

\*\*\*\*\***Judge Notice**\*\*\*\*\*

In an effort to 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's 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       | <b>Excellent performance:</b> Student/s demonstrated a <b>great</b> 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        | <b>Good performance:</b> Student/s demonstrated a <b>good</b> 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        | <b>Average performance:</b> Student/s <b>somewhat</b> 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        | <b>Performance needs some improvement:</b> Student/s demonstrated a <b>little</b> 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 | <b>Needs significant improvement:</b> Student/s <b>did not</b> 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.” |

**Rules Summary**

1. In this event, students assume the role of a radio broadcast announcer. During all rounds of Broadcast Announcing, the judge may turn his or her back on the contestant while the contestant is actually performing. **Eye contact is NOT a part of this event and should NEVER be part of a judge's evaluation of the performance.**
2. Competitors must remain outside the room until called to perform.
3. As each competitor finishes, the judge should collect the script except during Round II, and the student may leave. The judge then calls in the next contestant.
4. Students are permitted to time themselves during any Broadcast Announcing round.

**Round I: COMMERCIAL.** You will be given multiple copies of a commercial for a real or fictitious advertiser. Call one contestant into the room at a time, obtain the student's code number and name, and hand the student a script. The student has three minutes to prepare delivery. The judge times the three minutes of prep and notifies the student when he/she must begin. Student must present all of the copy as it appears in the script. Students are not allowed to alter the script in any way. Untimed performance.

**Round II: STUDENT PREPARED NEWS-SCRIPT.** Each student has prepared, in advance, a news script using up-to-date material. Each competitor must provide a copy of the script to the judge. There is no requirement for particular types of stories to be included in the news script. An introduction, a sign-off and a brief commercial must be included in the broadcast. Delivery of the script should last for three minutes, with **a 15 second grace period both above and below the time limit.**

**Round III: BREAKING NEWS.** You will be given multiple copies of breaking news for a real incident from recent news. Call one contestant into the room at a time, obtain the student's code number and name, and hand the student a script. The student has three minutes to prepare delivery. The judge times the three minutes of prep and notifies the student when he/she must begin. Student must present all of the copy as it appears in the script and should add a sign-on and sign-off for the news. Untimed performance.

**Quarterfinals: TOURNAMENT-PREPARED NEWS-SCRIPT.** Competitors have had fifteen minutes to prepare delivery of a news-broadcast. They will be sent from the Prep. room at roughly five-minute intervals. Competitors must present all of the copy as it appears in the script, but must add an introduction and sign off, and adding transitions is permitted. This round has no set time.

**Semifinals: TOURNAMENT-PREPARED NEWS-SCRIPT PLUS COMMERCIAL.** Competitors have had fifteen minutes to prepare delivery of a news broadcast. They will be sent from the Prep. room at roughly five-minute intervals. Competitors must present all of the copy as it appears in the script, must add an introduction and sign off, adding transitions is permitted, and they must also include an impromptu commercial (wherever they like in the broadcast) per the prompt in the copy-package. This round has no set time.

**Final Rounds: NEWS PROGRAM.** Competitors have had 30 minutes to prepare a five-minute broadcast. They should have edited the copy and added an impromptu commercial per the prompt in the copy-package. An introduction, transitions, and signoff are required. Competitors may use timers; the judge may NOT give time signals. **There is a fifteen second grace period, after which the student must be dropped in rank/rating.**

**Criteria For Judging**

**I. Intellectual Content**

Did the announcer communicate the ideas contained in the material? Did the announcer's mood relate to the content? In news programs, did the announcer employ good transitions?

**II. Speech and Voice Habits**

Was the announcer's voice quality pleasing -- not breathy, nasal, strident, or thin? Was the pitch normal -- not too high, too low, or monotonous? Was the rate varied -- not too fast, too slow, or monotonous? Was the inflection normal -- not too much, too little, or monotonous? Was the phrasing and pausing adequate -- not poorly placed or jerky? Was the articulation pedantic, careless, or exaggerated? Did substitutions or added sounds occur? Were there pronunciation errors?

**III. Audience Rapport/Management of Type of Broadcast**

Did the announcer sound natural and enthusiastic in the presentation? Did the announcer relate to the audience appropriately for the type of broadcast? Did the arrangement of material flow? Was the choice of material appropriate and timely?

# DECLAMATION—Junior and Senior Divisions

## Judge Instructions



### Rules Summary

1. In this event, each competitor delivers a speech which was written by another person, presented in a public forum by a person other than the contestant, and taken from a published source. The maximum time is ten minutes, including a required 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.
2. The speech must be memorized and must have been written by another person, presented in a public forum by a person other than the contestant, and taken from a published source.
3. The introduction should reveal the background and the author's intent; the Intro. has no time limit.
4. A lectern may not be used.
5. This event is open to all Junior division competitors, but only 9<sup>th</sup> and 10<sup>th</sup> grade competitors in the Senior division.

### Judge Guidelines

1. The selection must be a self-contained unit. The speech may be edited to fit the time constraints so long as the presentation accurately reflects the author's intent. **The intro has NO required length of time.**
2. The introduction should provide suitable background (e.g., the circumstances under which the speech was originally presented). No time limit is placed on the introduction. The introduction must be memorized.
3. No particular style should be demanded of the orator; rather, the speaker should feel free to select and develop his/her own style and then be judged according to the degree of perfection he/she has attained and his/her effectiveness in influencing the audience.
4. Movement and/or gestures should be natural and dictated by the material.
5. The suitability of the material to the maturity level of the performer should be considered.

### Criteria for Judging

#### I. Introduction.

Did the student provide suitable background (e.g., the circumstances under which the speech was originally presented) so that the author's intent was understood? Was the length of the Intro. appropriate to the speech?

#### II. Delivery

Did the speaker display attributes of effective speaking such as poise, quality of voice, effectiveness and ease of gestures, emphasis, variety, and enunciation? Did the speaker interest and hold the attention of the audience? While any style of delivery which the speaker adopts should be judged in light of the purpose of the speech, did the speaker show effectiveness in influencing the audience rather than artificiality? Since this is a speaking event rather than an acting event, did the speaker emphasize communication rather than dramatization?

#### III. Recreation of the Spirit of the Original Presentation

Did the speaker convey the message in a sincere, honest, and realistic style in an attempt to recreate the spirit of the original presentation? Did the speaker carry his/her interpretation over to the minds of those who heard him/her?

#### IV. Material

Is the selected material suitable for the maturity level of the student?

#### **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.

## DRAMATIC INTERPRETATION—Senior and Junior Divisions

### Judge Instructions

#### Summary of Rules

1. In this event, each student performs a published piece of serious literature, which may be a monologue or dialogue. The maximum time 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.
2. The scene may come from a published play, short story, novel, TV, or movie.
3. The selection must be memorized. The cutting may be a monologue or dialogue. If transitions are used, no more than 10% may be narrative. Offstage focus must be employed when one character speaks to another character; however, if the speaker is supposed to address the audience, he/she may make eye contact.
4. Limited movement is permissible in the introduction and during the selection. Limited movement is defined as movement within an area of ten feet in diameter. The area may be used for actions including bending, stooping, turning, and pivoting. When a "teaser" taken directly from the script is used in the introduction, this is considered part of the selection and movement is therefore restricted as above. There are no properties.

#### Hints for Judges

1. The introduction should include enough background information to establish the selection with the audience. Delivery should be interpretation rather than acting. Character delineation should be clear. If you close your eyes, the vocal characterization should be very evident and appropriate to the character. Physical delineation (i.e., facial expression, gestures, and suggestive bodily delivery) should be evident.
2. The cutting should be a self-contained unit, including a beginning, middle, and an end. The performance should emphasize interpretation skills (internalization) rather than techniques and mechanics. Characters may address each other and/or the audience.
3. The suitability of the material to the maturity level of the performer should be considered. Base your decision on the performance, not your taste in literature.

#### Criteria for Judging

##### I. Introduction of Selection

Did the student provide necessary information to prepare the audience to listen? Did the student establish the mood and/or meaning of the selection? Innovative introductions should not be discouraged.

##### II. Presentation of Selection

Was the student in control of the performance and the audience? Was there an empathic response? Did the student demonstrate good speech habits as they would pertain to the student's interpretation?

##### III. Characterization and Character Delineation

Did the student clearly and correctly develop and define characters in the selection? While this is not an exercise in acting, did the student develop character posture, muscle tone, facial expression, and limited gestures appropriate to the selection?

##### IV. The Selection

Did the student retain the essence of the material from which the cutting is taken? Did the cutting itself possess a unity of its own which built to a natural climax and conclusion? Is the selected material suitable for the maturity level of the student?

#### 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.

## EXTEMPORANEOUS SPEAKING—Junior and Senior Divisions

### Judge Instructions

#### Rules Summary

1. In this event, students used limited preparation time to prepare a speech which analyzes and answers a question addressing a current issue. The speaker may use one 3 X 5 note card (front and back). Students using more than the front and back of one 3 X 5 note card must be ranked last in the round. Additionally, no visual aids or props may be used.
2. The maximum time for Extemporaneous Speaking is **five minutes** (Junior Division) and **seven minutes** (Senior Division). There is a thirty second grace period, after which the student must be dropped in rank/rating. 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. Time signals are mandatory in this event. The count-down method must be used. See the KHSSL Time Signals page for details. The Time Signals rule is incorporated herein by reference.
4. Each competitor will have 30 minutes to prepare the speech before arriving at the competition room assigned.
5. During Final Rounds of the State tournaments, cross-examination will take place in the Senior Division. . Invitational tournaments will also have the right to utilize this form of cross-examination if they wish in their final rounds.

#### Judge Guidelines

1. Be sure to take the student's topic before he/she speaks.
2. Clarify with the student before he/she begins how time signals will be communicated and give hand signals while the student is speaking.
3. Make an outline as the student speaks. Organization is a principal part of a successful speech, along with presentation and sources.
4. The student should answer the question. The questions are purposefully broad, and the student is expected to make his/her own limitations rather than try to cover all aspects of the topic. Try to judge on the basis of how well the speaker does what he/she sets out to do. This is not necessarily a persuasive speech.

#### Criteria for Judging

##### I. Choice of Material Used in Speech

Did the speaker effectively answer the question as presented? Did the speaker use analysis, support, and/or refutation to answer the question? Did the speaker use appropriate source materials (in both quantity and quality) to support the thesis?

##### II. Organization of Speech

Did the speaker use an effective introduction? Did the speaker identify and support main points? Did the speaker have an effective summary or conclusion?

##### III. Presentation of Speech

Did the speaker demonstrate attributes of effective speech habits? Did the speaker exhibit poise, control of body, and clarity of voice to effectively communicate with the audience?

Summary of Rules

5. In this event, each student performs a published piece of humorous literature, which may be a monologue or dialogue. The maximum time 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.
6. The scene may come from a published play, short story, novel, TV, or movie.
7. The selection must be memorized. The cutting may be a monologue or dialogue. If transitions are used, no more than 10% may be narrative. Offstage focus must be employed when one character speaks to another character; however, if the speaker is supposed to address the audience, he/she may make eye contact.
8. Limited movement is permissible in the introduction and during the selection. Limited movement is defined as movement within an area of ten feet in diameter. The area may be used for actions including bending, stooping, turning, and pivoting. When a "teaser" taken directly from the script is used in the introduction, this is considered part of the selection and movement is therefore restricted as above. There are no properties.

Hints for Judges

1. The introduction should include enough background information to establish the selection with the audience. Delivery should be interpretation rather than acting. Character delineation should be clear. If you close your eyes, the vocal characterization should be very evident and appropriate to the character. Physical delineation (i.e., facial expression, gestures, and suggestive bodily delivery) should be evident.
2. The cutting should be a self-contained unit, including a beginning, middle, and an end. The performance should emphasize interpretation skills (internalization) rather than techniques and mechanics. Characters may address each other and/or the audience.
3. The suitability of the material to the maturity level of the performer should be considered. Base your decision on the performance, not your taste in literature.

Criteria for Judging

I. Introduction of Selection

Did the student provide necessary information to prepare the audience to listen? Did the student establish the mood and/or meaning of the selection? Innovative introductions should not be discouraged.

II. Presentation of Selection

Was the student in control of the performance and the audience? Was there an empathic response? Did the student demonstrate good speech habits as they would pertain to the student's interpretation?

III. Characterization and Character Delineation

Did the student clearly and correctly develop and define characters in the selection? While this is not an exercise in acting, did the student develop character posture, muscle tone, facial expression, and limited gestures appropriate to The selection?

IV. The Selection

Did the student retain the essence of the material from which the cutting is taken? Did the cutting itself possess a unity of its own which built to a natural climax and conclusion? Is the selected material suitable for the maturity level of the student?

**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.

**Rules Summary**

1. In this event, each competitor prepares and presents a short speech with limited preparation. The maximum time for Impromptu Speaking is **seven minutes in the Senior Division**, and **ten minutes in the Junior Division**, which includes both prep time and speaking time. There is a fifteen-second grace period, after which the student must be dropped in rank/rating. 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.
2. SENIOR: Students may speak all seven minutes if they desire, but must be penalized if they speak for less than four minutes.
3. JUNIOR: In the Junior Division, students may speak for all **ten** minutes if they desire, but must be penalized if they speak for less than three minutes.
4. TIME SIGNALS. Time signals are required. During Prep time, the judge will call out time at the intervals requested by the contestant. During the performance, time signals using the Count-Down method must be used, indicating the time remaining.
5. Prep time begins after the speaker has received the topic(s) and has been allowed a few seconds to view it (them). No electronic devices (e.g., computers or tape recorders) may be used, and source materials are not permitted.
6. The speaker may use one 3 X 5 note card (front and back) while speaking. Students using more than the front and back of one 3 X 5 note card while speaking must be ranked last in the round. Students may use multiple note cards and/or paper to plan speeches during the preparation time before speaking begins.
7. In all rounds except the final round, the contestant will be given two quotations from which to choose one.
8. Students will remain outside the room until it is their time to speak, will prepare in the room, and may leave the room once they have spoken if they have another event to attend this round.
9. Finalists at the State Tournament will respond to an object. At all other rounds of the State Tournament, and in all Rounds at the Regional Tournaments, the topics will be quotations. Invitational tournaments may follow the State or Regional format.

**Hints for Judges**

1. Do not permit other students to listen before they have spoken. Contestants must remain outside the room until called upon to speak.
2. Clarify with the student before he/she begins how time signals will be communicated. Call out the student's prep time and give hand signals while the student is speaking. Start timing after the student receives the topic(s) and has had a few seconds to view it (them).
3. Make sure the student returns the topic(s) to you after he/she has spoken.
4. Content and delivery are equally important.

**Judging Criteria**

**I. Choice of Material Used in Speech**

Did the speaker effectively develop the topic? Did the speaker use analysis, support, and/or refutation to answer the topic? (The method lies within the topic itself. Impromptu Speaking is not necessarily a persuasive speech.)

**II. Organization of Speech**

Did the speaker use an effective introduction? Did the speaker identify and support main points? Did the speaker have an effective summary or conclusion?

**III. Presentation of Speech**

Did the speaker demonstrate attributes of effective speech habits? Did the speaker exhibit poise, control of body, and clarity of voice to effectively communicate with the audience?

# IMPROVISATIONAL DUO—Junior and Senior Divisions

## Judge Instructions



### Rules

1. In this event involving limited preparation, two students create and present a performance portraying two characters. Preparation time for Improvisational Duo is **three minutes** for senior division and **five minutes** for junior division. Setting up the chairs, when used, is part of preparation time. **Preparation time is separate from performance time.**
2. The time limit for the performance is **six minutes**. There is a fifteen-second grace period, after which the student must be dropped in rank/rating. 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. **TIME SIGNALS DURING THE PERFORMANCE ARE REQUIRED.** The count-down method is required. In this method, the judge holds up a number of fingers indicating the number of minutes remaining out of the six minute performance time limit.
4. No make-up, costumes, props, or lighting are permitted, but two chairs may be used. Doors and walls are considered props. Each performer may portray ONE and only ONE character during the scene; dialogue must be equally shared over the course of the scene. An introduction by one or both students is required to set the scene, and a resolution of the conflict must be evident at the end of the scene.
5. Profanity, sexual innuendo, and/or excessive physicality will result in the performance being marked last in the round.

### Judge Guidelines

1. The scene must be a self-contained unit holding together a story itself. Students must resolve the conflict presented in the topic.
2. 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. Resolution and Effectiveness of Scene

Was there a sense of wholeness and total dramatic effect in the scene? Was a resolution of the conflict obvious at the end of the scene?

## ORATORY—Junior & Senior Divisions

### Judge Instructions



### Rules Summary

1. In this event, each student delivers an original speech which informs and/or persuades.
2. The maximum time is ten minutes, including a required 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. The speech may be of an informative or persuasive nature.
4. The speech must be the original work of the student and must be memorized.
5. Direct quotations may be used, but they must be indicated and limited to 150 words of quoted material.
6. No props or visual aids are permitted.
7. Each Oratory contestant will have a print or electronic copy of the Oratory available for the Regional and State tournaments if asked for.

### Hints for Judges

1. The introduction should get the attention of the audience as well as preview the speech.
2. Good speaking skills should be evident.
3. Organization must be clear and easy to follow.
4. Eye contact is essential.
5. Audience rapport should be evident.
6. Sources should be used to support any facts or claims.
7. Fluency of language is important as well as logical development of content.

### Judging Criteria

#### **I. Choice of Material Used in Speech**

Did the speaker confine remarks to the topic of the speech? Did the speaker show depth of analysis and a desire to contribute to the audience's understanding? Did the speaker select supporting materials that contributed to the informative or persuasive nature of the speech?

#### **II. Organization of the Speech**

Did the speaker have an appropriate introduction and conclusion? Did the speaker present clearly and compellingly the main points in the body of the speech? Did the speaker employ transitions that were clear and smooth? Did the speaker develop evidence, examples, and illustrations to support the main points?

#### **III. Demonstration of Rhetorical Excellence**

Did the speaker demonstrate good sentence structure and effective use of language? Did the speaker effectively inform or persuade the audience?

#### **IV. Presentation of the Speech**

Did the speaker demonstrate attributes of effective speaking such as eye contact, facial expressions, and gestures? Did the speaker exhibit poise, control of bodily action, and clarity of speaking voice?

### **Rules Summary**

1. In this event, each student delivers an interpretation of a published poem (or poems) that is (are) narrative, descriptive, or lyrical.
2. The maximum time 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. One poem or a program of shorter poems (narrative, descriptive, or lyrical) may be used and shall be from a published poet or poets of literary merit. 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. A manuscript must be used and referred to. **The manuscript may be used as a property.**
4. The introduction (and transitions when used) should provide adequate background for the reading as a whole and for the individual selections as needed in order to relate them to the whole.
5. Blocking is allowed for this event. Performers are NOT required to keep their feet stationary as they perform. Blocking is movement in a performance that can be expressive in nature, symbolizing how a character is feeling emotionally, while at other times blocking denotes events that are occurring in the imagined space. The movement should always be motivated by elements in the text. Movement for the sake of movement is not necessary. Performers may, without penalty, choose to remain stationary or have limited foot movement and choose instead to emphasize vocal or nonverbal forms of communication including facial gestures, facial expressions, posture, and eye contact. All performance choices should serve to enhance the overall interpretation of the selection, not just demonstrate movement capabilities.

### **Judge Guidelines**

1. The introduction should prepare the listener for the selection(s).
2. In multiple selections, a relationship should be obvious between the literature chosen to develop the poetry program and the theme of the program.
3. The suitability of the material to the maturity level of the performer should be considered.
4. Projection, diction, and flexibility of voice are important to the student's interpretation. Multiple character voices may be used.
5. Base your decision on the performance, not on your taste in poetry.

### **Criteria for Judging**

#### **I. Introduction of Selection**

Did the student provide necessary information to prepare the audience to listen? Did the student establish the mood and/or meaning of the selection?

#### **II. Presentation of Selection**

Was the student in control of the performance and the audience? Was there an empathic response? Did the student develop posture, muscle tone, facial expression, and limited gestures appropriate to the selection? Did the student demonstrate good vocal technique? Did the competitor use their voice effectively?

#### **III. Overall Effectiveness**

Is the selected material suitable for the maturity level of the student? Did the student exhibit by performance an understanding of what was being interpreted?

#### **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.



## PROSE—Junior and Senior Divisions

### Judge Instructions

#### Rules

1. In this event, each student presents an interpretation of a piece of fiction or nonfiction from narrative, descriptive, or expository prose of literary merit.
2. The maximum time 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. The cutting shall be from a published narrative, descriptive, or expository prose of literary merit. 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.
4. Dialogue may comprise only a small portion of the total performance. A manuscript must be used and referred to. The manuscript may be used as a property. The introduction should provide adequate background for the selection.
5. Blocking is allowed for this event. Performers are NOT required to keep their feet stationary as they perform. Blocking is movement in a performance that can be expressive in nature, symbolizing how a character is feeling emotionally, while at other times blocking denotes events that are occurring in the imagined space. The movement should always be motivated by elements in the text. Movement for the sake of movement is not necessary. Performers may, without penalty, choose to remain stationary or have limited foot movement and choose instead to emphasize vocal or nonverbal forms of communication including facial gestures, facial expressions, posture, and eye contact. All performance choices should serve to enhance the overall interpretation of the selection, not just demonstrate movement capabilities.

#### Judge Guidelines

6. The introduction should prepare the listener for the selection(s).
7. The suitability of the material to the maturity level of the performer should be considered.
8. Projection, diction, and flexibility of voice are important to the student's interpretation. Multiple character voices may be used.
9. The plot structure, conflict, mood, and characterization should be effectively and intentionally delivered and portrayed during the performance
10. Base your decision on the performance, not on your taste in prose.

#### Criteria for Judging

##### I. Introduction of Selection

Did the student provide necessary information to prepare the audience to listen? Did the student establish the mood and/or meaning of the selection?

##### II. Presentation of Selection

Was the student in control of the performance and the audience? Was there an empathic response? Did the student develop posture, muscle tone, facial expression, and limited gestures appropriate to the selection? Did the student demonstrate good vocal technique? Did the competitor use their voice effectively?

##### III. Overall Effectiveness

Is the selected material suitable for the maturity level of the student? Did the student exhibit by performance an understanding of what was being interpreted?

#### 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.

# STORYTELLING—Junior and Senior Divisions

## Judge Instructions



### Summary of Rules

1. The maximum time for Storytelling 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 in preliminary rounds. 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.
2. Either a complete story or an excerpt from a longer one may be used, and the story may be either humorous or serious.
3. The story must be memorized, and the storyteller may sit on the floor (not in a chair), stand, or use a limited stage area to tell the story.
4. The use of costumes, props, or furniture of any kind is prohibited.

### Judge Guidelines

1. Students should be judged for quality of performance, entertainment, and versatility.
2. The narration should be the major portion of the story, not excessive dialogue with a bit of narration.
3. Movement should be appropriate.
4. Base your decision on the performance, not on your taste in stories.

### Criteria for Judging

#### I. Introduction of Selection

Did the student provide necessary information to prepare the audience to listen? Did the student establish the mood and/or meaning of the selection?

#### II. Presentation of Selection

Was the student in control of the performance and the audience? Did the student demonstrate good speech habits as they would pertain to the story? Did the student develop character posture, facial expressions, and gestures appropriate to the story and to the characters in the story? Were various incidents clearly related?

#### III. Effectiveness of Selection

Was the story suitable to the performer? Was it a unified piece which had a plot and emphasized narration, rather than excessive dialogue?

#### 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.

**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. If a performance has students portraying multiple characters, they should be dropped to last in the round and are ineligible for finals.
5. One or both students may participate in the introduction. The material must be memorized. Each student may portray one and only one character.

**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.

## DUO INTERPRETATION—Senior Division

### Judge Instructions



#### Summary of Rules

1. In this event, two students perform a scene or cutting from a published play, novel, short story, or movie script. The maximum time for Duo Interpretation 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.
2. The selection may be from a published play, novel, short story, or movie script, and the two competitors must have equal share of dialogue.
3. **Offstage focus must be employed** when one character speaks to another character; however, if the speaker is supposed to address the audience, he/she may make eye contact with the audience. There are no properties. **Except in the introduction, students may not make obvious eye contact with one another.**
4. Limited movement is permissible in the introduction and during the selection. Limited movement is defined as movement within an area of ten feet in diameter. The area may be used for actions including bending, stooping, turning, and pivoting. When a "teaser" taken directly from the script is used in the introduction, this is considered part of the selection and movement is therefore restricted as above. **Except in the introduction, no touching is allowed.**
5. The selection should be memorized. One or both students may participate in the introduction. Competitors in Duo Interpretation may portray one or more characters as needed. Dialogue should be equally shared between the performers.

#### Hints for Judges

1. The selection must be a self-contained unit holding together a story itself. Dramatic and humorous selections should be given equal consideration.
2. Pay attention to include teamwork, timing, consistent characterization, good speaking skills, and the comedic or dramatic effect of the scene on the audience. Delivery should be interpretation rather than acting.
3. Focal placement should be offstage, suggestive of actions, and appropriate for the heights of characters.
4. The suitability of the material to the maturity level of the performer should be considered. Base your decision on the performance, not your taste in literature.

#### Criteria for judging

##### I. Introduction of Selection

Was there adequate preparation for the scene? Innovative introductions should not be discouraged.

##### II. Vocal Effectiveness

Were the students clearly understandable? (diction, projection, etc.) Did the students adapt to the size of the room?

##### III. Teamwork and Selection of Material

Was there evidence of effective timing, cue work, and rhythm?

##### IV. Character Development

Was there evidence of character analysis and understanding? Were characters clearly delineated? (use of body, facial expressions, etc.) Was focal placement offstage, suggestive of actions, and appropriate for the heights of characters?

##### V. Effectiveness of Scene:

Was there a sense of wholeness and total dramatic effect in the scene? Did the scene move appropriately and effectively? 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.

**INFORMATIVE SPEAKING—Senior Division**  
**Judge Instructions**



**Rules Summary**

1. In this event, each student delivers an original speech which is meant to explain, define, describe, or illustrate a particular subject.
2. The time limit is 10 minutes with a 30-second "grace period." Should a student go beyond the grace period, the student may not be ranked 1<sup>st</sup> in the round. No minimum time is mandated. No violation of the grace period at the Regional tournament or the State Quarterfinal, Semifinal, or Final rounds may result in disqualification.
3. The speech must be the original work of the student. The presentation must be memorized. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified.
4. The student may choose to use audio/visual aids to supplement and reinforce the message. No electronic equipment may be used. No live animals or additional people may be used as visual aids. Items of dress put on and removed during the presentation are costuming and not permitted. Visual aids may not violate the law. The host school is not responsible for providing facilities, equipment, or assistance in a contestant's use of visual aids. If a visual aid displays published pictorial material, the source must be included on the Works Cited page but does not need to be cited orally.
5. Quotation: Not more than 150 words of the speech may be direct quotation and such quotations must be identified orally and in a copy of the speech (print or digital) available at Regional and State tournaments if asked for.

**Hints for Judges**

1. The introduction should get the attention of the audience as well as preview the speech.
2. Good speaking skills should be evident; the speech's organization must be clear and easy to follow, and eye contact is essential.
5. If used, presentation aids should be effectively selected, prepared, and presented.
5. Audience rapport should be evident.
6. Sources should be used to support any facts or claims.
7. Fluency of language is important as well as logical development of content.

**Judging Criteria**

**I. Choice of Material Used in Speech**

Did the speaker confine remarks to the topic of the speech? Did the speaker show depth of analysis and a desire to contribute to the audience's understanding? Did the speaker select supporting materials, including the presentational aids (if any) that contributed to the informative nature of the speech?

**II. Organization of the Speech**

Did the speaker have an appropriate introduction and conclusion? Did the speaker present clearly and compellingly the main points in the body of the speech? Did the speaker employ transitions that were clear and smooth? Did the speaker develop evidence, examples, and illustrations to support the main points?

**III. Demonstration of Rhetorical Excellence**

Did the speaker demonstrate good sentence structure and effective use of language? Did the speaker effectively inform the audience?

**IV. Presentation of the Speech**

Did the speaker demonstrate attributes of effective speaking such as eye contact, facial expressions, and gestures? Did the speaker exhibit poise, control of bodily action, and clarity of speaking voice?

**Judge Instructions**

**Rules Summary**

1. In this event, each student delivers a program of thematically-linked selections of literary merit, chosen from two or more genres of literature and writing (most common will be readings from Prose, Poetry, and Drama). A substantial portion of the total time must be devoted to each of the genres used in the program.
2. The maximum time limit is 10 minutes, including an original introduction and/or transitions, which must be memorized. 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. Different genre means that material must appear in separate pieces of literature and/or writing (e.g. A poem included in a short story that appears only in the short story does not constitute a poetry genre). The introduction (and transitions when used) should provide adequate background for the reading as a whole and for the individual selections as needed in order to relate them to the whole. Genres should be understood fairly broadly. Non-fiction, advertising copy, and other sources are valid and legitimate—how they are used will determine the effectiveness of the Program. The Program as a whole should have a unifying theme or message. Pieces within the Program may be cut into smaller passages interspersed with passages from other selections.
4. The performer may use single or multiple characters to animate and assist the interpretation. A manuscript must be used and referred to. The manuscript may be used as a property.
5. The introduction (and transitions when used) should provide adequate background for the reading as a whole and for the individual selections as needed in order to relate them to the whole.
6. Blocking is allowed for this event. Performers are NOT required to keep their feet stationary as they perform. Blocking is movement in a performance that can be expressive in nature, symbolizing how a character is feeling emotionally, while at other times blocking denotes events that are occurring in the imagined space. The movement should always be motivated by elements in the text. Movement for the sake of movement is not necessary. Performers may, without penalty, choose to remain stationary or have limited foot movement and choose instead to emphasize vocal or nonverbal forms of communication including facial gestures, facial expressions, posture, and eye contact. All performance choices should serve to enhance the overall interpretation of the selection, not just demonstrate movement capabilities. There are no properties other than the manuscript.

**Judge Guidelines**

11. The introduction should prepare the listener for the selection(s).
12. The suitability of the material to the maturity level of the performer should be considered.
13. Projection, diction, and flexibility of voice are important to the student's interpretation. Multiple character voices may be used.
14. The plot structure, conflict, mood, and characterization should be effectively and intentionally delivered and portrayed during the performance
15. Base your decision on the performance, not on your taste in genre or topic.

**Criteria for Judging**

**I. Introduction of Selection**

Did the student provide necessary information to prepare the audience to listen? Did the student establish the mood and/or meaning of the selection?

**II. Presentation of Selection**

Was the student in control of the performance and the audience? Was there an empathic response? Did the student develop posture, muscle tone, facial expression, and limited gestures appropriate to the selection? Did the student demonstrate good vocal technique? Did the competitor use their voice effectively?

**III. Overall Effectiveness**

Is the selected material suitable for the maturity level of the student? Did the student exhibit by performance an understanding of what was being interpreted?

**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.