

CRITIQUE SHEETS  
**Academic Festival 2020**  
Roane State Community College

Critique sheets are **not** available for the following events:

Allied Health	All events
Biology	PB-801, Comprehensive Biology Exam PB-805, Bio Blast
Business Skills	All events
Chemistry	All events
Creative Writing	PC-208, PC 209 - 40 Word Dash PC-210, PC 211 - 80 Word Dash
History Division	All events
Foreign Language	French—Creative Video & Translation (all levels) Spanish—Creative Video & Spanish Bowl (all levels)
Math/Physical Science	All events

**ART DIVISION  
Score Sheet**

- |  |  |
|--|--|
| <input type="checkbox"/> NA-101 Photography<br><input type="checkbox"/> NA-102 Painting – Oil, acrylic or watercolor<br><input type="checkbox"/> NA-103 Sculpture / 3D<br><input type="checkbox"/> NA-104 Drawing<br><input type="checkbox"/> NA-105 Printmaking | <input type="checkbox"/> NA-106 Two-Dimensional Mixed Media<br><input type="checkbox"/> NA-107 Graphic Design<br><input type="checkbox"/> NA-108 Digital Art (still)<br><input type="checkbox"/> NA-109 Digital Art (moving) |
|--|--|

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

**OVERALL IMPACT / SUCCESS OF THE PIECE**

Low 1 2 3 4 5 6 7 8 9 10 High

**SUGGESTIONS/COMMENTS (optional)**

Judges suggest that improvements could be made or should be considered to the following aspects of the piece:

**TECHNICAL CRAFTSMANSHIP**

- Is mastery of media exhibited in the execution of the piece and taking into consideration the message of the piece in all areas of the composition?

**PROFESSIONALISM OF PRESENTATION**

- Has care been taken with presentation, or is there sloppiness (like wrinkled paper, dirty spots or damage to mats)?
- Does the presentation quietly compliment or detract from the image? (Will the viewer pay attention to the artwork, or focus a disproportionate amount of time to the mat board?)
- Does the entry follow required specifications? (Tag with information attached to lower right corner, etc.)

**DESIGN/PROBLEM SOLVING/OTHER**

- Does the composition feel resolved or is there room for improvement?
- Is this an easy answer or has the student pushed the piece, not stopping at the first idea or layout that was considered?

Making art is like learning to speak a foreign language in that you are communicating through (usually) visual means. Our objective is to help you meet that goal.

Bearing that in mind, please remember that art competitions are subjective. Regardless of expertise, each juror brings his or her own tastes and biases to the judging process. While events like this one can be helpful to you as an artist, score sheets and other indicators of success should not be the sole instrument used in determining your path or future as an artist.

Be encouraged! We are so proud of each of you for putting the effort that reflects your love for the discipline into these pieces. Great job.

**BIOLOGY DIVISION  
Score Sheet**

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

**TOTAL POINTS:** \_\_\_\_\_

- \_\_\_\_ NB-802 Photography - Nature  
 \_\_\_\_ NB-803 Photography - Animals  
 \_\_\_\_ NB-804 Photography - Microorganisms

1. CLARITY

- Is the photograph in sharp focus?
- Are the sharpness and contrast adequate to show the maximum amount of fine detail?
- Is the background clearly defined so as not to blend into the subject?
- Is the subject presented so there are clear boundaries between its own parts?

Low										High
1	2	3	4	5	6	7	8	9		10

2. COMPOSITION CONTENT

- Is the subject matter presented without excess extraneous intrusions?
- Is it possible to see at once what is being pointed out without the likelihood of misunderstanding?
- Is the subject centrally located or, if not placed centrally, arranged where practical to lead the eye to the main subject?
- Does the photograph portray the subject in a way that evokes special interest?

Low										High
1	2	3	4	5	6	7	8	9		10

3. TECHNICAL SKILL/PRESENTATION

- Does the overall quality of the photograph exhibit technical expertise in lighting, focus and contrast?
- Is the work presented neatly?
- Is the photograph free from scratches, fingerprints, marks, etc.?

