

**Canfield
Speech and Debate
Team**

2011-2012

**Speech Judge
Manual**

Table of Contents

<u>Item</u>	<u>Pages</u>
<u>Judge Procedure Overview</u>	
When you arrive...	2
Sample Posting	3
Sample Judge Ballot	4
Judging a Round	5
Sample Critique Sheet	6
Ranking the Round	7
Completed Judge Ballot	8
Judge Etiquette	9
Possible Ideas for Critiques	10
OHSSL Judging Remarks	11 – 12
Blank “Judge Matrix”	13 – 14
<u>Judge Ballots / Event Descriptions</u>	
Oratorical	15
Original	16
Prose and Poetry	17
Drama	18
Humor	19
Duo	20
Impromptu	21
United States Extemp	22
International Extemp	23

Question 1: *What do I do once I arrive at the tournament?*

When you arrive at the designated school, please do the following:

- 1.) Go to the cafeteria (or otherwise designated judge area) and wait to check in with the coaching staff. **Look for the "Canfield" sign in the cafeteria (new this year).**
- 2.) When checking in with the coaching staff, make sure you have a stopwatch and your judge code.
- 3.) Please inform coaches of any schools you shouldn't judge or any specific students you shouldn't judge.
- 3.) Bring this document and look it over, while grabbing some free refreshments!
- 4.) Around 8:30 – 8:45 AM, the tournament officials will provide instructions and answer any questions.
- 5.) At the conclusion of the judge meeting, Round 1 assignments will be distributed. If you are scheduled to judge, go judge! If you have a "bye" round, relax. It is good to bring something to read in case of this.
- 6.) At the conclusion of each round, the next round's assignments are made. You will get this when you turn in your ballot. If you had a bye, tournament officials will tell you when to check with the "tab" room for your next assignment.

Question 2: *What do I do when I have been assigned a round to judge?*

- 1.) Look at the category you have been assigned on the ranking form (See Pages 3 & 4.) You should NOT judge the category in which your child competes. You should NOT judge the same category twice in one day. If either of these has happened, go to the Tab Room immediately!
- 2.) Briefly look over the description of the category you have been assigned in this booklet.
- 3.) Check the "postings" to get the specifics on the round which you are supposed to judge. (See Page 5 for more specifics). For example, if you are judge "N6" assigned Original Oratory, Round 1, Section F, then you would be judging competitors: 336, 347, 319, 307, 315, and 331 – in that order! **Do NOT change the order of presentation unless told by tournament officials!**
- 4.) Once you know the room number and the list of competitors, head to the room. Sit in the back – center of the room. Ask anyone who is sitting that blocks your view to move. You are to sit centered so you can see everything from a central standpoint. You are to sit in the back so that you can monitor the other competitors to ensure they are being professional.
- 5.) Double-check the room number when you enter. Once in the room – before beginning the round – read of the competitor numbers you have. This ensures the kids went to the right room and that you went to the right room.
- 6.) When you are in the room, students will each give you a "critique sheet". (See Page 6). This is where you write notes for each student during the round. You will return all student critique sheets and your overall rankings to the "Tab Room" at the conclusion of the round.

Sample Posting

Canfield Judge Clinic Original Oratory

Round 1 – 9:15 AM

Section	A	B	C	D	E	F	G	H
Judge	B7	A11	C6	K2	M4	N6	L1	D5
Room	203	204	205	206	207	208	209	210
1	303	323	313	329	339	336	340	335
2	325	302	327	304	314	347	308	348
3	312	324	322	338	320	319	316	309
4	343	344	301	321	330	307	341	334
5	326	350	345	305	337	315	318	317
6	310	342	346	328	306	331	349	333
7		311					332	

In our pretend scenario, we are judge "N6" assigned to Round 1, Section F of Original Oratory.

You will also receive the judge ballot with the information for this round clearly labeled for you.

Sample Blank Judge Ballot



N6

ORIGINAL ORATORY

Round: 1 Room: 208 Section: F

Code	Title of Selection	Rank	Points	Time
336				
347				
319				
307				
315				
331				

(No ties in rank or quality points)

Instructions to Judges

Event Description: The speakers will write and present from memory original compositions that are intelligent, truthful, and interesting. Since speakers wrote these orations, judges should consider thought, composition, and delivery in evaluating them.

Speakers have complete freedom in choosing a defined topic and a clear purpose. Speakers may employ a multitude of stylistic and analytical techniques (expository, narrative, persuasive, dramatic, etc.) in creating their orations. Judges should not base their rankings on whether or not they agree with the speakers' opinions.

Speakers must alert the audience to any nonfactual materials, especially in narrating personal experiences. Speakers must also cite the sources of any facts, statistics, quotations, or anecdotal evidence that are not the speakers' original ideas.

The time limit is ten (10) minutes with a 30 second grace period. There is no minimum time. Any time penalty is left to the judge's discretion. Judges are asked to provide time signals upon a speaker's request.

