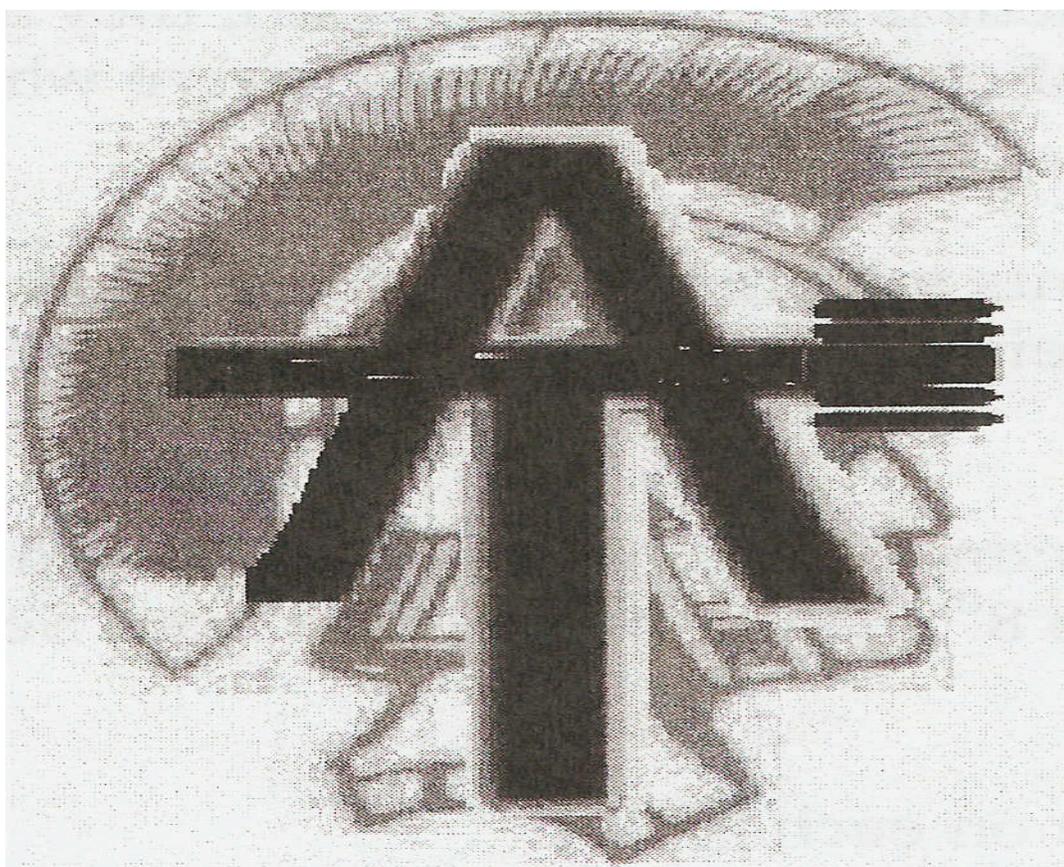


Anderson High School



Speech and Debate

Judge's Manual

AFTER RECEIVING YOUR BALLOTS

After you receive your ballots, go to the specified room number and sit at a desk somewhere in the middle of the room, a few rows from the front.

For Interpretive events – Contestants will enter as a group, and (if they are not cross-entered (“x-e”) will stay to observe all the other contestants.

For extemporaneous events (DX, FX) - the students will enter the room one at a time, at 10-minute intervals.

Copy each contestant’s name, school code and speaker number from the master ballot onto the individual ballots.

Call the contestants up to present in the order they are listed on the ballot. If a student is cross-entered (xe), they are competing in another round of competition and will arrive when they have finished. Call up the next listed contestant if a contestant is not present.

As the contestants are presenting, please make comments on the ballots about their performance. (See sample ballots in this packet.)

After all of the contestants have presented and left the room, rank them from 1st to 8th; first place being the highest score.

Sign your name on each ballot.

Transfer the ranks from the individual ballots to the master ballot and double check to ensure that the numbers match.

Return the ballots to the ballot table where they will be checked for completion.

