

## ***JUDGING TIPS - DRAMATIC INTERPRETATION***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

### ***Introduction:***

- Effective, explanatory, attention-getting, sets mood/feeling

### ***Vocal elements:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

### ***Interpretation:***

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - HUMOROUS INTERPRETATION***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

### ***Introduction:***

- Effective, explanatory, attention-getting, sets mood/feeling

### ***Vocal elements:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

### ***Interpretation:***

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

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**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - STORYTELLING***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

### ***Introduction:***

- Effective, explanatory, attention-getting, sets mood/feeling

### ***Vocal elements:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

### ***Interpretation:***

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - DUET INTERPRETATION OF LITERATURE***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, use of manuscript, etc.)
- Is there an emotional/intellectual understanding of the material?

### ***Introduction:***

- Effective, explanatory, attention-getting, sets mood/feeling, presented equally

### ***Vocal elements:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material, appropriate use of manuscript

### ***Interpretation:***

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

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**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one team "blows away" the competition, you should award them the highest points and widen the point spread for the other teams. Alternatively, if the performance of two teams was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - INTERPRETATION OF POETRY***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, use of manuscript, etc.)
- Is there an emotional/intellectual understanding of the material?

### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material, appropriate use of manuscript

### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - INTERPRETATION OF PROSE***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, use of manuscript, etc.)
- Is there an emotional/intellectual understanding of the material?

### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material, appropriate use of manuscript

### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

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**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - DUET ACTING***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

### ***Introduction:***

- Effective, explanatory, attention-getting, sets mood/feeling

### ***Vocal elements:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, movement, blocking
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

### ***Interpretation:***

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a team for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a team struggles through their performance and are ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a team "blows away" the competition, you should award them the highest points and widen the point spread for the other teams. Alternatively, if the performance of two teams was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - ONE-ACT PLAY***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

### ***Introduction:***

- Effective, explanatory, attention-getting, sets mood/feeling

### ***Vocal elements:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, movement, blocking
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

### ***Interpretation:***

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a cast for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a cast struggles through their performance and are ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a cast "blows away" the competition, you should award them the highest points and widen the point spread for the other teams. Alternatively, if the performance of two casts was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - ORIGINAL ORATORY***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the topic appropriate for a Catholic middle school student?
- Is there an emotional/intellectual understanding of the material?

### ***Introduction:***

- Effective, explanatory, attention-getting

### ***Structure & delivery:***

- *Organization* - logical, clear, effective use of transitions, main positions substantiated, effective use of supporting material from qualified sources, clear explanations, good flow, clear and potent word choice, effective use of rhetorical devices

### ***Vocal elements:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, movement, blocking
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the speech. Alternatively, avoid false praise. If a student struggles through his/her speech and is ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - TV BROADCASTING***

Some things to consider as you evaluate students:

### ***Introduction:***

- Effective, adequate, attention-getting

### ***Structure & delivery:***

- *Transitions* - logical, clear, effective
- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

### ***Physical presentation:***

- *Eye contact* - consistent, effective, balanced between audience and script
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, note it on the ballot. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgement in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

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- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - PANTOMIME***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the material appropriate for a Catholic middle school student?

### ***Presentation:***

- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, precise movement, blocking
- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last, don't write "Great Job!" without further suggestion or explanation.

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- Do not automatically award 100 points for 1<sup>st</sup> place, however, a 1<sup>st</sup> place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## ***JUDGING TIPS - DUET IMPROVISATION***

Some things to consider as you evaluate students:

### ***Selection:***

- Is the performance appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, equal sharing of dialogue, etc.)

### ***Introduction:***

- Effective, explanatory, attention-getting, sets mood/feeling

### ***Presentation:***

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Presence* - Confident, poised, energetic, polished, lackadaisical, comfortable
- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths *and* weaknesses. *Do not give oral critiques.*

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