Both the highest and lowest scores for each student competitor shall be thrown out of the point total to eliminate judge bias.

- I. Alternatively, the host school may choose three (3) judges from the local or national Deaf Community, who are knowledgeable in ASL Literature and in evaluating student performances in ASL, to judge the competition.
 - II. If the host school chooses this option, then paragraphs d, e, and f in the Competition Format section above will not be followed.
 - III. The host school that chooses this option shall train all 3 judges before the competition in how to use the scoring rubrics.
 - IV. The judges shall maintain no bias toward any of the student competitors or participating schools.
- g. In each category, each trait shall be judged on a scale from 1 – 5. The raw scores from each category will be added together for a final total by the scorekeeper. The individual with the highest points will be declared the winner. **The individual with the second highest points will win second place. The individual with the third highest points will win third place.** In the event of a tie, each participant with the tying score shall win. It is the responsibility of the host school to provide a scorekeeper to add up all point totals. It is the responsibility of the host school to provide a timekeeper and a replay operator.
- h. Student introductions must include, in this exact order, the student’s fingerspelled first and last name, **the genre (ASL Storytelling, ASL Hand Shape Story, or ASL Poetry), the sub-genre of the work or the sequencing constraints or spatial patterns, and explanations, if any, and then the fingerspelled title of the work. The student competitor may choose to sign the title at the end of the introduction if s/he wishes.** The timekeeper shall start the timer at the beginning of each student’s ASL Literature performance at the end of each student introduction. Timing will stop when the student finishes.
- i. Apparel shall be semi-formal; the top shall be solid and provide contrast to the skin of the contestant (dark tops for light-skinned contestants; light top for dark-skinned contestants). **Students shall not wear jeans or sneakers.**
- j. The performance order shall follow the order of the participant names drawn during the night of the coaches meeting **or at some other point before the start of the competition** by a member of the host school competition staff. The order shall be kept confidential until the start of the ASL Bowl competition. All participant names shall be drawn according to each of the three categories **and two divisions.**
- k. Each student shall be given a number for performance and seating order. Depending on each GPSD host school, competing students may/may not sit in a designated section during the competition. If the student is not present when her/his number is called, s/he will be disqualified.

- l. All winners shall be announced at the award ceremony following the close of all competitions in the triathlon.
- m. The use of props, special costumes or clothing, notes, a podium, audience help, or the use of prompters will not be permitted. The penalty will be disqualification.
- n. The penalty for plagiarism is also disqualification. A plagiarism protest may be made to the contest chair at any time before the awards ceremony.
- o. Any protest, other than plagiarism, in the conduct at any level of this competition must be made to the contest chair immediately after the condition is noted. Protests received after the next contestant has been introduced, or in the case of the last contestant, after the judges leave to total the scores, will not be accepted under any circumstances.
- p. The Contest Chair will rule on all protests in accordance with the official rules. The decision of the Contest Chair is final and no higher appeals will be recognized.
- q. In the event there is a distraction during a performance (camera flash, loud noise, visual distraction from the audience), each participant has the right to stop and request an opportunity to start her/his performance over without penalty.
- r. If a contestant stops his/her performance at any time and no longer wishes to continue, s/he may leave the stage. The penalty will be disqualification.
- s. The time constraints for each genre are for scoring purposes. No one shall ever attempt to stop a contestant's performance if it goes past the set time constraint.
- t. Additional rules may be announced at the competition.
- u. The ASL Bowl logo from the 2013 and 2014 competition shall be used for all GPSD ASL Bowl competitions. The color may vary.

3. Scoring:

- a. All judges will use the scoring rubrics provided for each category. A maximum of no more than 50 points may be awarded per judge per rubric.
- b. The scorekeeper is responsible to add up the total points on every individual contestant's rubric.
- c. The scorekeeper is responsible to add up team totals for the ASL Bowl Cup award.
- d. GPSD host schools will provide pencils and water for all Judges.