Low										High
1	2	3	4	5	6	7	8	9		10

4. REPRESENTATIVE OF CATEGORY

Low										High
1	2	3	4	5	6	7	8	9		10

5. LEVEL OF DIFFICULTY

- What degree or level of difficulty did the photographer experience in taking the photograph?
- Was the photographer challenged and successful in overcoming any special difficulties?

Low										High
1	2	3	4	5	6	7	8	9		10

JUDGES' COMMENTS: (Use back if necessary)

**CREATIVE WRITING DIVISION**  
**Score Sheet**

\_\_\_ NC-201 Poetry - Traditional

\_\_\_ NC-202 Poetry - Free Verse

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Poem: \_\_\_\_\_

1. POETIC DEVICES (all of these may not apply)

A. FIGURATIVE LANGUAGE (simile, metaphor, personification, hyperbole, etc.) Symbolism will also be considered under this category.

- Has the student used figurative language in an exciting and spontaneous manner?

Low										High
1	2	3	4	5	6	7	8	9		10

B. IMAGERY

- Is the sensory content of the work vivid?
- Does it engage one's emotions, cause a reaction?
- Does it express something in a unique manner?

Low										High
1	2	3	4	5	6	7	8	9		10

2. DICTION & SYNTAX (including alliteration, onomatopoeia, etc.)

- Are the diction and syntax appropriate, forceful and fresh?

Low										High
1	2	3	4	5	6	7	8	9		10

3. FORM (capitalization, shape, line breaks, meter, etc.; all may not apply)

- Is the form successful?
- Does the poet skillfully use form to enhance the execution of the poem?

Low										High
1	2	3	4	5	6	7	8	9		10

4. THEME

- Is the main idea of the poem thought provoking and expressive?
- Has the reader been encouraged to see or consider something in a new way because of the poem?
- Has the reader been taken beyond the usual?

Low										High
1	2	3	4	5	6	7	8	9		10

**TOTAL POINTS:** \_\_\_\_\_

JUDGES' COMMENTS:

**CREATIVE WRITING DIVISION**  
**Score Sheet**

\_\_\_ NC-203 Fiction/Science Fiction/Fantasy  
\_\_\_ NC-204 Fiction/Realistic

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Fiction: \_\_\_\_\_

1. PLOT

- Do the events of the story move with purpose and causation?
- Is the arrangement appropriate, credible but not formulaic?
- Are the exposition, complications, climax and denouement handled well?

Low										High
1	2	3	4	5	6	7	8	9		10

2. CHARACTER

- Are names, descriptions, thoughts and interaction of characters effective?
- Are the characters appropriately revealed and developed?

Low										High
1	2	3	4	5	6	7	8	9		10

3. SETTING

- Is there a significant connection between the setting of the story and the outcome?
- Does the setting give one a context in which to interpret what happens?

Low										High
1	2	3	4	5	6	7	8	9		10

4. STYLE AND SPECIAL EFFECTS (imagery, symbolism, irony, reversals, allegory, surprise, suspense, dialect, etc.)

- Do the special effects used by the writer promote emphasis and/or enhance the story?
- Are the diction and syntax expressive and flowing?

Low										High
1	2	3	4	5	6	7	8	9		10

5. MECHANICS AND GRAMMAR

- Does the writer skillfully handle grammar, spelling and punctuation?

Low										High
1	2	3	4	5	6	7	8	9		10

6. THEME

- Has the writer avoided overstatement and overinsistence; judging and interpreting; pretentiousness?
- Is the theme a natural outcome of the plot, character, tone, etc.?

Low										High
1	2	3	4	5	6	7	8	9		10

**TOTAL POINTS** \_\_\_\_\_

JUDGES' COMMENTS:

**CREATIVE WRITING DIVISION  
Score Sheet**

- \_\_\_ NC-205 Satire - Fiction, Essay, Poetry  
 \_\_\_ NC-206 Non-fiction - Personal Narrative  
 \_\_\_ NC-207 Non-fiction – Literary Analysis

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Non-fiction: \_\_\_\_\_

**1. ORGANIZATION**

- Is the organization clear but not formulaic?
- Is it appropriate for the topic and theme of the essay?