When evaluating a competitor consider the following criteria:

Vocal Qualities:

- The speaker used crisp enunciation, was easily heard, and spoke at an appropriate rate.
- The speaker altered rate, volume, and pitch in relation to the subject and to create interest.

Physical Presentation:

- The speaker maintained eye contact with the audience.
- The speaker used appropriate gestures that were relaxed and expressive and enhanced the content.
- The speaker was poised and confident and presented himself/herself professionally.

Speech Content:

- The speaker created an oration that had a defined topic, clear purpose, and an interesting interpretation.
- The speaker cited any sources or research used in the speech.
- The speaker presented an organized speech that was easy to follow.
- The speaker identified all non-original or non-factual material.
- The speaker used dynamic vocabulary, sentence structure, and other rhetorical devices.

Judge's **PRINTED** Name: _____ School _____ Code **N6**

Question 3: What do I do once I'm in the room and students are there?

- 1.) At this point, you have collected a "Critique Sheet" from each competitor, have verified the room number, and have checked each student's code. Everyone is in the correct room!
*** Note: If you are judging Extemp, this is very different. See those pages in this manual.*
- 2.) Make sure you are sitting in the back-center of the room. If anyone is blocking your view or if you want anyone to move for any reason, you are in control: make polite requests.
- 3.) If there are any observers, remind them that they are to remain quiet and respectful during the round.
- 4.) Once you begin the round, the door is to remain closed. Nobody should enter or leave the room.
- 5.) If you see a student in the room you know VERY WELL or a student from Canfield, excuse yourself and report to the Tab Room to remedy this situation.
- 6.) If everything is ready to go, remind students to have their cell phones turned off. **Also, double check that your phone is off! We get fined if your phone goes off during the round!**
- 7.) When you are ready, announce the first speaker's number. That person will stand up, go to the front of the room, and perform. Start timing when they begin. Stop timing when they stop. Please announce their time. **The only events where you are to give time signals are IMPROMPTU and EXTEMP.**
- 8.) Write critiques while the student is presenting. If you wait until after the student is done or after the round, you will hold up the entire tournament. Make sure to fill out the bottom of the sheet too.
- 9.) At the conclusion of the presentation, the student will sit down. Write down any last critiques you want to note. When you are ready for the next presentation, call the next competitor's number, and that person will stand up, go to the front of the room, and begin. **You should not take more than 1-2 minutes or so MAXIMUM between speakers! KEEP IT MOVING! We have time constraints!**
- 10.) After each student presents, keep track of how you would be ranking the round were it to end right then. See the grid on Page 8 for assistance. If you wait until the end of the round to rank everyone, you will forget each person's presentation!
- 11.) There cannot be any ties!
- 12.) Once everyone has finished, congratulate them and they will leave. Take two minutes or so and make any last comments on the ballot or critique sheets you need to make. **DO NOT HOLD UP THE TOURNAMENT!**
- 13.) Once students have left and you know how you are ranking the round, assign quality points. There cannot be ties with quality points, and higher ranks get higher quality points.
- 14.) When you are completely done, take your ballot and critique sheets to the Tab Room. They will double-check what you did and give you your next assignment.

Here is a completed matrix for our pretend round.

1.	<u>336</u>	1	2	2	2	3	4		<u>4</u>
2.	<u>347</u>		1	1	1	1	2		<u>2</u>
3.	<u>319</u>			3	4	5	6		<u>6</u>
4.	<u>307</u>				3	4	5		<u>5</u>
5.	<u>315</u>					2	3		<u>3</u>
6.	<u>331</u>						1		<u>1</u>
7.	<u> </u>								<u> </u>

In this case, here is what we see:

- » After 2 speakers, we preferred the second one .
- » The 3rd speaker was worst than the first two.
- » The 4th speaker was worse than the first two but better than the third.
- » The 5th speaker was good, but we still like the second person most.
- » The 6th speaker wows us, and this person is our favorite in the round.

This way, once everyone is finished, you have your rankings and you don't have to think!

Note: There CANNOT be a tie. Once you have completed ranks, assign quality points.

MINIMUM Quality Points Per Rank	
1 st Place:	AT LEAST 94
2 nd Place:	AT LEAST 88
3 rd Place:	AT LEAST 82
4 th Place:	AT LEAST 76
5 th Place:	AT LEAST 72
6 th Place:	AT LEAST 71
7 th Place:	AT LEAST 70

Reminders: There are NO TIES in rank or quality points.
Someone with a a higher rank MUST have more quality points.

*A *POSSIBLE* COMPLETED BALLOT CAN BE FOUND ON THE NEXT PAGE.*

Sample Completed Judge Ballot



ORIGINAL ORATORY



Round: 1 Room: 208 Section: F

Code	Title of Selection	Rank	Points	Time
336		4	88	9:55
347		2	93	9:35
319		6	85	9:22
307		5	86	9:03
315		3	92	8:24
331		1	97	10:11

(No ties in rank or quality points)

Instructions to Judges

Event Description: The speakers will write and present from memory original compositions that are intelligent, truthful, and interesting. Since speakers wrote these orations, judges should consider thought, composition, and delivery in evaluating them.

Speakers have complete freedom in choosing a defined topic and a clear purpose. Speakers may employ a multitude of stylistic and analytical techniques (expository, narrative, persuasive, dramatic, etc.) in creating their orations. Judges should not base their rankings on whether or not they agree with the speakers' opinions.

Speakers must alert the audience to any nonfactual materials, especially in narrating personal experiences. Speakers must also cite the sources of any facts, statistics, quotations, or anecdotal evidence that are not the speakers' original ideas.

The time limit is ten (10) minutes with a 30 second grace period. There is no minimum time. Any time penalty is left to the judge's discretion. Judges are asked to provide time signals upon a speaker's request.

When evaluating a competitor consider the following criteria:

Vocal Qualities:

- The speaker used crisp enunciation, was easily heard, and spoke at an appropriate rate.
- The speaker altered rate, volume, and pitch in relation to the subject and to create interest.

Physical Presentation:

- The speaker maintained eye contact with the audience.
- The speaker used appropriate gestures that were relaxed and expressive and enhanced the content.
- The speaker was poised and confident and presented himself/herself professionally.

Speech Content:

- The speaker created an oration that had a defined topic, clear purpose, and an interesting interpretation.
- The speaker cited any sources or research used in the speech.
- The speaker presented an organized speech that was easy to follow.
- The speaker identified all non-original or non-factual material.
- The speaker used dynamic vocabulary, sentence structure, and other rhetorical devices.

Judge's **PRINTED** Name: John Doe School: Canfield Code: N6

Question 4: *Are there additional rules – spoken or unspoken – for judges?*

- 1.) Never trade judge assignments with another judge. Once it's assigned, only the Tab Room can change it.
- 2.) Do NOT discuss a round with competitors or other judges until the completion of the awards ceremony. This is because another Canfield judge might judge the same person later and be biased by what you say, and students from other schools are not supposed to talk to their judges after the round has finished.
- 3.) Please do not take food or beverage into a classroom – except perhaps water if absolutely needed.
- 4.) Students are permitted to have bottled water in the room.
- 5.) Do not ask for students' names or school affiliation before, during, or after a round.
- 6.) Do not wear any Canfield apparel while judging. Also, do not tell the students you are from Canfield.
- 7.) As the judge, you are to take control of the room. Do not act clueless or uncertain.
- 8.) Remember, that somebody is going to be unhappy with your critiques and rankings. Somebody is going to think you're a "bad" judge. Just judge it as you see it, make your comments constructive and positive; make your rankings match the comments; and let the coach worry about the rest.
- 9.) You are obligated to judge until rounds are completed. Do not leave the tournament until released by the tab room **AND THE CANFIELD COACHING STAFF**. Please return your timers before leaving.
- 10.) Be friendly and supportive toward the competitors. Congratulate them. **Provide positive nonverbal signals while they are performing (act interested)!!!**
- 11.) Do not touch items in the classroom. Teachers are finicky about their desks and storage.
- 12.) Please write a decent amount of stuff on the critique sheet. Students and coaches will use this information to refine the presentation and make it more compelling to judges.
- 13.) Please write a "reason for the rank in the round". What made someone a "2" instead of a "1"? Why were they the "1" instead of the "2"? Coaches never see students compete – we must use this information to know how to help the students improve!

Question 5: What are some sample critiques?**Things you should / could write:****1.) Positive Remarks / Strengths**

- I liked _____'s voice. That voice fit the character well and was easy to distinguish.
- Excellent facial expressions! You character - _____ - was easy to identify based on this.
- Great transitions. You were very quick and sharp getting from one character to another.
- Excellent use of volume. When you were quiet on the _____ line, it was very powerful!
- Great confidence! Even though you messed up the line, you quickly regained composure.
- You have a certain charisma that just makes me intrigued to hear what you need to say.
- Excellent use of a variety of sources. (extemp)
- Your gestures were very well orchestrated to fit exactly what you were saying.
- Wow! Your voices are amazing! Great job going from such different voices without hesitation!

2.) Areas for Improvement

- Overall, you have great voices. Your female voice just isn't cutting it for the mother, though.
- You need to completely finish a line as one character before switching to another character.
- I didn't get what you were doing as the dad when you grabbed something on the floor?
- You only cited one source in the presentation. Need more facts. (extemp)
- You're being monotone. With more expression in your voice, it would be more compelling.
- Don't be afraid to be loud! You were holding back at the climax, and it hurt the scene.
- Work on memorization. You spent too much time thinking about your next line.
- It seemed to move slow. Maybe try for more energy?
- I think if you did _____ in the one scene, it would be awesome!
- You're going too fast and not articulating well. I couldn't tell what several words were.

3.) Reason for Rank

- Clear characterization and made the story come to life. Great Job! (only give this to a #1)
- Your [voices, enunciation, confidence, transitions, citations, etc] were not as good as others.
- The _____ scene [gave you the edge / took away from the presentation].
- Your voices were better than the 4-6 ranks, but you were not as refined as #1 / #2.

Other important notes:

When critiquing a student, it is meant to be CONSTRUCTIVE (both positives and negatives). Give ideas. Meaningful input. Avoid being condescending or mean. Pretend this is your child and they will see what you write on the bus. I have had students crying on the bus before because judges berated them. That's just wrong. True – some of them aren't very good, but be constructive!

The thing that will most anger a student and a coach is a lack of constructive comments.

Everyone wants to know something they did well. What did you like best? What was neat? etc

Even the best students want to see something in the “needs improvement” category because they want to know what they could do to be even better in your eyes!

From the OHSSL: General Notes and Clarification for Judging Speech Events

The most important criteria when judging speech are to follow the suggestions on the judge ballot. Leave personal philosophies, rules, and preferences out of your judging consideration. Below are clarification of common misconceptions and a reinforcement of OHSSL philosophies concerning the events. As always, thank you for your time and thoughtful consideration of the speakers.

General concerns for all events:

- Please judge with positive expectations. Rather than looking for what a speaker does wrong, focus on what a student does right. One error or weakness does not negate an otherwise excellent performance.
- Please leave your preconceived notions about materials and styles at the door. The rules are broadly defined to allow students the most creative liberty. The only rules/criteria are listed on the ballots. It is unfair to hold speakers accountable to standards not sanctioned by the OHSSL.
- Do not compare present students to past competitors. Likewise, in the event you have judged a student earlier in the season, suppress the urge to compare those performances. Evaluate the student in THIS round at THIS moment against THIS group of competitors.
- A reminder that time penalties are left to the judge's discretion. There is no such thing as "undertime". Do not look at the time to be the definitive ranking criteria unless an excessive infraction. However, if you use time in your ranking, note this on the critique.

Oratorical:

- Students have not written their materials. They should NOT be evaluated based on the content of their speeches but rather HOW well they convey the messages and execute the speaking mechanics noted on the ballot.
- Speakers do not have to mimic the original author and should be given the greatest creative freedom. The event does not ask students to pretend to be Martin Luther King, Patrick Henry, or Hillary Clinton.
- Evaluation should concern how well their interpretations solidify the messages of the speech.
- Remember, the event is called "interpretation" and not merely "recitation". Students ARE permitted to employ a variety of delivery styles not used by the original orator.
- There are NO judging criteria for the type of speeches performed except that the material was indeed a speech. Therefore, any philosophical bias towards the type of material presented should be avoided.

Original Oratory:

- Students have written their own speeches. You SHOULD weigh both the content as well as the delivery. How much weight you give to the actual content is a judge's preference.
- As this is a creative writing event, there is no rule that forbids students from employing a variety of narrative techniques (dialogue, characterization, affectations) to animate and emphasize their messages.
- Be cautious about evaluating the "originality" of a speech. Topics that may seem "unoriginal" to you are new to young adults. Rather, look at the originality of their execution.
- Do NOT penalize the students for their personal views. Rather, evaluate how well the speech is developed and communicated.

Humor and Drama:

- Students may or may not address the audience during their speeches. They may do both.
- The material should be presented in a fashion that is clear to the audience.
- Students may have one to an unlimited number of characters. There is no criterion that says multiple characters are better than one or a criterion that says complex voices and accents must be used.
- Speakers should be judged based on how well they create, maintain, and interpret the characters in their pieces. Likewise, there is no rule for judging the level of dramatics employed, but rather if the dramatics employed are appropriate for the scene(s) being recreated.
- There is NO rule restricting movement, and once again movement should be appropriate as dictated by the material.
- Finally, drama and humor should not be simplified to who was the saddest or the funniest. Often, the inherent nature of the material will elicit these responses. Evaluate the caliber of the speaking and interpretive mechanics and not the material.

Extemporaneous Speaking:

- Judge a speaker's delivery and content equally.
- Do not dismiss a speaker with excellent content for a few stumbles. Fluidity is important, but judges should not reduce their responsibility to keeping track of verbal misspeaks. Speakers only have 30 minutes to outline, research, and practice their materials; a few "glitches" are to be expected.
- Speeches should not be a tally sheet of sources cited. A few well-used sources may be more desirable to a series of random citations.
- Most important is that the speech address the specific question selected. Listen critically but do not penalize students who may have different political views from your own.

Prose and Poetry:

- The OHSSL, at coaches' requests, has been purposefully vague about the judging criteria or performance philosophy of the event to allow the students the most creative freedom, and therefore judges should be open to diverse array of programs and styles. Whatever you may BELIEVE should be the rules of the event is irrelevant to how you judge the speakers UNLESS supported by the rules on the ballot.
- The ONLY rules for prose and poetry are listed on the ballot, and most deal specifically with the mechanics of speaking and physical interpretation. There is no rule, for example, mandating the use of a black notebook.
- There are NO rules as to the construction of the program and its narrative material so long as pieces are introduced and there is the appropriate amount of prose and poetry (which has been verified by the District Committees for District and State Tournaments).
- The use of voices, gestures, focal points, or characterization is not prohibited by the rules.
- How often a student should look at the manuscript (beyond the fact that they must address it) is not mandated in the rules.
- There are NO rules that specify the level of dramatics that can be employed aside from what is appropriate in the context of the material presented.
- There are NO rules prohibiting or mandating that a student must employ the manuscript as an extension of the performance; only that if it is done it be appropriate.

Duo Interpretation:

- When responding to material, you should follow the same rules of interpretation for drama and humor.
- Students may not make direct eye contact with one another, but some blocking may mean one student will "see" the other.
- Students are allowed physical interaction and eye contact during introductory material. There are no set criteria for the level of "dramatic" interpretation.
- One should not make arbitrary judgments that students have gone beyond "interp." Students are allowed freedom of movement so long as they do not physically touch and that the movement is appropriate for the material.
- Students may or may not directly address the audience. Their failure to do so is not a penalty.

Impromptu Speaking:

- Students should be given the greatest latitude in their interpretation of the quotation.
- Students should construct content to either agree or disagree with the message of the quotation or to qualify it.
- According to the rules in the OHSSL constitution, students ARE permitted to have prepared introductions. Students ARE permitted to look through files of information during their preparation period. If they do, they should verbally cite the sources during the speech.
- Students should construct the speech based on analytical evidence. The use of personal stories, except in the introduction and/or the conclusion, is prohibited.
- When judging, one should keep in mind the ratio of prep time to speaking, but a shorter speech with better content may be much better than a longer one without substance.
- Like extemporaneous speaking, fluidity is important, but stumbles are not an automatic deduction unless excessive and distracting.
- Remember that timing begins after the judge has copied the topic on his or her ballot and returned it to the student.
- The speaker may hold and reference the quotation during the speech.

Speakers in Order

Progressive Rank

Quality Points

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

** Quality Point Minimums: 1st = 94 || 2nd = 88 || 3rd = 82 || 4th = 76 || 5th = 72 || 6th = 71 || 7th = 70 **

Speakers in Order

Progressive Rank

Quality Points

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

** Quality Point Minimums: 1st = 94 || 2nd = 88 || 3rd = 82 || 4th = 76 || 5th = 72 || 6th = 71 || 7th = 70 **

Speakers in Order

Progressive Rank

Quality Points

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

** Quality Point Minimums: 1st = 94 || 2nd = 88 || 3rd = 82 || 4th = 76 || 5th = 72 || 6th = 71 || 7th = 70 **

Speakers in Order

Progressive Rank

Quality Points

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

** Quality Point Minimums: 1st = 94 || 2nd = 88 || 3rd = 82 || 4th = 76 || 5th = 72 || 6th = 71 || 7th = 70 **

Speakers in Order

Progressive Rank

Quality Points

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

** Quality Point Minimums: 1st = 94 || 2nd = 88 || 3rd = 82 || 4th = 76 || 5th = 72 || 6th = 71 || 7th = 70 **

Speakers in Order

Progressive Rank

Quality Points

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

** Quality Point Minimums: 1st = 94 || 2nd = 88 || 3rd = 82 || 4th = 76 || 5th = 72 || 6th = 71 || 7th = 70 **



ORATORICAL INTERPRETATION



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: The speakers will recreate the thoughts and emotions of other orators. Orations may be historical or contemporary and written by professionals or students. Speakers are NOT to be judged based on the selection or its content but rather how well it is executed. Speakers are not permitted to change the gender, dates, or occasion of the original work but may include an optional introduction that provides context or clarification to the audience.

The time limit is ten (10) minutes with a 30 second grace period. Any time penalty is left to the judge's discretion. Judges are asked to provide time signals upon a speaker's request.

When evaluating a competitor consider the following criteria:

Vocal Qualities:

- The speaker used crisp enunciation, was easily heard, and spoke at an appropriate rate.
- The speaker altered rate, volume, and pitch in relation to the subject and to create interest.
- The speaker recreated and appropriately altered the tones used by the original orator.

Physical Presentation:

- The speaker maintained eye contact with the audience.
- The speaker used appropriate gestures that were relaxed and expressive and enhanced the content.
- The speaker was poised and confident and presented himself/herself professionally.

Interpretation:

- The speaker captured the tones, emotions, and intent of the original oration.
- The speaker was emotionally involved and varied emotion as dictated by the content of the oration.
- The speaker delivered the oration in a manner that enhanced the messages of the speech.
- The speaker presented the oration in a manner that held the audience's attention.

Judge's **PRINTED** Name: _____ School _____ Code _____



ORIGINAL ORATORY



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: The speakers will write and present from memory original compositions that are intelligent, truthful, and interesting. Since speakers wrote these orations, judges should consider thought, composition, and delivery in evaluating them.

Speakers have complete freedom in choosing a defined topic and a clear purpose. Speakers may employ a multitude of stylistic and analytical techniques (expository, narrative, persuasive, dramatic, etc.) in creating their orations. Judges should not base their rankings on whether or not they agree with the speakers' opinions.

Speakers must alert the audience to any nonfactual materials, especially in narrating personal experiences. Speakers must also cite the sources of any facts, statistics, quotations, or anecdotal evidence that are not the speakers' original ideas.

The time limit is ten (10) minutes with a 30 second grace period. There is no minimum time. Any time penalty is left to the judge's discretion. Judges are asked to provide time signals upon a speaker's request.

When evaluating a competitor consider the following criteria:

Vocal Qualities:

- The speaker used crisp enunciation, was easily heard, and spoke at an appropriate rate.
- The speaker altered rate, volume, and pitch in relation to the subject and to create interest.

Physical Presentation:

- The speaker maintained eye contact with the audience.
- The speaker used appropriate gestures that were relaxed and expressive and enhanced the content.
- The speaker was poised and confident and presented himself/herself professionally.

Speech Content:

- The speaker created an oration that had a defined topic, clear purpose, and an interesting interpretation.
- The speaker cited any sources or research used in the speech.
- The speaker presented an organized speech that was easy to follow.
- The speaker identified all non-original or non-factual material.
- The speaker used dynamic vocabulary, sentence structure, and other rhetorical devices.

Judge's **PRINTED** Name: _____ School _____ Code _____



PROSE AND POETRY READING



Round: _____ Room: _____ Section: _____

Code	Title or Theme of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: Speakers will attempt to recreate the thoughts, emotions, and stylistic elements of *both* published prose and published poetry. Judges should not penalize a student if the distinction between genres is not easily heard. Students may employ a multitude of vocal and physical techniques to capture the nuances of the selections and maintain a connection with the audience. Speakers have creative liberty and should exhibit strong speech mechanics and appropriate levels of emotion that fit the context of the selections.

Speakers will hold and read from a manuscript. Speakers must address the manuscript throughout a performance, but introductory or transitional material *may* be memorized. Speakers should provide an introduction to their themes and topics, noting the authors and titles of their selections. However, where, when, and how this is accomplished are speakers' decisions and not a judging criterion.

Speakers are permitted to use the manuscript as a prop or an extension of their performances.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon a student's request, judges should provide time signals to said student. Timing begins with the first words or movement in the presentation.

When evaluating a student consider the following criteria:

Vocal Qualities

- The speaker enunciates and projects his/her voice in a manner easily heard by the audience.
- The speaker varies rate, pitch, volume, and tone in relation to the subject of the selections.

Physical Presentation

- The speaker varies gestures, facials, and body language according to the subject of the performance material.
- The speaker uses movements that do not detract from the selection's meaning.
- The speaker maintained a relative balance of eye contact between the manuscript and the audience.

Interpretation of Literature

- The speaker presents material in a manner that is logical and enhances the meaning of the selection.
- The speaker varies appropriate emotions to reflect the changes in the subject matter of the selection.
- The speaker illustrates an awareness of the authors' purposes, voices, messages, and stylistic uniquenesses.

Professionalism

- The speaker establishes presence with poise, confidence, and command of the performance area.
- The speaker remains attentive and courteous throughout the duration of the round.

Judge's **PRINTED** Name: _____ School _____ Code _____



DRAMATIC INTERPRETATION



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: Dramatic Interpretation aims at recreating the story, character(s), and emotions within a selection. Contestants must identify the author and the source of their selection. Selections may contain one or multiple character(s). The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion.

Performances are to be memorized and presented without the use of physical objects or costumes.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon a student's request, judges should provide time signals to said student. Timing begins with the first words or movement in the presentation.

Consider the following criteria when evaluating competitors:

Vocal Qualities

- The speaker enunciates and projects his/her voice in a manner easily heard by the audience.
- The speaker varies rate, pitch, volume, and tone in relation to the subject of the selection.
- The speaker, if employing *optional* accents or voices, maintains and makes them distinct from each other.

Physical Presentation

- The speaker varies gestures, facials, and body language according to the subject of the performance material.
- The speaker uses movements to clearly define character(s); they should not detract from the selection's meaning.

Characterization

- The speaker creates character(s) that are clearly defined and consistently portrayed.
- The speaker uses both physical and vocal variation to give characters depth and dimension.

Interpretation

- The speaker presents material in a manner that is logical and enhances meaning of selection.
- The speaker varies appropriate emotions to reflect the changes in the subject matter of the selection.
- The speaker's performance holds your interest, taking you to the time and place of the selection.

Professionalism

- The speaker establishes presence with poise, confidence, and command of the performance area.
- The speaker remains attentive and courteous throughout the duration of the round.

Judge's **PRINTED** Name: _____ School _____ Code _____



HUMOROUS INTERPRETATION



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: Humorous Interpretation aims at recreating the story, character(s), and emotions within a selection. Contestants must identify the author and the source of their selection. Selections may contain one or multiple character(s). The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion.

Performances are to be memorized and presented without the use of physical objects or costumes.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon a student's request, judges should provide time signals to said student. Timing begins with the first words or movement in the presentation.

Consider the following criteria when evaluating competitors:

Vocal Qualities

- The speaker enunciates and projects his/her voice in a manner easily heard by the audience.
- The speaker varies rate, pitch, volume, and tone in relation to the subject of the selection.
- The speaker, if employing *optional* accents or voices, maintains and makes them distinct from each other.

Physical Presentation

- The speaker varies gestures, facials, and body language according to the subject of the performance material.
- The speaker uses movements to clearly define character(s); they should not detract from the selection's meaning.

Characterization

- The speaker creates character(s) that are clearly defined and consistently portrayed.
- The speaker uses both physical and vocal variation to give characters depth and dimension.

Interpretation

- The speaker presents material in a manner that is logical and enhances meaning of selection.
- The speaker varies appropriate emotions to reflect the changes in the subject matter of the selection.
- The speaker's performance holds your interest, taking you to the time and place of the selection.

Professionalism

- The speaker establishes presence with poise, confidence, and command of the performance area.
- The speaker remains attentive and courteous throughout the duration of the round.

Judge's **PRINTED** Name: _____ School _____ Code _____



DUO INTERPRETATION



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: Duo Interpretation aims at recreating the story, character(s), and emotions within a selection. Selections may be dramatic, humorous, or a combination of both. Contestants must identify the author and the source of their selection.

Each speaker may play one or multiple characters. The performance must be a balanced use of both speakers. The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion. If the selection contains narration, either or both of the performers may present the narration in addition to the sustained characters. Introductions and transitions may be creative or simplistic; most attention should focus on execution of the actual script. *Performers may not make direct eye contact or touch each other except during the introduction or transitions.*

Performances are to be memorized and presented without the use of physical objects or costumes.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon the students' request, judges should provide time signals to said students. Timing begins with the first words or movement in the presentation.

Consider the following criteria when evaluating competitors:

Vocal Qualities

- The speakers enunciate and project their voices in a manner easily heard by the audience.
- The speakers vary rate, pitch, volume, and tone in relation to the subject of the selection.
- The speakers, if employing *optional* accents or voices, maintain and make them distinct from each other.

Physical Presentation

- The speakers vary gestures, facials, and body language according to the subject of the performance material.
- The speakers use movement to clearly define character(s); they should not detract from the selection's meaning.
- The speakers do not make contact or look directly at each other during the performance (aside from introductions).

Characterization

- The speakers create character(s) that are clearly defined and consistently portrayed.
- The speakers use both physical and vocal variation to give characters depth and dimension.

Interpretation

- The speakers present material in a manner that is logical and enhances meaning of the selection.
- The speakers vary appropriate emotions to reflect the changes in the subject matter of the selection.
- The speakers' performance holds your interest, taking you to the time and place of the selection.

Professionalism

- The speakers establish presence with poise, confidence, and command of the performance area.
- The speakers remain attentive and courteous throughout the duration of the round.

Judge's **PRINTED** Name: _____ School _____ Code _____



IMPROMPTU SPEAKING



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: Speakers have 7 minutes with a 30 second grace period to prepare and deliver a speech that supports, refutes, or qualifies the message or validity of a quotation. Speakers are to support their observation with facts and truthful anecdotes. Shallow and broad generalizations should be avoided. Fabrication or personal storytelling should be penalized UNLESS used as an introductory or concluding element. Speakers who deviate from the selected quotation should be penalized.

Judges should facilitate the round as follows:

- The judge calls a speaker's number who then draws 2 quotations from the topic envelope.
- The speaker selects a quotation, gives it to the judge to copy onto the ballot, and returns the other to the envelope.
- The judge returns the quotation to the speaker and begins timing; the speaker preps and speaks when ready.
- Speakers may use their allotted 7 minutes in any combination for preparation and speaking.

Speakers are permitted to consult resources during their preparation time. Speakers may reference the quotation slip throughout the speech. Judge(s) are required to time presentations and provide time signals to the competitors as follows:

- Hold up 2 fingers at the end of 5 minutes.
- Hold up 1 finger at the end of 6 minutes.
- Hold up half a finger at the end of 6 ½ minutes.
- Hold up a fist at 7 minutes. Students have 30 seconds to finish. Overtime penalties are a judge's discretion.

Note: Speakers may ask judges for verbal time cues during their preparation period.

Consider the following criteria when evaluating competitors:

Vocal Qualities:

- The speaker used crisp enunciation, was easily heard, and spoke at an appropriate rate.
- The speaker altered rate, volume, and pitch in relation to the subject and to create interest.
- The speaker was fluent (but not necessarily flawless) in the execution of the presentation.

Physical Presentation:

- The speaker maintained eye contact with audience.
- The speaker used varied gestures that were relaxed, expressive, and enhanced the content of the speech.
- The speaker was poised, confident, and presented him/herself professionally.

Speech Content:

- The speaker supported, refuted, or qualified the message of the quotation.
- The speaker employed a clear organizational pattern (beginning, middle, and end) that was easy to follow.
- The speaker provided logical analysis and supported his/her answer with evidence.
- The speaker avoided personal storytelling in the body of the speech.
- The speaker cited source(s) for all materials referenced in the construction of the question's answer.
- The speaker employed clear, interesting, and appropriate vocabulary.

Judge's **PRINTED** Name: _____ School _____ Code _____



UNITED STATES EXTEMPORANEOUS SPEAKING



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: Speakers have 30 minutes to prepare an answer to a current events question. Speakers will enter the room one at a time and hand their questions to the judge(s). Speakers have 7 minutes with a 30 second grace period to answer to the exact question without notes. Upon completion, speakers may leave the room or watch other competitors.

Judge(s) are required to time presentations and provide time signals to the competitors as follows:

- Hold up 2 fingers at the end of 5 minutes.
- Hold up 1 finger at the end of 6 minutes.
- Hold up half a finger at the end of 6 ½ minutes.
- Hold up a fist at 7 minutes. Students have 30 seconds to finish. Overtime penalties are a judge's discretion.

Judges should consider both delivery and content when ranking competitors. Judges should not base their decisions on whether or not they agree with an answer but rather with how clearly the answer was formulated and delivered.

Consider the following criteria when evaluating competitors:

Vocal Qualities:

- The speaker used crisp enunciation, was easily heard, and spoke at an appropriate rate.
- The speaker altered rate, volume, and pitch in relation to the subject and to create interest.
- The speaker was fluent (but not necessarily flawless) in the execution of the presentation.

Physical Presentation:

- The speaker maintained eye contact with audience.
- The speaker used varied gestures that were relaxed, expressive, and enhanced the content of the speech.
- The speaker was poised and confident and presented himself/herself professionally.

Speech Content:

- The speaker answered the exact question as written on the printed slip submitted to the judge.
- The speaker presented a speech with a clear organizational pattern that was easy to follow.
- The speaker provided logical analysis supported with current sources and relevant evidence.
- The speaker cited source(s) and date(s) for all materials referenced in the construction of the question's answer.
- The speaker employed clear, interesting, and appropriate vocabulary.

Judge's **PRINTED** Name: _____ School _____ Code _____



INTERNATIONAL EXTEMPORANEOUS SPEAKING



Round: _____ Room: _____ Section: _____

Code	Title of Selection	Rank	Points	Time

(No ties in rank or quality points)

Instructions to Judges

Event Description: Speakers have 30 minutes to prepare an answer to a current events question. Speakers will enter the room one at a time and hand their questions to the judge(s). Speakers have 7 minutes with a 30 second grace period to answer to the exact question *without* notes. Upon completion, speakers may leave the room or watch other competitors.

Judge(s) are required to time presentations and provide time signals to the competitors as follows:

- Hold up 2 fingers at the end of 5 minutes.
- Hold up 1 finger at the end of 6 minutes.
- Hold up half a finger at the end of 6 ½ minutes.
- Hold up a fist at 7 minutes. Students have 30 seconds to finish. Overtime penalties are a judge's discretion.

Judges should consider *both* delivery and content when ranking competitors. Judges should *not* base their decisions on whether or not they agree with an answer but rather with how clearly the answer was formulated and delivered.

Consider the following criteria when evaluating competitors:

Vocal Qualities:

- The speaker used crisp enunciation, was easily heard, and spoke at an appropriate rate.
- The speaker altered rate, volume, and pitch in relation to the subject and to create interest.
- The speaker was fluent (but not necessarily flawless) in the execution of the presentation.

Physical Presentation:

- The speaker maintained eye contact with audience.
- The speaker used varied gestures that were relaxed, expressive, and enhanced the content of the speech.
- The speaker was poised and confident and presented himself/herself professionally.

Speech Content:

- The speaker answered the exact question as written on the printed slip submitted to the judge.
- The speaker presented a speech with a clear organizational pattern that was easy to follow.
- The speaker provided logical analysis supported with current sources and relevant evidence.
- The speaker cited source(s) and date(s) for all materials referenced in the construction of the question's answer.
- The speaker employed clear, interesting, and appropriate vocabulary.

Judge's **PRINTED** Name: _____ School _____ Code _____