阿思丹 ASEEDER × NHSDLC

幼儿英语诗歌朗诵规则手册

Kindergarten Poetry Recitation



RULEBOOK

Competition rules and judging standards
挑战规则与评审标准

This individual event gives kindergarten children a platform to recite English poetry. It develops language, confidence, expression and public speaking through a short, age-appropriate performance and a friendly, unscored conversation with the judge.

本项目以个人形式开展，为幼儿园儿童提供英语诗歌朗诵的平台。通过简短、适合其年龄的朗诵，以及与裁判轻松友好、不计分的交流，帮助儿童提升语言与表达能力、建立自信，并培养公众表达能力。

For competitors, parents, coaches, judges and tournament staff. This standalone book contains the general and event-specific rules needed for this event.

本手册供选手、家长、教练、裁判及活动工作人员使用，完整收录本项目适用的通用规则与专项规则，可独立查阅。

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Poetry

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NHS DLC

Event essentials
项目要点

Item 项目	Rule 规则
Eligibility **参与资格**	Kindergarten children only | One division 仅限幼儿园在读儿童，设一个组别
Performance **朗诵内容**	One or more English poems 一首或多首英语诗歌
Submission **材料提交**	Submit the selected poems during registration 报名时提交所选诗歌
Time **朗诵时间**	2 minutes in total + 30 seconds grace | No minimum 总时长 2 分钟，另设 30 秒宽限期，无最低时长
Scripts and aids **稿件与辅助材料**	Recite from memory | No scripts or prompting No props, performance costumes, visual aids or music 须脱稿朗诵，不得读稿或接受提示 不得使用道具、表演服装、视觉辅助材料或音乐
Rounds **轮次**	Two preliminary rounds and one final 两轮预选轮及一轮决选轮
Scoring **评分**	Recitation 100% | Fun discussion 0% One holistic recitation score from 84 to 100 朗诵占 100%，趣味交流不计分；整体评分 84 至 100 分
Time limit **时限处理**	Stop gently at 2:30 | Later words are not scored 2 分 30 秒时温和结束朗诵，之后的内容不计分
Parents **家长观摩**	Parents or guardians may watch preliminary rounds 家长或监护人可观摩预选轮

1 Event scope eligibility and poem selection
项目定位、参与资格与选择诗歌

- **1.1 Event scope.** Poetry Recitation is an individual English-speaking event for kindergarten children. Through short poems and a friendly conversation with the judge, children build confidence, language skills and enjoyment of public speaking. The recitation is scored; the conversation is not.

  诗歌朗诵是面向幼儿园儿童的个人英语表达项目。通过简短的诗歌朗诵及与裁判的友好交流，儿童逐步建立自信、提升语言能力，并体验公众表达的乐趣。朗诵计分，交流不计分。

- **1.2 Eligibility.** This event is open only to children currently enrolled in kindergarten. It has one kindergarten division. Elementary, middle school and high school students are not eligible. Parents or teachers must confirm the child's kindergarten enrollment during registration.

  本项目仅限幼儿园在读儿童参加，设一个幼儿园组别。小学、初中及高中学生不具备参与资格。家长或教师须在报名时确认儿童的幼儿园在读情况。

- **1.3 Number and choice of poems.** A child may choose one poem or multiple poems for the tournament. NHSDLC provides a suggested list, but the child is not restricted to it.

  儿童可选择一首或多首诗歌参加挑战。NHSDLC 提供推荐诗歌清单，但选诗范围不限于该清单。

- **1.4 Selection guidance.** Choose short, rhythmic poems with age-appropriate themes and vocabulary the child understands. Repetition and rhyme can help young children enjoy and remember the words. A simple poem performed with understanding is appropriate; a long or difficult selection is not required.

  宜选择篇幅简短、富有节奏感、主题适合儿童年龄且词汇易于理解的诗歌。重复和押韵有助于儿童感受诗歌的乐趣并记住诗句。只要能够理解并恰当地表达，简单的诗歌同样适合本项目，无须选择篇幅较长或难度较高的作品。

- **1.5 Submission timing.** A parent or teacher must submit the selected poem or poems during registration, using the announced submission channel.

  家长或教师须在报名时通过官方公布的渠道提交所选诗歌。

- **1.6 Submission details.** Provide the complete text of each poem, its title and author where known, together with the child's name and competitor code when assigned. For several poems, state the performance order. Use the submitted selection throughout the event. Ask staff to confirm any change before performing it. If details are missing, staff should ask the parent or teacher to complete them.

  须提交每首诗歌的完整文本、标题及已知的作者信息，并注明儿童姓名；如已分配选手编号，也须一并注明。选择多首诗歌时，须注明朗诵顺序。整场挑战须使用已提交的作品；如需更改，须在朗诵前请工作人员确认。材料信息不完整时，工作人员应请家长或教师补充。

- **1.7 Language.** All recitation must be in English. Judges do not evaluate poetry performed in another language.

  全部朗诵须使用英语。裁判不对以其他语言进行的诗歌朗诵评分。

2 Performance rules and timing
朗诵规则与计时

Main time 规定时长	Grace period 宽限时间	Minimum 最低时长
2 minutes for the full performance **全部朗诵内容共 2 分钟**	30 seconds 30 秒	None 无

- **2.1 Performance elements.** Gestures, facial expressions and vocal variation are encouraged. A child may stand or sit comfortably. The performance should make the poem's words and feelings understandable to the audience.
  鼓励儿童运用手势、面部表情及声音变化进行表达。儿童可采用舒适的站姿或坐姿，让听众理解诗歌的内容与情感。

- **2.2 Prohibited aids.** Props, performance costumes, visual aids and background music are prohibited. Do not use slides, PowerPoint presentations, recorded sound, videos or other assisting tools.
  禁止使用道具、表演服装、视觉辅助材料及背景音乐。不得使用幻灯片、PowerPoint 演示文稿、录音、视频或其他辅助工具。

- **2.3 Memorization and scripts.** Children must recite from memory. Paper scripts, books, cue cards, screen text and teleprompters may not be used during the performance. A submitted poem copy is for administration and judging, not for the child to read during recitation.
  儿童须脱稿朗诵。朗诵过程中不得使用纸质稿件、书本、提示卡、屏幕文字或提词器。提交的诗歌文本仅供活动管理及评审使用，不得供儿童在朗诵时阅读。

- **2.4 Starting and separating the timer.** The performance timer begins with the child's first words of the prepared performance, including any prepared introduction. Transitions between poems count within the same limit. The judge's separate fun discussion is outside the recitation timer.
  儿童说出预先准备的朗诵内容的第一个字词时，即开始计时；预先准备的开场介绍也计入时长。多首诗歌之间的过渡同样计入总时长。裁判另行开展的趣味交流不计入朗诵时间。。

- **2.5 End of performance.** Any material delivered after the 30-second grace period is not considered in the score. At 2:30 the judge should end the recitation gently. The completion assessment reflects what the child finished within the scored period.
  超过 30 秒宽限期后朗诵的内容不计入评分。计时达到 2 分 30 秒时，裁判应以温和的方式请儿童结束朗诵。完成度根据儿童在计分时限内实际完成的内容评定。

- **2.6 Adult prompting.** Parents and teachers may help with poem selection and practice, but may not supply lines, mouth words or direct the child during recitation. If prompting or script use occurs, the judge records what happened, considers the child's independent completion and refers any rule concern to staff. Neither creates an automatic disqualification.
  家长与教师可协助选诗及练习，但不得在朗诵过程中提示诗句、用口型提示或指挥儿童。如出现接受提示或使用稿件的情况，裁判须如实记录，评估儿童独立完成朗诵的情况，并将涉及规则的问题交由工作人员处理。接受提示或使用稿件均不会自动导致取消资格。

3 Rounds and fun discussion
挑战轮次与趣味交流

- **3.1 Competition structure.** Every participant takes part in two preliminary rounds. A selected number of children qualify for one final elimination round based on their preliminary performance. The final determines the championship result.

  每位选手均参加两轮预选轮。根据预选轮表现，选出一定数量的儿童晋级一轮决选轮，并由决选轮确定冠军归属。

- **3.2 Published arrangements.** Before the first round, NHSDLC must announce group sizes, speaking order, judge arrangements, the number of finalists, how scores are combined and how ties are resolved. Apply the announced procedure consistently to all children.

  NHSDLC 须在首轮开始前公布各组人数、出场顺序、裁判安排、晋级决选轮的人数、成绩汇总方法及同分处理方式，并对所有儿童统一执行

- **3.3 Round sequence.** Children follow the announced order. Judges give each child an opportunity to settle, conduct the recitation and complete a brief fun discussion before or after the poem. Use a clear transition so children and parents know which part is scored.

  儿童按公布的顺序出场。裁判应给每位儿童留出适应现场、调整状态的时间，组织其完成朗诵，并在朗诵前或后进行简短的趣味交流。两个环节之间应有明确的过渡说明，让儿童及家长清楚哪一部分计分。

- **3.4 Discussion content.** The discussion is a friendly exchange with simple questions, such as the child's name, age, poem title, favorite color or favorite sport. It is intended to help the child interact naturally and enjoy speaking.

  趣味交流是轻松友好的互动环节。裁判可询问儿童的姓名、年龄、诗歌标题、最喜欢的颜色或运动等简单问题，帮助儿童自然地参与交流，感受表达的乐趣。

- **3.5 No competitive discussion score.** Poetry recitation provides 100% of the competitive score. The discussion provides 0% and must not raise or lower the recitation score, affect advancement or serve as a score tie-break. It may inform the separate discussion awards described in Section 5.

  诗歌朗诵占挑战总成绩的 100%，趣味交流不计分。不得因交流表现而提高或降低朗诵得分、影响晋级，或将其作为同分时的判定依据。趣味交流表现可用于评选第 5 节所述的独立交流奖项。

- **3.6 Supportive interaction.** A child who gives a short answer, needs a question repeated or chooses not to answer is not penalized in the recitation score. Judges should keep the exchange simple and supportive and must not turn it into a prepared-speech questioning test.

  儿童回答简短、需要裁判重复问题或选择不回答，均不得因此被扣减朗诵得分。裁判应以简单、友善、鼓励性的方式交流，不得将这一环节变成针对预先准备的演讲内容进行的问答测试。

4 Poetry judging criteria
诗歌评审标准

- **4.1 Assessment scope.** Judge the recitation through four dimensions: Clarity, Expression, Confidence and Completion. Apply the score bands in Section 5. The discussion is excluded. Consider the child's developing language ability while applying consistent performance standards.

  从清晰度、表现力、自信及完成度四个维度评价朗诵，并按照第 5 节的评分等级给分。趣味交流不纳入评分。评审时应考虑儿童语言能力的发展阶段，同时对所有儿童采用一致的表现标准。

- **4.2 Clarity.** Assess pronunciation, articulation, pacing and volume. Excellent clarity makes the words easy to understand without mumbling or rushing. Minor pronunciation or pacing lapses are consistent with a good performance. Frequent unclear words, low volume or excessive speed reduce clarity; persistent difficulty understanding the child falls in the lowest band.

  考查发音、吐字、语速及音量。优秀的表现应做到词句清晰易懂，避免含糊不清或语速过快。少量发音或节奏上的失误仍可符合良好”等级。词句经常不清晰、音量过低或语速过快，会影响清晰度；若听众持续难以听懂，则属于最低表现等级。

- **4.3 Expression.** Assess how the voice and body convey meaning and feeling. Effective variation in pitch, tone and emphasis, together with facial expressions and gestures, brings the poem to life. Some variation with inconsistent gestures is good; limited changes or occasional emotion are satisfactory; monotony and little expressive engagement need improvement.

  考查儿童如何通过声音和肢体表达传达诗歌的含义与情感。恰当运用音高、语气和重音变化，并配合表情与手势，可使诗歌更加生动。声音有一定变化，但手势的配合不够稳定，可评为“良好”；声音变化有限、仅偶尔表达出情感，可评为“合格”；表达单调、缺少情感投入，则属于“有待提高”。

- **4.4 Confidence.** Assess comfortable posture, eye contact and stage presence. Poise and enthusiasm show confidence. Brief hesitation or slight fidgeting is less serious than sustained avoidance of the audience, repeated nervous movements or marked discomfort. Standing or sitting is acceptable.

  考查姿态是否自然放松、是否与听众进行目光交流，以及整体舞台表现。镇定从容、热情投入能够体现自信。短暂犹豫或轻微小动作的影响，小于持续回避听众、反复出现紧张动作或明显局促不安。站姿和坐姿均可接受。

- **4.5 Completion.** Assess whether the child completes all selected poems smoothly within time. A complete recital without major pauses or forgotten lines is strongest. Minor pauses or a brief hesitation are acceptable. Repeated pauses, skipped lines, lost sections, adult prompts or script reading reduce Completion. Material beyond 2:30 is excluded.

  考查儿童是否在规定时限内顺畅完成全部所选诗歌。完整朗诵且无明显停顿或忘词的表现最佳；轻微停顿或短暂犹豫可以接受。反复停顿、漏句、遗漏段落、接受成人提示或读稿，均会影响完成度评价。2 分 30 秒之后朗诵的内容不计入评分。

- **4.6 Overall scoring.** Award one holistic recitation score from 84 to 100 using all four dimensions. The criteria guide a single overall judgment; they are not four separate scores to add together. Use the score bands in Section 5 and the detailed rubric in Section 10. There is no minimum duration and no automatic deduction solely for choosing a short poem.

  综合四个维度，给出 84 至 100 分的朗诵整体评分。四项标准共同用于形成一个整体判断，不应分别打分后相加。评分等级见第 5 节，详细评分量表见第 10 节。本项目无最低时长要求，不得仅因选择较短的诗歌而自动扣分。

5 Score bands and awards
评分等级与奖项

- **5.1 Score bands.** Use the four bands below and all four judging criteria to choose the best-fitting score. A forfeiture is recorded separately as zero points; it is not an additional performance band.
  结合全部四项评审标准，按照下列四个等级，给出最符合实际表现的分数。弃权另行记录为零分，不属于上述表现等级。

Score 分数	Performance band 表现等级
97–100	Excellent 优秀
93–96	Good 良好
89–92	Satisfactory 合格
84–88	Needs improvement 有待提高

- **5.2 Participation and finalist awards.** Every participant receives a participation medal. The champion and children who reach the final elimination round receive trophies.
  每位选手均可获得一枚参与奖牌。冠军及晋级决选轮的儿童可获得奖杯。

- **5.3 Special awards.** The Best Interaction Award recognizes the child who interacts most naturally with the judge. The Most Enthusiastic Participant Award recognizes outstanding excitement and enthusiasm. The Best Encouragement Award recognizes a particularly supportive and uplifting response.
  最佳互动奖表彰与裁判交流最自然的儿童；最具热情选手奖表彰表现出强烈参与热情与积极投入的儿童；最佳鼓励奖表彰在回应中给予他人支持与鼓励、表现突出的儿童。

- **5.4 Special-award eligibility.** These special discussion awards are for children who did not qualify for the elimination round but showed outstanding qualities in the fun discussion. They do not change recitation scores or qualification results.
  上述趣味交流特别奖面向未晋级淘汰轮、但在趣味交流中展现出突出特质的儿童。这些奖项不影响朗诵得分或晋级结果。

- **5.5 Feedback and records.** Judges should give short, specific, encouraging feedback on the child's recitation. Record the score, elapsed time, any prompting and relevant rule concerns. Keep discussion-award observations separate from the scored recital assessment.
  裁判应针对儿童的朗诵给予简短、具体、鼓励性的反馈，并记录得分、实际用时、是否接受提示及相关规则问题。用于评选趣味交流奖项的观察记录，应与朗诵评分记录分开。

6 Attendance and conduct
到场要求与现场行为

- **6.1 Arrival.** Participants must arrive at their assigned room at least 15 minutes before the scheduled start. Parents or teachers must inform NHSDLC staff if a child is delayed.

  选手须在本轮预定开始时间至少 15 分钟前到达指定教室。如儿童将延迟到场，家长或教师须通知 NHSDLC 工作人员

- **6.2 Missing a round.** If a child is still absent 15 minutes after the scheduled round start, and staff have not approved another arrangement, that round is forfeited and receives zero points. Other children continue in order. Missing one round does not by itself prevent participation in later rounds.

  若本轮预定开始时间已过 15 分钟，儿童仍未到场，且工作人员未批准其他安排，则该轮按弃权处理，计零分。其他儿童按顺序继续。缺席一轮本身不影响儿童参加后续轮次的资格。

- **6.3 Safe conduct.** All participants, parents, teachers and staff must maintain a professional, safe and respectful environment. Threats, verbal abuse, discriminatory actions and activities that endanger others are prohibited.

  所有选手、家长、教师及工作人员均须共同维护专业、安全、相互尊重的环境。禁止威胁、言语辱骂、歧视及危及他人安全的行为。

- **6.4 Responding to disruption.** Staff should first give a clear, age-appropriate reminder and help children settle. Serious or continuing disruption may be referred to the Tournament Director. Adults who interfere with performances or compromise safety may be asked to leave.

  出现干扰时，工作人员应先以符合儿童年龄和理解能力的方式作出明确提醒，并帮助儿童平静下来。严重或持续的干扰可交由活动总监处理。干扰朗诵或危及安全的成人可能被要求离场。

- **6.5 Respect during recitation.** Waiting children and adults should listen quietly and allow each child to perform without interruption. Parents and teachers should help their children understand this expectation. Report concerns to staff rather than interrupting another child's performance.

  候场儿童及成人应安静聆听，让每位儿童在不受干扰的情况下完成朗诵。家长与教师应帮助儿童理解这一要求。如有问题，应向工作人员反映，不得打断其他儿童的朗诵。

7 Spectating recording and online rounds
观摩、录制与线上轮

- **7.1 Spectators.** Parents or guardians of participants may watch preliminary rounds. Other spectators require explicit permission from the NHSDLC Tournament Director. The final is open to spectators, subject to respectful conduct. Spectating does not permit prompting or coaching.

  选手的家长或监护人可观摩预选轮。其他观众须获得 NHSDLC 活动总监的明确许可。决选轮向观众开放，但观众须遵守现场秩序、尊重他人。观摩期间不得提示或指导儿童朗诵。

- **7.2 Recording.** Recording during the event requires explicit permission from NHSDLC staff, including recordings by parents and short clips. Final performances will be recorded and streamed on NHSDLC platforms. Parents or guardians should raise questions about official recording arrangements with staff before the event.

  活动期间进行录制，须获得 NHSDLC 工作人员的明确许可；家长录制及拍摄短视频也须遵守此规定。决选轮朗诵将由 NHSDLC 录制，并在其平台播出。家长或监护人如对官方录制安排有疑问，应在活动开始前向工作人员提出。

- **7.3 Stopping audience recordings.** A child or their parent or guardian may ask an audience member to stop recording, even if permission was given earlier. The audience member must stop when asked.

  儿童或其家长、监护人可要求观众停止录制。即使此前已获许可，观众也须在收到要求后停止录制。

- **7.4 Online setup.** Prepare a quiet, clear background, stable internet, audible sound and a functioning camera showing the child's entire upper body. An adult may help with equipment setup, while the no-prompting rule continues to apply during recitation.

  应选择安静的环境，保持背景整洁，确保网络稳定、声音清晰、摄像头正常运作，并使画面完整呈现儿童的上半身。成人可协助设置设备，但朗诵过程中仍须遵守不得提示的规定。

- **7.5 Technical interruption.** The judge may authorize one technical pause of up to five minutes to resolve an equipment or connection problem. If it remains unresolved, or a further problem occurs, the round proceeds without another technical pause. An adult may help fix equipment without prompting the poem.

  出现设备或网络连接故障时，裁判可批准一次不超过 5 分钟的技术暂停，以便排除故障。若问题仍未解决，或之后再次出现故障，本轮将继续进行，不再给予额外的技术暂停。成人可协助处理设备问题，但不得提示诗歌内容。

- **7.6 Timer handling.** Stop the recitation timer during an authorized technical break and resume from the elapsed time when the child continues. The pause does not restart the performance or increase the recitation allowance.

