

Rules Summary

1. In this event, two students perform a scene or cutting with two characters from a published play, TV, or movie script.
2. The maximum time for Duo Acting is **ten minutes**, including a required and memorized introduction. There is a thirty second grace period, after which the student must be dropped in rank/rating. Time signals may be given at the request of the competitor. No violation of the grace period in Regional/State Quarterfinal, Semifinal, or Final rounds may result in disqualification. No performance violating the grace period may receive '1' in the round.
3. No make-up, costumes, props, or lighting are permitted, but two chairs may be used. Doors and walls are considered props and must not be used.
4. The scene or cutting may come from a published play, TV, or movie script, and must contain only two characters with equal sharing of dialogue. Any decision to edit literature from a different venue, potentially defying the author's intent, to fit within this venue you do at your own risk. Students will not be disqualified for doing so.
5. One or both students may participate in the introduction. The material must be memorized. Each student may portray one and only one character. If a performance has students portraying multiple characters, they should be dropped to last in the round and are ineligible for finals.

Hints for Judges

1. The selection must be a self-contained unit holding together a story itself.
2. Dramatic and humorous selections should be given equal consideration.
3. Criteria for judging include teamwork of the actors, timing, movement, consistent characterization, good speaking skills, pantomime of props, and the comedic or dramatic effect of the scene on the audience.
4. The suitability of the material to the maturity level of the performer should be considered.

Criteria for judging

I. Introduction of Selection

Was there adequate information to set the scene? Innovative introductions should not be discouraged.

II. Teamwork and Characterization

Was there evidence of effective timing, cue work, and rhythm? Was there evidence of character analysis and understanding? Were the characters clearly delineated?

III. Blocking and Stage Movement

Did the scene move appropriately and effectively? Was the use of movement, gestures, and business in evidence as the scene and characterization developed?

IV. Line Delivery

Were the actors clearly understandable? Did the actors adapt to the size of this room?

V. The Scene

Was there a sense of wholeness and total dramatic effect in the scene? Was the selection a self-contained unit holding together a story itself? Suitability of selection to performers: Is the selected material suitable for the maturity level of the students?

Note for judges about script selection:

The suitability of the material to the maturity level of the performer should be considered" with the following: "Students will perform material that may be controversial to some audiences, but that's an important part of growing and learning and engaging in important dialogue in our communities. Therefore, students should never be punished for tackling difficult or controversial topics. However, it's certainly possible that the student who is tackling that controversial topic is not adequately conveying the message in a believable way. This could be due to maturity level.

*****Judge Notice*****

In an effort ensure fairness in judging practices, KHSSL has standardized the point values given to student performances. Please use the following rubric in order to assign point values to each student performance. Students may **not** receive the same point value. Students may **not** receive more points than an individual more highly ranked. Judges are strongly encouraged to justify the reason for the rating on the ballot.

Point Value	Description
100-95	Excellent performance: Student/s demonstrated a great command of the performance and understanding of the material. Excellent use of speech habits (eye contact, gestures, vocal clarity, very few stumbles, etc.). “I really liked this! I would definitely watch it again.”
94-90	Good performance: Student/s demonstrated a good command of the performance and understanding of the material. Good use of speech habits (eye contact, gestures, vocal clarity, a few stumbles, etc.). Student/s may lack a bit of energy or emotional variety. “Hey, this is pretty ok. I would watch this again.”
89-85	Average performance: Student/s somewhat demonstrated a command of the performance and understanding of the material. Some observation of speech habits (eye contact, gestures, vocal clarity, a few stumbles, etc.). Student/s lacks some energy or emotional variety. “I enjoyed this, but I bet it would be even better with a bit more practice. I would love to see the performance again in the future.”
84-80	Performance needs some improvement: Student/s demonstrated a little command of the performance and understanding of the material. Growth needed in basic speech habits (eye contact, gestures, vocal clarity, etc.) and/or quite a few stumbles. Student/s lacking energy or emotional variety in performance. “Definitely putting forth effort but needs a bit more practice. I would like to see this later in the season.”
79 and Below	Needs significant improvement: Student/s did not demonstrate a command of performance or understanding of the material. Good speech habits not practiced (little or no eye contact, lack of memorization, few or no gestures, vocal clarity problems, many stumbles, etc.). Student/s may have behaved inappropriately (inattentive, on phone, deliberately distracting, etc.). Student/s lacks energy or emotional variety. “I feel that this performance would benefit from additional coaching and/or the student/s may need some more time with the material.”



KHSSL STATE TOURNAMENT 2025

DUO ACTING

Junior Division

Contestant Code: _____ Contestant Names: _____

Title: _____ Author: _____

Round (circle): I II III QF SF F Room: _____

COMMENTS ON PERFORMANCE:

REASONS FOR DECISION:

YOU MAY USE THE BACK FOR ADDITIONAL COMMENTS

Rules Violations and Penalties assigned (if any)
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Please rank and rate each contestant in the round. Ratings and ranks should correspond in corresponding order (highest rating for the 1, second highest rating for the 2, etc.) with no two contestants receiving the same rank or rating. The rating scale is 70 to 100, but a low rating of 70 **does not** have to be given. Judges should use the guidelines included in this packet to assign ratings.

Rank _____ of _____ in round Rating (70-100) _____ Performance Time _____

Judge Signature: _____ Affiliation: _____



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