Low										High
1	2	3	4	5	6	7	8	9		10

**2. THEME**

- Is the theme (or thesis) convincingly stated?
- Is it narrow and specific?
- Does it express a thoughtful and pertinent concept?

Low										High
1	2	3	4	5	6	7	8	9		10

**3. DETAIL**

- Are supporting details specific, organized and related to the thesis?
- If necessary, is proper documentation provided?
- Do the details sufficiently support the thesis?

Low										High
1	2	3	4	5	6	7	8	9		10

**4. STYLE**

- Are the diction and syntax expressive and flowing rather than vague, wordy or cliched?

Low										High
1	2	3	4	5	6	7	8	9		10

**5. MECHANICS**

- Is the essay mechanically and grammatically sound?

Low										High
1	2	3	4	5	6	7	8	9		10

**TOTAL POINTS:** \_\_\_\_\_

JUDGES' COMMENTS:

**DANCE DIVISION  
Score Sheet**

**TOTAL POINTS \_\_\_\_\_**

\_\_\_ PD-401 Ballet – Solo, Duo or Group  
 \_\_\_ PD-402 Modern – Solo or Duo  
 \_\_\_ PD-403 Modern – Group

Name: \_\_\_\_\_ Student # or School Code: \_\_\_\_\_

**1. TECHNICAL PERFORMANCE**

- Level of difficulty?

Low										High
1	2	3	4	5	6	7	8	9		10

**2. RHYTHMICAL PHRASING**

- Are movements coordinated with the music?

Low										High
1	2	3	4	5	6	7	8	9		10

**3. DYNAMICS**

- Is there varied energy within the routine? (All movements should not have the same dynamic level or "force" behind them.)

Low										High
1	2	3	4	5	6	7	8	9		10

**4. CHOREOGRAPHY**

- Is there evidence of creativity in the routine?

Low										High
1	2	3	4	5	6	7	8	9		10

**5. STAGE PRESENCE**

- Is there good use of stage area?
- Does the dancer have a "professional" demeanor?
- Is there good audience awareness?

Low										High
1	2	3	4	5	6	7	8	9		10

**6. COSTUMING**

- Is costuming appropriate?
- Does the costuming enhance the performance?

Low										High
1	2	3	4	5	6	7	8	9		10

**7. ORIGINALITY**

Low										High
1	2	3	4	5	6	7	8	9		10

JUDGES' COMMENTS:

**DANCE DIVISION  
Score Sheet**

**TOTAL POINTS** \_\_\_\_\_

\_\_\_ PD-404 Jazz – Solo, Duo or Group  
 \_\_\_ PD-405 Hip Hop – Solo or Duo  
 \_\_\_ PD-406 Hip Hop – Group

Name of Group: \_\_\_\_\_ School Code: \_\_\_\_\_

**1. TECHNICAL PERFORMANCE**

- Level of difficulty?

Low										High
1	2	3	4	5	6	7	8	9		10

**2. RHYTHMICAL PHRASING - Are movements coordinated with the music?**

Low										High
1	2	3	4	5	6	7	8	9		10

**3. PRECISION - Are movements precise?**

Low										High
1	2	3	4	5	6	7	8	9		10

**4. DYNAMICS - Is there varied energy within the routine? (All movements should not have the same dynamic level or "force" behind them.)**

Low										High
1	2	3	4	5	6	7	8	9		10

**5. CHOREOGRAPHY - Is there evidence of creativity in the routine?**

Low										High
1	2	3	4	5	6	7	8	9		10

**6. STAGE PRESENCE - Is there good use of stage area? Is there good audience awareness?**

Low										High
1	2	3	4	5	6	7	8	9		10

**7. COSTUMING - Is costuming appropriate? Does the costuming enhance the performance?**

Low										High
1	2	3	4	5	6	7	8	9		10

**8. ORIGINALITY**

Low										High
1	2	3	4	5	6	7	8	9		10

JUDGES' COMMENTS:



**FOREIGN LANGUAGE - French  
Score Sheet**

\_\_\_ PL-501 French Word Dash - Level A  
 \_\_\_ PL-502 French Word Dash - Level B  
 \_\_\_ PL-503 French Word Dash - Level C

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Topic: \_\_\_\_\_

DICTATIONS ARE EVALUATED HOLISTICALLY -- ON THE OVERALL REFLECTION OF COMPETENCE IN UNDERSTANDING THE LANGUAGE; SPECIFICALLY, THE SPELLING ERRORS AND MISSING WORDS DETRACT FROM THE OVERALL SCORE ACCORDING TO THE NUMBER AND TYPE OF ERROR. FOR EXAMPLE, AN ACCENT MISSING IS LESS SIGNIFICANT THAN A WORD MISSING.

**Excellent (90-100 points)**

Few errors and only minor ones, no words left out, or only occasional missing words, accurate use of accents.

**Good (80-90 points)**

Good overall competence -- several errors, including misspellings and words left out, but generally sound feel for the language reflected.

**Adequate (70-80 points)**

Sufficient comprehension to suggest a basic familiarity with at least basic principles of French at this level, such as verb endings; shows some correct use of accents; pattern of errors more frequent than in "Good" group.

**Below Average**

Consistent pattern of errors, problems with basic grammar, such as verb endings; reflects difficulty in translating the spoken language into written equivalent. No numerical rating will be given this level.

**TOTAL POINTS** \_\_\_\_\_

JUDGES' COMMENTS:

**JOURNALISM DIVISION  
Score Sheet**

\_\_\_ NJ-301 Yearbook

Name of Publication: \_\_\_\_\_ School Code: \_\_\_\_\_

1. THEME

- Is the theme introduced clearly in the opening section? (Headlines, copy, layout, choice of photograph(s))
- Is the theme concept developed effectively throughout the division pages and closing?
- Is the theme original?
- Is the theme relevant to the school and school year?

Low										High
1	2	3	4	5	6	7	8	9		10

2. DESIGN

- Is the title page related to the theme?
- Has a specific headline style and type face been established and used consistently throughout the book?
- Are photographs related and similar in size/shape on the same spread?
- Do graphics unify and distinguish sections?
- Have graphic gimmicks been avoided? (clip art, puzzle pieces, heart shapes, etc.)

Low										High
1	2	3	4	5	6	7	8	9		10

3. COVERAGE

- Does the book contain a table of contents that is presented early and accurately?
- Is there a solid balance of coverage on all aspects of student life? (Approximately 12-15% for academics, sports, clubs and organizations and 25% people).
- Does the academic section report on the total academic program of the school? (classroom learning, field trips, library research work, studying, etc.)
- Are action photographs emphasized rather than posed photographs (all sections: clubs, sports, etc.)
- Do other sections utilize mini-features relevant to the specific classes?
- Are individual ads graphically appealing and differentiated from one another?

Low										High
1	2	3	4	5	6	7	8	9		10

4. PHOTOGRAPHY

- Are photographs in sharp focus?
- Are photographs free from scratches, fingerprints, marks, etc.?
- Have photographs been properly cropped so as to eliminate dead space? (e.g. Group photos should be cropped just above the heads of people in the back row and above the waists of those in the front row.)
- Are portraits of a uniform head size?
- Are group photographs large enough so that all faces are clearly visible?
- Have candid photographs been included on the portrait pages? (at least one per page)

Low										High
1	2	3	4	5	6	7	8	9		10

**TOTAL POINTS:** \_\_\_\_\_

JUDGES' COMMENTS: (use back side if necessary)

**JOURNALISM DIVISION  
Score Sheet**

- \_\_\_ NJ-302 News Story/Investigative News  
 \_\_\_ NJ-303 Feature Story  
 \_\_\_ NJ-304 Editorial  
 \_\_\_ NJ-305 Sports/Sports Feature

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Story: \_\_\_\_\_

1. CONTENT

- Does the story present appropriate facts and details?
- Is it presented in an interesting, journalistic fashion?

Low										High
1	2	3	4	5	6	7	8	9		10

2. ORGANIZATION

- Is the story organized logically, effectively?
- Is it presented in effective paragraphs?