4. Competition Staff:

- a. The Competition Staff will consist of a Contest Chair, a Timekeeper, a Scorekeeper, or a combination Timekeeper/Scorekeeper, a replay operator, and a panel of Judges. It is the responsibility of the Competition Chair to announce each category and to call each student to the stage to perform or to appoint a Master of Ceremonies to take this role. The Competition Chair and/or Master of Ceremonies must be fluent in American Sign Language. If the competition chair and/or Master of Ceremonies is Deaf, a skilled reverse interpreter shall be provided. It is the responsibility of the Scorekeeper to recheck for mathematical accuracy the total points awarded to each student by the judges. It is the responsibility of the Timekeeper to record the time length of each performance and make that available to all of the Judges on the panel. The panel of Judges shall be made up of one ASL Bowl coach per GPSD team. **Alternatively, the host school may choose a three (3) judge panel from the Deaf Community.** It is the responsibility of the replay operator to record each participant's performance and to make available a replay version to the judges upon request.

b. General rules for each category can be found in the table below:

Theme:	ASL Storytelling:	ASL Hand Shape Story:	ASL Poetry:
2013-2014 KSD “Eye on the Future”	<ul style="list-style-type: none"> The story must incorporate the competition theme. 	<ul style="list-style-type: none"> The hand shape story must incorporate the competition theme. 	<ul style="list-style-type: none"> The poem must incorporate the competition theme.
2014-2015 MSAD “An Island of Paradise”	<ul style="list-style-type: none"> The story must be between two and five minutes in duration. 	<ul style="list-style-type: none"> The hand shape story must be under three minutes in duration. 	<ul style="list-style-type: none"> The poem must be at least 30 seconds and no longer than three minutes in duration.
2015-2016 OSD “Technologic”	<ul style="list-style-type: none"> The story must be introduced correctly. 	<ul style="list-style-type: none"> The hand shape story must be introduced correctly. 	<ul style="list-style-type: none"> The poem must be introduced correctly.
2016-2017 MSD “Cherish Your Friendships”	<ul style="list-style-type: none"> The student must be dressed appropriately. 	<ul style="list-style-type: none"> The student must be dressed appropriately. 	<ul style="list-style-type: none"> The student must be dressed appropriately.
2017-2018 ISD “My Journey”	<ul style="list-style-type: none"> The story must include a moral or lesson. 	<ul style="list-style-type: none"> The hand shape story itself must make sense. 	<ul style="list-style-type: none"> The poem itself must make sense.
2018-2019 WSD “My Hero”	<ul style="list-style-type: none"> The story must be an original creation of the student. 	<ul style="list-style-type: none"> The hand shape sequencing constraints must use one of the following categories or a mixture of them: 	<ul style="list-style-type: none"> The poem must be poetic in nature, not prosodic.
2019-2020 ASD “The Tree of Life”	<ul style="list-style-type: none"> The story must use one or more of the sub-genre types below: 	<ul style="list-style-type: none"> The hand shape sequencing constraints must use one of the following categories or a mixture of them: 	<ul style="list-style-type: none"> The poem must use one or more of the spatial patterns below:
Sub-Genre Types, Sequencing Constraints, or Spatial Patterns	<ul style="list-style-type: none"> Original Fiction Personal Narrative Cinematographic Story Folk Tale 	<ul style="list-style-type: none"> A to Z 1 to 15 Hand Shape Set Plays on a Fingerspelled Word 	<ul style="list-style-type: none"> Space or signing cohesion Hand shape or rhythm usage Imagery or symbolism Non-manual markers

Section III: Awards

1. The host school shall provide team awards (plaques) for first and second place, individual first place, **second place, and third place** medals for **each** Division One student and **each** Division Two student for each category for a total of **eighteen (18)** medals, and certificates of participation for all participants. The judge's rubrics with written feedback shall be returned to each student. Additional awards may be given by the host school if so desired. The team with the most total points shall be awarded the ASL Bowl Cup.
2. There shall be a traveling ASL Bowl Cup in which each year's winning team will receive their school's initials and year engraved on a name plate. The winning school shall incur the cost of the plate engraving. It is the host school's responsibility to place one small token representing their school into the cup during the awarding of the cup. This ritual will continue until all 8 schools have placed one item into the cup. It is the responsibility of the cup holder to bring the cup back to the following year's GPSD Triathlon Tournament to award to the winning school.

Section IV: Cost and Entry Fee

1. Cost of housing and meals will be the responsibility of the host school. Entry fee for the ASL Bowl Competition will be \$150.00 payable to the host school. The host school may offer t-shirts for sale.

Section V: Definitions of Sub-genre Types, Sequencing Constraints, and Spatial Patterns Sub-genre Types for ASL Storytelling:

- * Original Fiction: Short stories, novellas, and **epics**. This results from the growing communal awareness of ASL as a language and the growing sense of identity among members of the DEAF WORLD.
Examples: *Bird of a Different Feather* and *For a Decent Living* (Resource #2), *Kondima* and *Dummy* (Resource #8)
- * Narrative of Personal Experience: These stories are real-life accounts of various events, including those that are humorous or tragic and those of struggles to overcome various odds.
Examples: *Little Feet* and *Liberty Road* (Resource #8), a Deaf person being asked if s/he can read Braille, a Deaf person being struck by a train, or persistence in finding employment despite discrimination (Resource #2)
- * Cinematographic Story: Involves cinematographic techniques that are film-like, such as close-ups, panning, zoom-in, zoom-out, medium shots, far shots, and morphing of objects. Sometimes it is a way to retell or re-create scenes from movies. Examples: A classifier story of a scientist creating a ball (Resource #3), *Durassic Park* (Resource #3), *For a Decent Living* (Resource #2)
- * Folk Tale: According to Rutherford (1993), there are various types: legends, tall tales, and traditions. Bodies of work whose origin is lost but that have been shared in the

community for a long time; whose origins may have begun as narratives of personal experience and subsequently have been passed around.

Example: *Two Deaf soldiers in the Civil War* (Resource #10)

Sequencing Constraints for ASL Hand Shape Stories:

- **A to Z:** Interplay between the community's two languages, ASL and English, where the storyteller manipulates the phonetic system of one language with the phonological system of the other. There are four general rules when creating a story with constraints in hand shape sequencing and sign selection:
 - They must be in correct sequence (alphabetic sequence)
 - They must be kept within the boundaries of allowable hand shape deviations
 - They must be clear use of paralinguistic and discourse mechanisms (shifting between characters, pausing, and use of space)
 - The story itself must make sense
 - Examples: *The Haunted House*, *The Race* (Resource #3)

- **1 to 15:** Interplay between the community's two languages, ASL and English, where the storyteller manipulates the phonetic system of one language with the phonological system of the other. There are four general rules when creating story with constraints in hand shape sequencing and sign selection:
 - They must be in correct sequence (numerical sequence)
 - They must be kept within the boundaries of allowable hand shape deviations
 - They must be clear use of paralinguistic and discourse mechanisms (shifting between characters, pausing, and use of space)
 - The story itself must make sense
 - Example: *The Art and Works*(Resource #7)

- **Hand Shape Set:** Use a limited set of hand shape(s): one hand shape or a set of hand shapes (i.e.: 1, A, and 5). The story must follow 2 of 3 rules:
 - hand shape used needs to comply with the original intent
 - deviation needs to be within acceptable limits
 - the story must make sense
 - Example: *A Full Hand* (Resource #3), *A Basketball Game* (Resource #6)

- Plays on a Fingerspelled Word: The story unfolds based on hand shapes that follow the sequence of the fingerspelled word (names of states, people, or activities) or by illustrating some aspect of the word.
--Examples: *Golf* and *Lamp* (Reference #3), *Amazing Animal Facts* (Reference #5)

Spatial Patterns for ASL Poetry:

- Space or Signing Cohesion: Visual poetic cohesion which manipulates space or signing, showing a visual-kinetic line:
--space or signing cohesion is a visual syntax of movement, design, and composition, creating an overall visual composition.
--cohesion can be linear, circular, dyadic, left-to-right, back-to-front, high-to-low, etc.
--Examples: *Missing Children* (Resource #3)
- Hand shape OR Rhythm Usage: Visual syntax of movement in
--sign pattern
--sign repetition (3-count/2-count/1-count rhythm,
--sign manipulation (1-handed/2-handed)
--sign pace
--sign sequence
--sign production manipulation (shattered, icy, happy, frightened, etc.)
--palm orientation manipulation
--Examples: *Dew on Spider Web* (Resource #3), *Cow* (Resource #11)
- Imagery OR Symbolism: This is a visual-kinetic embodied relationship of the author's body and self, and text, using an imagery or symbolic element such as personification, metaphor, theatrical, autobiographical, narration, monologue, etc.
Example: *Missing Children* (Resource #3)
- Non-manual Markers: This is a visual-kinetic body-text relationship involving the author's facial expressions: linguistic nuances of movement of the mouth, eyes, eyebrows, tilts of the head, shoulders, and so on while performing the poem.
Example: *Silence Oh Painful* (Resource #3)

Other examples can be seen by going to the KSD website after February 2019: www.ksdeaf.org.

ASL Bowl Logo



Resources:

- 1) Bahan, B. (1992). ASL literature: Inside the story. *Conference Proceedings of Deaf Studies: What's Up?* (pp. 153-164). Washington, DC: Gallaudet University College for Continuing Education.
- 2) Bahan, B., & Supalla, S. (1992). *American Sign Language literature series* [DVD and workbook]. San Diego: Dawn Sign Press.
- 3) Bauman, H-Dirksen L., Nelson, Jennifer L., Rose, Heidi M., (Eds.). (2006). *Signing the body poetic: Essays on American Sign Language literature*. [Book and DVD]. University of California Press.
- 4) Byrne, A. (1998). *A-Z stories: Professions* [VHS]. Ontario: Ontario Cultural Society of the Deaf.
- 5) Canadian Cultural Society of the Deaf. (2003). *Deafplanet.com* [DVD]. Canada: Deaf Planet Productions.
- 6) Cook, P. (1998). *From a gator ride to the dentist office* [VHS]. Chicago: P.C. Productions.
- 7) Graybill, P. (1992). *American Sign Language ABC Stories*. [VHS]. Burtonsville, MD: Sign Media, Inc.
- 8) Lee, R. & Damon, T. (2008). *The Rosa Lee show* [DVD]. Washington, DC: Rosaleeshow.com.
- 9) Lentz, E. M. (1995). *Travels with Malz. The treasure* [DVD]. Berkeley, CA: In Motion Press.
- 10) Smith, C. Mikos, K. & Lentz, E.M. (1988). *Vista: Signing naturally student's workbook and videotext, level 2*. San Diego: Dawn Sign Press.
- 11) Valli, C. (1995). *ASL poetry: Selected works of Clayton Valli*. [DVD]. San Diego, CA: Dawn Sign Press.
- 12) Valli, C., & Lucas, C. (2000). Basic concepts. *Linguistics of American Sign Language: An introduction* (3rd ed., pp. 1-15). Washington, DC: Gallaudet University Press.

2019 GPSD ASL Bowl Competition
Judges' Score Sheet: ASL STORYTELLING

Judge Number: _____ Student Competitor Number: _____

Traits:	1	2	3	4	5	Subtotal:
Theme Incorporation Tree of Life	Does not use the theme in any way		Uses the theme somewhat		Uses the theme in a meaningful, creative, and comprehensive way	/5
Time Limit	Runs either well under two minutes or well over five minutes in length		Runs almost two minutes or just over five minutes in length		Runs between two and five minutes in length	/5
Introduction	Lacks many of the correct, required elements and is not in order, fingerspelling is hard to read or is too fast		Lacks some of the elements, not fingerspelled, unclear fingerspelling, may not be in order		Includes student's fingerspelled first and last name, genre type, sub-genre , fingerspelled title, all in order	/5
Apparel	No formality in outfit, top is not solid; provides no contrast to skin, not semi-formal pants and shoes		Wears somewhat semi-formal outfit, top is mostly solid, provides a little contrast, not semi-formal pants or shoes		Wears semi-formal outfit, solid top, adds contrast to skin color, semi-formal pants and shoes	/5
Story Originality	Appears to be a copy or a version of something already created		Has been used before, but has a uniquely different version		Is unique, one-of-a-kind, and singular in its content	/5
Narrative Structure	Does not follow traditional narrative structure		Has an undefined opening/closing and/or has missing plot elements		Uses an opening and closing, characters, setting, problem/solution, and climax	/5
ASL Grammar	Includes many English constructs		Includes features from both ASL and English, English mouthing		Includes ASL syntactical structures, NMS, and prosody	/5
Genre Type	Does not follow a certain genre type		Follows, but mixes two or more of the required genre types, <u>causing confusion</u>		Follows 1 of 4: Original Fiction, Narrative of Personal Experience, Cinematographic Story, or Folk Tale	/5
Moral/Lesson	Has no moral or lesson		The lesson or moral is weak or is not tied to the theme		The lesson or moral is profound, meaningful, and is tied to the theme	/5
Overall Presentation	Lacks a point, lacks luster, and needs professionalism		Needs polishing on driving the point home, needs energy, and needs a professional look		Hits the nail on the head, very entertaining, extremely professional	/5
Total:						/50

Notes:

2019 GPSD ASL Bowl Competition

Judges' Score Sheet: ASL HAND SHAPE STORY

Judge Number: _____ Student Competitor Number: _____

Traits: 1 2 3 4 5 Subtotal:

Theme Incorporation Tree of Life	Does not use the theme in any way		Uses the theme somewhat		Uses the theme in a meaningful, creative, and comprehensive way	/5
Time Limit	Runs well over three minutes or well under 30 seconds in length		Runs just over three minutes or just under 30 seconds in length		Runs between 30 seconds and under three minutes in length	/5
Introduction	Lacks many of the correct, required elements and is not in order, fingerspelling is hard to read or is too fast		Lacks some of the elements, not fingerspelled, unclear fingerspelling, may not be in order		Includes student's fingerspelled first and last name, genre type, sequencing constraints, fingerspelled title, all in order	/5
Apparel	Wears no formality in outfit, top is not solid and provides very little contrast to skin, not semi-formal pants and shoes		Wears somewhat semi-formal outfit, top is mostly solid, provides a little contrast, not semi-formal pants or shoes		Wears semi-formal outfit, solid top, adds contrast to skin color, semi-formal pants and shoes	/5
Story Originality	Appears to be a copy or a redone version of something already created		Has been used before, but has a uniquely different perspective		Is unique, one-of-a-kind, and singular in its content	/5
Sequencing Constraints	Does not follow a certain sequencing constraint		Follows, but mixes two or more of the required sequencing constraints, <u>causing confusion</u>		Follows exactly as stated a sequencing constraint: A to Z, 1 to 15, hand shape set, plays on a fingerspelled word	/5
ASL Grammar	Includes many English constructs and is more linear than visual		Includes features from both ASL and English, English mouthing		Includes ASL syntactical structures, Non Manual Markers, and prosody	/5
Errors	Has multiple errors (3+)		Has 1-2 errors like inaccurate handshape, missing handshape, pause		Is error free	/5
Story Makes Sense	Has disjointed, incomplete, and unclear ideas, beginning, middle, and end are missing or unclear		Has somewhat connected, somewhat fully developed and semi-clear ideas, has a missing story part		Has cohesive, comprehensive, and clear ideas, has a beginning, middle, and end	/5
Overall Presentation	Lacks a point, lacks luster, and needs professionalism		Needs polishing on driving the point home, energy, and a professional look		Hits the nail on the head, very entertaining, extremely professional	/5
Total:						/50

Notes:

2019 GPSD ASL Bowl Competition
Judges' Score Sheet: ASL POETRY

Judge Number: _____ Student Competitor Number: _____

Traits:	1	2	3	4	5	Subtotal:
Theme Incorporation Tree of Life	Does not use the theme in any way		Uses the theme somewhat		Uses the theme in a meaningful, creative, and comprehensive way	/5
Time Limit	Runs well under 30 seconds or well over three minutes in length		Runs almost 30 seconds or just over three minutes in length		Runs between 30 seconds and three minutes in length	/5
Introduction	Lacks many of the correct, required elements and is not in order, fingerspelling is hard to read or is too fast		Lacks some of the elements, not fingerspelled, unclear fingerspelling, may not be in order		Includes student's fingerspelled first and last name, genre type, spatial patterns , fingerspelled title, all in order	/5
Apparel	No formality in outfit, top is not solid, provides no contrast to skin, not semi-formal pants and shoes		Wears somewhat semi-formal outfit, top is mostly solid, provides a little contrast, not semi-formal pants or shoes		Wears semi-formal outfit, solid top, adds contrast to skin color, semi-formal pants and shoes	/5
Poem Originality	Appears to be a copy or a redone version of something already created		Has been used before, but has a uniquely different version		Is unique, one-of-a-kind, and singular in its content	/5
Poetry vs. Prose	It is mostly prose (like storytelling)		It is a mixture of poetry and prose		It is clearly poetic in its artistic form	/5
ASL Grammar	Includes many English constructs		Includes features from both ASL and English, English mouthing		Includes ASL syntactical structures, NMS, and prosody	/5
Spatial Pattern	Does not follow a certain spatial pattern		Follows, but mixes two or more of the required spatial patterns, <u>causing confusion</u>		Follows one of the required: space or signing cohesion, hand shape OR rhythm usage, imagery OR symbolism, non-manual markers, personification	/5
Poem Makes Sense	Has disjointed, incomplete, and unclear ideas		Has somewhat connected, somewhat fully developed and semi-clear ideas		Has cohesive, comprehensive, and clear ideas	/5
Overall Presentation	Lacks a point, lacks luster, and needs professionalism		Needs polishing on driving the point home, energy, and a professional look		Hits the nail on the head, very entertaining, extremely professional	/5
Total:						/50

Notes: