

**MSHSAA CRITIC EVALUATION FORM**

Round \_\_\_\_\_

**DRAMATIC INTERPRETATION**

Section \_\_\_\_\_

Room \_\_\_\_\_

Contestant \_\_\_\_\_ School Code \_\_\_\_\_

Selection \_\_\_\_\_ Date \_\_\_\_\_

TIME LIMIT--Not more than 10 minutes. (Exceeding the time limit could result in the lowering of the contestant's speaking rank by one or more places in the round as determined by judge's discretion.)

- A. **Selection**-Did the selection meet acceptable literary standards? Was it worthy of study on the part of the student? Was cutting adequate?
- B. **Introduction**-Did the introduction give sufficient information to establish the scene, time, and place of the selection? Did it provide an understanding of what had happened in the plot up to the scene presented? Did it introduce the characters and their importance to the selection as a whole?
- C. **Delivery**-Was the voice, gestures, and facial expression adapted to the selection? In the interpretation, were the inflections varied and meaningful? Was tempo correct? Did the student present the selection as an interpretation rather than an acting performance? Suggestion rather than representation is desired in delivery.
- D. **Understanding**-Did the student appear to have an understanding of the mood and ideas of the selection? Did the student understand the author's theme and purpose?
- E. **Characters**-Were the characters differentiated clearly? Were the emotional and mental elements of the character understood and projected?

FACTORS CONSIDERED	COMMENTS
Selection	
Introduction	
Delivery	
Understanding	
Characters	

Comments on Total Effectiveness:

Rank and rate each contestant:    **E**--Excellent    **S**--Superior    **G**--Good    **A**--Average    **BA**--Below Average

Circle the point value to distinguish quality of individual performance within the respective rating category.

E - 25 24 23 22 21    S - 20 19 18 17 16    G - 15 14 13 12 11    A - 10 9 8 7 6    BA - 5 4 3 2 1

Rank \_\_\_\_\_ Rating \_\_\_\_\_ Points \_\_\_\_\_ Judge \_\_\_\_\_

**Note: Judges are reminded not to collaborate on their decisions.**

This form is to be returned to the tournament director at the close of the round. **Oral critiques are not permitted.** .94-1400-P \_\_\_\_\_ (OVER)

**DRAMATIC INTERPRETATION (10 Minutes Speaking Time)**

- A. A list of participants in each event shall be posted. Participants will perform in the order in which their names appear on the list. If unable to do so because of a schedule conflict, the coach shall contact the tournament manager for an adjustment in the schedule.
- B. The student entering dramatic interpretation shall:
  - i. **Interpret a cutting from published and copyrighted material. The participant shall have available on site access to the original source of the selection in case material is challenged.**
  - ii. Give a suitable introduction for his/her cutting; title(s) and author(s) of all selections must be identified.
  - iii. Choose material that meets acceptable literary standards.
  - iv. Use no costumes or properties.
  - v. Present the interpretation from memory.
- C. This event is an oral interpretation. Characterization and action are to be suggested rather than represented. Contestants shall be required to stand in place except for minor stance alterations. Communication of the interpreter's understanding of the ideas and mood of the scene is of primary importance.
- D. The time limit shall be not more than ten minutes, including the introduction.
- E. Judging Criteria:
  - i. **Selection:** Did the selection meet acceptable literary standards? Was the selection worthy of study on the part of the student? Was cutting adequate?
  - ii. **Introduction:** Did the introduction give sufficient information to establish the scene, time, and place of the selection? Did it provide an understanding of what has happened in the plot up to the scene presented? Did it introduce the characters and their importance to the selection as a whole?
  - iii. **Delivery:** Was the voice, gestures and facial expression adapted to the selection? In the interpretation, were the inflections varied and meaningful? Was tempo correct? Did the student present the selection as an oral interpretation? Suggestion rather than representation is desired in delivery.
  - iv. **Understanding:** Did the student appear to have an understanding of the mood and ideas of the selection? Did he/she understand the author's theme and purpose?
  - v. **Characters:** Were the characters differentiated clearly? Were the emotional and mental elements of the characters understood and projected?

**NOTE: Oral critiques are not permitted.**

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Timekeepers shall adhere strictly to the time schedule and shall notify the judge when a contestant exceeds the time limit rather than stopping the performance. Time cards should be used to indicate time remaining to the performer for all events except one-act plays and readers theatre. Contestants who exceed the time limit may be penalized by the lowering of the contestant's speaking rank by one or more places in the final rankings for that round and is to be determined by the judge's discretion.

**NOTE: THERE IS NO BUILT IN 30 SECONDS GRACE PERIOD. THE TIME LIMIT IS CLEARLY STATED IN EACH EVENT'S JUDGING REGULATIONS PRINTED IN THE MANUAL.**

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**INSTRUCTIONS FOR JUDGES**

- A. Each event shall have at least one judge, and each event shall have a timekeeper. If a coach refuses to judge, the coach's school team shall be disqualified.
- B. Judges in any event are to use the standard critic evaluation form for that event, as published by the MSHSAA and provided by the tournament director. A judge shall evaluate each performance independently and shall not collaborate with other judges when assigning rankings or ratings.
- C. Ratings which will appear on the standard critic form are defined as follows:
  - Excellent**--shall represent an outstanding performance. (The number of excellent ratings given shall not be limited by the number qualifying for state competition. Qualification for state competition is determined by the ranking provided the manager by the judge and not by whether or not the performance received an excellent rating.)
  - Superior**--shall represent a performance that is outstanding in many but not all respects.
  - Good**--shall represent a good performance that may be above average in some respects and below average in others, but not outstanding in any respect.
  - Average**--shall represent a performance that is poor in some respects and not above average in any respect.
  - Below Average**--shall represent a performance that is poor in most respects.
- D. No judge is to designate any rank for the purpose of making an award of any type other than provided for in this manual.
- E. Each judge in the district/state speech and one-act play events shall be provided a certification ranking form for each event judged. The judge shall rank the contestants in each event judged.
- F. **Oral critiques are not permitted.**
- G. After the last presentation in an event, the timekeeper or the judge shall take the completed evaluation forms in a sealed envelope to the tournament director who shall record the ranks, ratings, and post the results.
- H. Judges shall keep in mind that they are judging high school students and not college or professional groups. The judge's comments should be presented so that they provide an educational experience. Specific suggestions should be written on the individual evaluation forms to help make the ratings meaningful and in such a way that the student is encouraged to try to do better the next time.
- I. Judges shall consult evaluative criteria for the events they are to judge. A violation of the regulations for the event shall be noted to the manager.
- J. Judges of individual events at the state tournaments shall rank and rate each contestant in the two preliminary rounds. The eight performers with the lowest rankings at the end of the two preliminary rounds will qualify for a final round.
- K. A critic shall not attempt to recruit high school speech students participating in district or state events. The Board of Directors is opposed to any recruiting of high school students during the time a tournament is in progress because of the possibility that this distracting may affect the student's performance.