Low										High
1	2	3	4	5	6	7	8	9		10

3. STRUCTURE/STYLE

- Are the sentences well-structured, balanced, and easy to read?
- Is the style appropriate for the type of story and its intended audience?

Low										High
1	2	3	4	5	6	7	8	9		10

4. MECHANICS

- Is the story mechanically and grammatically sound?

Low										High
1	2	3	4	5	6	7	8	9		10

**TOTAL POINTS:** \_\_\_\_\_

JUDGES' COMMENTS:

**MUSIC DIVISION  
Score Sheet**

_____	PM-601	Vocal Pop/Contemporary Christian - solo
_____	PM-602	Vocal Broadway (selections from musical theater) - solo
_____	PM-603	Vocal Classical - solo
_____	PM-604	Piano Classical - solo
_____	PM-605	Piano Pop, Jazz, Contemporary Christian, etc. - solo
_____	PM-606	Instrumental (keyboard instruments will not be accepted in this category) - solo
_____	PM-607	Choral Pop (Broadway & Contemporary Christian are acceptable) - large ensembles
_____	PM-608	Choral Classical - large ensembles
_____	PM-609	Vocal Pop, Broadway, Classical, Religious (must have three different vocal parts with 2-12 performers) - small ensembles
_____	PM-610	Instrumental Ensemble – Jazz Bands/Combos
_____	PM-611	Instrumental Ensemble – Winds and Percussion
_____	PM-612	Instrumental Ensemble – Orchestral
_____	PM-613	Showchoir
_____	PM-614	Virtual Duets-Vocals
_____	PM-614	Virtual Duets-Instrumental

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

- |  |       |               |
|--|-------|---------------|
| 1. ACCURACY (notes, rhythm, intonation)  | _____ | (40%)         |
| 2. TECHNIQUE (clarity, facility, tone quality)                                       | _____ | (30%)         |
| 3. INTERPRETATION<br>(musicality, tempo, expression, diction, communication of text) | _____ | (10%)         |
| 4. STAGE PRESENCE  | _____ | (10%)         |
| 5. DIFFICULTY OF SELECTION   | _____ | (10%)         |
| <b>TOTAL POINTS</b>  | _____ | <b>(100%)</b> |

JUDGES' COMMENTS:

\_\_\_\_\_  
Judge

**PHILOSOPHY DIVISION  
Score Sheet**

\_\_\_ NP-050 Non-fiction - Argumentative Essay

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Non-fiction: \_\_\_\_\_

1. ORGANIZATION

- Is the organization clear but not formulaic?
- Is it appropriate for the topic and theme of the essay?

Low										High
1	2	3	4	5	6	7	8	9		10

2. THEME

- Is the theme (or thesis) convincingly stated?
- Is it narrow and specific?
- Does it express a thoughtful and pertinent concept?

Low										High
1	2	3	4	5	6	7	8	9		10

3. DETAIL

- Are supporting details specific, organized and related to the thesis?
- If necessary, is proper documentation provided?
- Do the details sufficiently support the thesis?

Low										High
1	2	3	4	5	6	7	8	9		10

4. STYLE

- Are the diction and syntax expressive and flowing rather than vague, wordy or cliched?

Low										High
1	2	3	4	5	6	7	8	9		10

5. MECHANICS

- Is the essay mechanically and grammatically sound?

Low										High
1	2	3	4	5	6	7	8	9		10

**TOTAL POINTS:** \_\_\_\_\_

JUDGES' COMMENTS:

**SPANISH DIVISION  
Score Sheet**

\_\_\_ **PL-511 Spanish Song**

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

1. ACCURACY (notes, rhythm, intonation) \_\_\_\_\_ (20%)

2. TECHNIQUE (clarity, facility, tone quality) \_\_\_\_\_ (20%)

3. INTERPRETATION  
(musicality, tempo, expression, diction, communication of text) \_\_\_\_\_ (20%)

4. STAGE PRESENCE \_\_\_\_\_ (20%)

5. CULTURAL SPECIAL EFFECTS \_\_\_\_\_ (20%)

**TOTAL POINTS** \_\_\_\_\_ **(100%)**

JUDGES' COMMENTS:

**SPANISH DIVISION  
Score Sheet**

- \_\_\_\_ **Pl-515 Spanish Poetry – Level A**  
 \_\_\_\_ **Pl-516 Spanish Poetry – Level B**  
 \_\_\_\_ **Pl-517 Spanish Poetry – Level C**

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Selection: \_\_\_\_\_

Contestants will be judged on the following criteria:

- choice of material- suitability to audience and performer
- physical movement- body movement, gesture and expression
- vocal technique- articulation, projection and expression
- character development- interpretation and understanding of text

1. Effective and appropriate use of language \_\_\_\_\_ (20 pts)
2. Vocal Technique: convincing use of voice to develop character and enhance mood \_\_\_\_\_ (20 pts)
3. Physical Expression: satisfactory posture, gesture, and expression to create atmosphere and mood \_\_\_\_\_ (20 pts)
4. Choice of Material: suitability to interpreter and audience \_\_\_\_\_ (20 pts)
5. Overall Interpretation: preparation, effect, understanding of text \_\_\_\_\_ (20 pts)

**TOTAL POINTS \_\_\_\_\_ (100 pts)**

JUDGE'S COMMENTS:

**SPEECH AND THEATRE DIVISION  
Score Sheet**

\_\_\_\_ PS-701 Acting - Solo

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Selection: \_\_\_\_\_

Author: \_\_\_\_\_ Source: \_\_\_\_\_

General Guidelines:     - All entries must be limited to five minutes (Including introductory remarks)  
                               - Only hand held props may be used  
                               - Costumes are not permitted  
                               - Only recognized, published dramatic literature should be performed

*Solo Acting* competitors will be judged on the following:  
   - choice of material - suitability to audience and performer  
   - physical movement - body movement, gesture and expression  
   - vocal technique - articulation, projection and expression  
   - character development - interpretation and understanding of text

- |  |                |
|--|----------------|
| 1. Stage Presence and Focus                                      | _____ (20 pts) |
| 2. Physical Technique: stage movement, expression, concentration | _____ (20 pts) |
| 3. Vocal Variety: articulation, volume, rhythm, emphasis         | _____ (20 pts) |
| 4. Interpretation of Text: character development and analysis    | _____ (30 pts) |
| 5. Difficulty of Selection                                       | _____ (10 pts) |

**TOTAL POINTS \_\_\_\_\_ (100 pts)**

JUDGE'S COMMENTS:



**SPEECH AND THEATRE DIVISION  
Score Sheet**

\_\_\_\_ PS-702 Acting - Dual

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Selection: \_\_\_\_\_

Author: \_\_\_\_\_ Source: \_\_\_\_\_

General Guidelines:     - All entries must be limited to five minutes (Including introductory remarks)  
                                   - Only hand held props may be used  
                                   - Costumes are not permitted  
                                   - Only recognized, published dramatic literature should be performed

*Dual Acting* competitors will be judged on the following:

- choice of material - suitability to audience and performer
- physical movement - body movement, gesture and expression
- vocal technique - articulation, projection and expression
- character development - interpretation of text
- ability to work with each other

- |  |                |
|--|----------------|
| 1. Stage Presence and Focus                                      | _____ (20 pts) |
| 2. Physical Technique: stage movement, expression, concentration | _____ (20 pts) |
| 3. Vocal Variety: articulation, volume, rhythm, emphasis         | _____ (20 pts) |
| 4. Interpretation of Text: character development, teamwork       | _____ (30 pts) |
| 5. Difficulty of Selection                                       | _____ (10 pts) |

**TOTAL POINTS \_\_\_\_\_ (100 pts)**

JUDGE'S COMMENTS:

**SPEECH AND THEATRE DIVISION  
Score Sheet**

\_\_\_\_ PS-703 Poetry Interpretation

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Selection: \_\_\_\_\_

Author: \_\_\_\_\_ Source: \_\_\_\_\_

- General Guidelines:
- All entries must be limited to five minutes (Including introductory remarks)
  - Only hand held visual aid may be used
  - Costumes are not allowed
  - Musical selections are not permitted
  - Only recognized, published poetry should be interpreted

*Poetry Interpretation* competitors should present a program of poetry readings (one or several selections) using an introduction and transitional comments as needed. A manuscript is required during delivery. Because this is a contest in interpretation, not acting, the style of presentation should be merely suggestive.

Contestants will be judged on the following criteria:

- choice of material- suitability to audience and performer
- physical movement- body movement, gesture and expression
- vocal technique- articulation, projection and expression
- character development- interpretation and understanding of text

1. Introduction and Transitions: effective and appropriate use of language \_\_\_\_\_ (20 pts)
2. Vocal Technique: convincing use of voice to develop character and enhance mood \_\_\_\_\_ (20 pts)
3. Physical Expression: satisfactory posture, gesture, and expression to create atmosphere and mood \_\_\_\_\_ (20 pts)
4. Choice of Material: suitability to interpreter and audience \_\_\_\_\_ (20 pts)
5. Overall Interpretation: preparation, effect, understanding of text \_\_\_\_\_ (20 pts)

**TOTAL POINTS \_\_\_\_\_ (100 pts)**

JUDGE'S COMMENTS:

**SPEECH AND THEATRE DIVISION  
Score Sheet**

\_\_\_\_ PS-704 Oratory

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Selection: \_\_\_\_\_

Author: \_\_\_\_\_ Source: \_\_\_\_\_

General Guidelines:      - All entries must be limited to five minutes  
                                      - Only hand held visual aid may be used  
                                      - Costumes are not allowed

*Oratory* competitors are to present a speech which is persuasive in nature and concerns a significant topic. Speeches are to be memorized and notes are not permitted. No more than 50 words of quoted material will be accepted.

*Oratory* competitors will be judged on the following:

- choice of material - suitability to audience and speaker
- organization and support of theme
- delivery - articulation, projection, vocal and physical expression
- commitment of speaker to message

1. Topic: appropriate subject and clear sense of purpose \_\_\_\_\_ (25 pts)
2. Organization: support main points with accurate evidence \_\_\_\_\_ (25 pts)
3. Speaker Commitment: contribute to audience belief of knowledge \_\_\_\_\_ (25 pts)
4. Delivery: skillful language use and fluent presentation \_\_\_\_\_ (25 pts)

**TOTAL POINTS \_\_\_\_\_ (100 pts)**

JUDGE'S COMMENTS:

**SPEECH AND THEATRE DIVISION  
Score Sheet**

\_\_\_\_ PS-705 Storytelling

Name: \_\_\_\_\_ Student #: \_\_\_\_\_ School Code: \_\_\_\_\_

Title of Selection: \_\_\_\_\_

General Guidelines:      - All entries must be limited to five minutes (Including introductory remarks)  
                                   - Only hand held visual aid may be used  
                                   - Costumes are not allowed  
                                   - Musical selections are not permitted

*Storytelling* competitors should present a program of stories (one or several selections) using an introduction and transitional comments as needed. Because this is a contest in interpretation, not acting, the style of presentation should be suggestive.

*Storytelling* competitors will be judged on the following:  
     - choice of material - suitability to audience and performer  
     - vocal technique - articulation, projection and expression  
     - physical movement - body movement, gesture and expression  
     - interpretation and understanding of text

- |   |                |
|---|----------------|
| 1. Introduction and Transitions: effective and appropriate use of language                          | _____ (20 pts) |
| 2. Vocal Technique: convincing use of voice to develop character and enhance mood                   | _____ (20 pts) |
| 3. Physical Expression: satisfactory posture, gesture, and expression to create atmosphere and mood | _____ (20 pts) |
| 4. Choice of Material: suitability to interpreter and audience                                      | _____ (20 pts) |
| 5. Overall Interpretation: preparation, effect, understanding of text                               | _____ (20 pts) |

**TOTAL POINTS \_\_\_\_\_ (100 pts)**

JUDGE'S COMMENTS: