PROGRAM ORAL INTERPRETATION—Senior Division
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 a memorized original introduction and/or transitions. 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

1. The introduction should prepare the listener for the selection(s).
2. The suitability of the material to the maturity level of the performer should be considered.
3. Projection, diction, and flexibility of voice are important to the student's interpretation. Multiple character voices may be used.
4. The plot structure, conflict, mood, and characterization should be effectively and intentionally delivered and portrayed during the performance
5. 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.

**********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 2027
PROGRAM ORAL INTERPRETATION

Senior Division

Contestant Code: _____ Contestant Name: _____

Titles: _____ Authors: _____

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)

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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