DO NOT tell the contestants that it is your first time judging.

DO NOT ask the contestants where they are from.

DO NOT tell the contestants how you are going to rank them.

DO NOT give them any verbal feedback (normal reactions during a piece is appropriate - laughter, smiles, etc. - but verbal comments, during or after, are not.)

DO NOT show or give the ballots to the contestants. They will receive them from their coaches.

DO NOT ask the time limit of the event – find this out at the ballot table.

DO write during their performances instead of at the end of each performance. Try to balance looking down to write with looking up to observe. They are used to being critiqued by their coaches while they are presenting.

DO fill out the ballots and sign them and return them to the ballot table in a timely fashion.

Explanation of Individual Events

Humorous Interpretation

The student will perform a memorized cutting from a play, short story, novel or poem that is humorous in nature. The student may portray more than one character and may use a variety of voices and bodily expressions. The contestant should have an introduction that states the title and author of the selection. The student may choose to perform a short portion of the selection prior to the introduction as a preview or "coming attraction." The time limit is 10 minutes with a 30 second grace period.

Dramatic Interpretation

Same as Humorous, but the selection will be dramatic in nature.

Prose Interpretation

The student will present a cutting from a short story or novel. The selection does not have to be memorized. The student will have a small black binder that contains their script. The contestant should have an introduction that states the title and author of the selection. The student may choose to perform a short portion of the selection prior to the introduction as a preview or "coming attraction." The time limit is 7 minutes with a 30 second grace period.

Poetry Interpretation

Same as prose, but the cutting must be from a poetic selection. The contestant may present a variety of poems that are thematic.

Duet Acting

Two students will present a cutting from a play, short story, novel or poem. The contestants will have 2 chairs to use in their scene. Selections may be humorous or dramatic in nature. The time limit is 12

minutes with a 30 second grace period. The contestant should have an introduction, which states the title and author of the selection. The student may choose to perform a short portion of the selection prior to the introduction as a preview or "coming attraction. " The contestants may look at each other and may touch each other.

**Original
Oratory**

The student will present an original speech. Students will pick their own topic and present a memorized structured speech. The speech should make a point or have a lasting meaning. Humor is acceptable. Students will likely cite their research sources. The time limit is 10 minutes with a 30 second grace period.

**Domestic/United
States Extemp
(DX)**

Students will draw a topic in another room. They will have 30 minutes to prepare a speech on that topic. Topics are generally relevant to very current U.S. events. When they come to the room, they will give you their topic slip and will then have 7 minutes, with 30 seconds grace, to present their prepared speech. The speech should be structured and have an introduction, body and conclusion. Students will cite their informational sources. Time signals should be given to the speakers.

Foreign Extemp (FX)

Identical to DX, however the topics deal with issues outside of the United States.

Duo Interp

Very Similar to Duet Acting; in Duo Interp, two performers act out a short literary piece without making eye contact with or touching their partner, and no props. They can focus on each other during the intro, but not during the piece itself. Focus during the performance should be directed off-stage. Presentations will not exceed 10 minutes with 30 seconds grace.

TIME KEEPING

If you have a stopwatch, you may keep time in the round. If you do not have a stopwatch, it is not necessary that you keep time.

Students are used to receiving time signals during their performance.

Poetry/Prose/Extemp	7 minutes
Humorous/Dramatic/Oratory/Duo	10 minutes
Duet Acting	12 minutes

Start the stopwatch once the performance has begun.

NOTE All of these events receive a **30 second** grace period in which the student has to finish their piece. So, in actuality, a humorous interpretation could take as long as 10 minutes and 30 seconds. You should stop the student verbally after their 30-second grace time has been used up. Don't worry, they are used to it.

If you are judging a 7 minute event:

When the stopwatch reads	Hold up this many fingers
4 minutes	3
5 minutes	2
6 minutes	1
6 minutes 30 seconds	½ of a finger
7 minutes	fist
7 minutes 30 seconds	Verbal stop

If you are judging a 10 minute event:

When the stopwatch reads	Hold up this many fingers
7 minutes	3
8 minutes	2
9 minutes	1
9 minutes 30 seconds	1/2 of a finger
10 minutes	fist
10 minutes 30 seconds	Verbal stop

If you are judging a 12 minute event:

When the stopwatch reads	Hold up this many fingers
9 minutes	3
10 minutes	2
11 minutes	1
11 minutes 30 seconds	½ of a finger
12 minutes	fist
12 minutes 30 seconds	Verbal stop



Texas Forensic Association

Duet Acting Ballot

Sample ballot

Contestant's Name: Names of both contestants School Code: 2 letter code

Topic: Round: Semi _____ Section: _____ Speaker Number: _____

Title of selection Time: _____

Judge's Instructions:

Evaluate the speaker using the following *Criteria*. Please offer justification for the ranking in the roUnd and provide constructive suggestions to improve the student's skills.

Criteria for Evaluation

Choice of Material: Is the selection appropriate to the contestants? Does it possess interest, intelligibility, and merit?

Introduction: Are the title and author clearly stated? Is interest in the scene created? Is the mood set? Is the information relevant to and sufficient for the scene?

Insight and Understanding: Do the performers appear to have insight into the mood and meaning of the scene? Are they faithful to the author's intent?

Characterizations: Do the performers establish believable characters? Are they consistent with the mood of the scene? Are bodily actions attuned to the characters portrayed?

Voice and Diction: Is pronunciation acceptable? Is enunciation distinct without being pedantic? Are rate, pitch, and volume appropriate? Are the performers' voices clear, resonant, and pleasant? Is vocal variety sufficient?

Movement and Strategy: Is the acting area used effectively? Is the blocking well attuned to the content of the scene? Are a variety of levels employed?

Ensemble: Is the scene shared equally? Do the performers act, react, interact, and respond to the motivation of the scene? Is the team a unit?

Overall Effectiveness: Is the total effect of the scene pleasing? Did the performers hold the audience's interest? Is the intent of the selection clearly communicated?

Judge's Remarks

I enjoy this selection
Give a bit more insight in the introduction.
You both have a good understanding of the selection.
Work on characterization - be sure you are consistent.
Nice use of chairs. Good blocking.
You both have great chemistry.
Work on memorization - stay in character even if you forget some lines.
Good work! Keep working.

Rank the speaker. Circle one (1st being best, etc.)

1st 2nd 3rd 4th 5th 6th 7th 8th

Judge's Signature your name

Affiliation where are from?



Texas Forensic Association
Foreign Extemporaneous Speaking Ballot

sample ballot

Contestant's Name: Name School Code: 2 letter code
 Round: Finals Section: _____ Speaker Number: _____
 Topic: Write the question Time: _____

Judge's Instructions:
 Evaluate the speaker using the following *Criteria*. Please offer justification for the ranking in the round and provide constructive suggestions to improve the student's skills.

Criteria for Evaluation

Analysis and Content: Did the speaker analyze the topic adequately? Did the content show that the speaker has adequate knowledge of the subject? Was the content relevant to the topic?

Introduction: Did the speaker get your attention and introduce the subject in an interesting manner? Did it relate to the rest of the speech?

Organization: Were the ideas carefully selected and set forth in the speech?

Supporting Materials: Did the speaker have adequate support for his/hers assertions? Was the evidence pertinent and logically set forth?

Style: Did the speaker exhibit command of informal conversational style, rather than stilted or formal usage? Was language communicative rather than "memorized?"

Oral Presentation: Was the speaker's speech devoid of dialectical errors, mannerisms, etc. that call attention to themselves rather than communicate the ideas presented? Did the speaker's bodily action contribute to his/her skill of communication?

Judge's Remarks

Very knowledgable about topic.
 Clearly stated introduction.
 Good statement of question.
 Body points of speech were very similar. Try to distinguish them.
 Sources well stated. Strive for even more sources!
 Keep your voice loud and clear
 Nice conclusion. You did a good job tying intro to conclusion.
 Keep working on fluency.

Rank the speaker. Circle one (1st best, etc.)
 1st 2nd 3rd 4th 5th 6th 7th 8th

Judge's Signature: Your Name

Affiliation Where are you from?



Texas Forensic Association
Dramatic Interpretation Ballot

Sample ballot

Contestant's Name: First and Last Name School _____

Code: 2 letter code

Round: Prelims Section: _____

Speaker Number: _____

Topic: Title of selection Time: _____

Judge's Instructions:

Evaluate the speaker using the following *Criteria*. Please offer justification for the ranking in the round and provide constructive suggestions to improve the student's skills.

Criteria for Evaluation

Selection: Is the selection appropriate for the speaker? Does it show interest, intelligibility, and literary value?

Introduction: Are the title and the author clearly stated? Is interest in the selection created? Is the ~ set? Is the information relevant to and sufficient for the scene?

Insight and Understanding: Does the speaker appear to have insight into the mood and meaning of the selection? Is each idea clearly expressed? Does the speaker display an understanding of the author's theme, point of view, and intent?

Characterizations: Does the speaker clearly distinguish each of the characters in the selection? Are the character(s) and their attitudes clear and vivid? Are the body responses and attitudes appropriate?

Voice and Diction: Is pronunciation acceptable? Is enunciation distinct without being pedantic? Are pitch, rate, and volume appropriate? Is the speaker's voice responsive and pleasant? Is the use of vocal variety appropriate and sufficient?

Bodily Action: Is the speaker poised? Do gestures and expressions contribute to the interpretation of the material? Does the speaker avoid distracting and unmotivated movement?

General Effectiveness: Does the speaker clearly communicate the selection? Does the speaker maintain the listener's interest? Is the performance consistent? Is the total effect pleasing?

Judge's Remarks,

Your selection fits you well. Introduction well stated. Keep up your confidence!

Emotional levels are nice. Think about your character journey. Tell the story.

Your character is well developed. Keep your volume up. Watch diction. couldn't hear everything.

Gestures add to your selection. Avoid distracting movements like playing with your skirt. Thank you for your hard work.

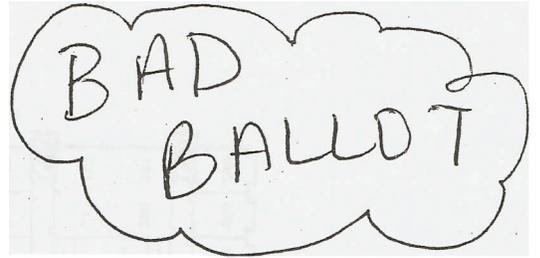
Rank the speaker. Circle one (1st being best) 1st 2nd 3rd 4th

Affiliation *Where are you from?*

Judge's Signature your name



Texas Forensic Association Poetry Interpretation Ballot



Contestant's Name: First name Last Name School Code: 2 letter code

Round: Prelims Section: _____ Speaker Number: _____

Topic: Title of selection Time: _____

Judge's Instructions:
Evaluate the speaker using the following *Criteria*. Please offer justification for the ranking in the round and provide constructive suggestions, to improve the student's skills.

Criteria for Evaluation

Judge's Remarks

Choice of Material: Does the material have literary merit? Is it appropriate for the speaker?

Adequacy of Introduction: Are the title and author clearly stated? Is the mood set? Is the information relevant and sufficient to get your attention?

Insight and Understanding: Does the speaker appear to fully understand the material? Does the speaker appreciate the author's intent?

+

Interpretation: Does the speaker convey his understanding of the material to you? If more than one poem is used, does the speaker develop an adequate theme?

good

Voice and Diction: Is pronunciation acceptable? Are rate, pitch, and volume appropriate? Is vocal variety adequate?

Style: Is body movement confined? Is the presentation excessively dramatic? Does the speaker draw attention to himself instead of the material?

Bodily Action: Are gestures used in an effective and restrained manner? Does the speaker appear poised?

Overall Effectiveness: Is the total effect of the performance pleasing?

Rank the speaker. Circle one (1st being best, etc.).
1st 2nd 3rd 4th 5th 6th 7th **V**

r:::\

Affiliation

This gives the student little insight and is not an effective learning tool.

Judge's Signature