  经批准的技术暂停期间，应暂停朗诵计时。儿童继续朗诵时，应从暂停前已累计的用时继续计时，不得重新计时或增加允许的朗诵时长。

8 Child support and decisions
儿童支持与处理决定

- **8.1 Adult support.** Parents and teachers may select material, explain vocabulary and help the child rehearse. During recitation, adults must not provide the words or direct the performance. Encourage the child's own voice and enjoyment rather than demanding an adult level of polish.

  家长与教师可协助选材、解释词汇并帮助儿童排练，但不得在朗诵过程中提示诗句或指挥儿童。应鼓励儿童以自己的方式表达、享受朗诵的乐趣，不应要求其达到成人般娴熟的表现水平。

- **8.2 Child well-being.** If a child becomes distressed, staff should first help the child feel safe and settled, then decide with the parent or guardian whether the performance can continue. A child may stop if needed. Any rescheduling or restart requires staff approval and must be fair to all participants.

  如儿童出现明显的情绪困扰，工作人员应先帮助其获得安全感、平复情绪，再与家长或监护人共同决定是否继续朗诵。儿童有需要时可以停止。任何时间调整或重新开始的安排，均须经工作人员批准，并确保对所有选手公平。

- **8.3 Questions and decisions.** Parents or teachers should raise rule questions or concerns with NHSDLC staff, giving the child's name or competitor code, round and relevant facts. Staff should hear the explanation, check any score-entry, timing or discussion-score error and record the decision. The Tournament Director has final discretion, taking the child's age, the educational purpose and fairness into account.

  家长或教师如对规则有疑问或需要反映问题，应联系 NHSDLC 工作人员，并提供儿童姓名或选手编号、相关轮次及事实说明。工作人员应听取情况，核查是否存在录分、计时或误将趣味交流计入成绩等错误，并记录处理决定。活动总监将综合考虑儿童年龄、教育目的及公平原则，作出最终处理决定。

9 Parent teacher and judge checklist
家长、教师与裁判核对清单

At registration 报名时

Confirm that the child is enrolled in kindergarten. Submit the complete text of one or more English poems, the titles, known authors and performance order. Include the child's name and competitor code when assigned.

确认儿童为幼儿园在读学生。提交所选一首或多首英语诗歌的完整文本、标题、已知的作者信息及朗诵顺序，并注明儿童姓名；如已分配选手编号，也须一并注明。

During preparation 准备期间

Help the child understand the poems and practice reciting from memory. Rehearse the complete selection within two minutes, including any prepared introduction. Keep practice enjoyable. Do not prepare scripts, cue cards, props, costumes or background music for use in the performance.

帮助儿童理解诗歌并练习脱稿朗诵。排练时，将全部所选内容及预先准备的开场介绍控制在 2 分钟内，并让儿童保持愉快的练习体验。不得准备供朗诵时使用的稿件、提示卡、道具、表演服装或背景音乐。

On the day 活动当天

Arrive at the room at least 15 minutes before the round begins. Parents or guardians may watch preliminary rounds but must not prompt. Ask staff before recording. For online rounds, check the camera, sound and internet in advance.

在本轮开始时间至少 15 分钟前到达指定教室。家长或监护人可观摩预选轮，但不得提示。录制前须取得工作人员许可。参加线上轮时，须提前检查摄像头、声音及网络。

For judges 裁判核对

Keep recitation and friendly discussion clearly separate. Time all prepared words and transitions together: two minutes plus 30 seconds of grace. Gently end recitation at 2:30 and exclude later words. Assess Clarity, Expression, Confidence and Completion with one score from 84 to 100. Give brief, encouraging feedback.

明确区分朗诵与趣味交流。预先准备的全部发言及诗歌间的过渡统一计时，规定时长为 2 分钟，另设 30 秒宽限期。计时达到 2 分 30 秒时，以温和的方式请儿童结束朗诵；之后的内容不计入评分。综合清晰度、表现力、自信及完成度，给出 84 至 100 分的整体评分，并给予简短、鼓励性的反馈。

Scores and awards 成绩与奖项

Discussion answers do not affect recitation scores, advancement or ties. Keep observations for discussion awards separate; those awards are for non-finalists. Each participant receives a medal; finalists and the champion receive trophies. Refer concerns to staff.

趣味交流中的回答不影响朗诵得分、晋级或同分处理。用于评选交流奖项的观察记录须单独保存；此类奖项面向未晋级决选轮的儿童。每位选手获得奖牌，晋级决选轮的儿童及冠军获得奖杯。如有问题，应交由工作人员处理。

10 Poetry rubric
诗歌评分标准

Use all four criteria to award one score from 84 to 100. Assess kindergarten recitation; do not score the friendly discussion. Scripts are not permitted. Material after 2:30 is excluded.

Criterion	Excellent 97–100	Good 93–96	Satisfactory 89–92	Needs improvement 84–88
Clarity	Words are clear and easy to understand. Pronunciation, pace and volume support the poem throughout.	Mostly clear and audible. Minor pronunciation or pacing slips do not prevent understanding.	Some words are unclear. Uneven pace or low volume sometimes makes the poem difficult to follow.	Frequent unclear words, mumbling, very low volume or rushing makes much of the poem difficult to understand.
Expression	Varied tone, pitch and emphasis bring the poem to life. Natural gestures and facial expressions convey meaning and feeling.	Voice shows variation and feeling. Gestures or facial expressions support the poem, with occasional inconsistency.	Some feeling is shown, but vocal variation and physical expression are limited or uneven.	Mostly flat delivery with little vocal or physical expression of the poem's meaning or feeling.
Confidence	Comfortable posture, natural audience contact and enthusiasm create a confident presence. Standing or sitting is equally acceptable.	Generally comfortable and engaged. Brief hesitation or slight fidgeting does not interrupt the performance significantly.	Noticeable hesitation, limited audience contact or repeated nervous movement affects the performance.	Sustained discomfort, avoidance of the audience or frequent nervous movement makes delivery difficult.
Completion	Completes all selected poems from memory within the scored time, smoothly and without major pauses or forgotten lines.	Completes the selection independently, with only minor pauses or brief hesitation.	Repeated pauses, some missed lines or occasional prompting or script use affect independent completion.	Frequent breakdowns, substantial missing sections or reliance on prompts or a script prevents an independent, complete recital.

综合四项评审标准，给出 84 至 100 分的整体评分。评分对象为幼儿园儿童的诗歌朗诵表现，趣味交流不计分。朗诵时不得使用稿件，2 分 30 秒之后的内容不计入评分。

评价标准	优秀 97–100	良好 93–96	合格 89–92	有待提高 84–88
清晰度	诗句清晰易懂，发音、语速及音量始终有助于传达诗歌内容。	大部分内容清晰可闻，少量发音或语速问题不影响整体理解。	部分词句不够清晰。语速不稳或音量偏低，有时使听众难以听懂诗歌内容。	词句经常不清晰、吐字含糊、音量过低或语速过快，导致大部分内容难以听懂。
表现力	语气、音高及重音变化丰富，使诗歌生动鲜活。手势与面部表情自然，能够传达诗歌的含义与情感。	声音有变化，能够传达情感。手势或面部表情能配合诗歌内容，偶有不协调之处。	能够表达一定的情感，但声音变化和肢体表达较为有限，或表现不够稳定	朗诵大多平淡单调，很少通过声音或肢体表达传达诗歌的含义与情感。
自信	姿态自然放松，与听众交流自然，表现热情、自信。站姿和坐姿均可接受。	整体表现自然、投入。短暂犹豫或轻微小动作未明显影响朗诵。	明显犹豫、与听众交流较少，或反复出现紧张的小动作，影响朗诵表现。	持续局促不安、回避听众或频繁出现紧张的小动作，使朗诵难以顺利进行。
完成度	在计分时限内脱稿完成全部所选诗歌，朗诵流畅，无明显停顿或忘词。	独立完成所选诗歌，仅有轻微停顿或短暂犹豫。	反复停顿、遗漏部分诗句，或偶尔接受提示、使用稿件，影响独立完成朗诵。	朗诵频繁中断、遗漏大量内容，或依赖提示、稿件，未能独立、完整地完成朗诵。

阿思丹 ASEEDER × NHSDLC NATIONAL HIGH SCHOOL DEBATE LEAGUE OF CHINA

