

**MSHSAA**

**MSHSAA CRITIC EVALUATION FORM  
READERS THEATRE**

Section \_\_\_\_\_  
Room \_\_\_\_\_  
Date \_\_\_\_\_

School Number \_\_\_\_\_ Selection \_\_\_\_\_

Director \_\_\_\_\_ Judge \_\_\_\_\_

ELEMENTS EVALUATED	JUDGING SCALES					FINAL RANK _____
	(Below Avg.)	(Average)	(Good)	(Superior)	(Excellent)	
1. Script	1	2	3	4	5	
2. Interpretation & Understanding of Theme	1	2	3	4	5	
3. Style	1	2	3	4	5	
4. Business & Ensemble Groupings	1	2	3	4	5	
5. Rhythm, Tempo, Pace	1	2	3	4	5	
6. Readers: Communication	1	2	3	4	5	
7. Readers: Characterization	1	2	3	4	5	
8. Ensemble	1	2	3	4	5	
9. Voice & Diction	1	2	3	4	5	
10. Overall Interest	1	2	3	4	5	

**TOTAL**

- E= (Excellent) = 50-41**
- S= (Superior) = 40-31**
- G= (Good) = 30-21**
- A= (Average) = 20-11**
- BA= (Below Average) = 10-1**

**Please use the above ratings on the back of the ballot**

CRITERIA	COMMENTS
<b>SCRIPT:</b> Did the program meet acceptable literary standards? Was it good literature, in good taste? Was it well organized?	
<b>INTERPRETATION &amp; UNDERSTANDING OF THE THEME:</b> Did the artistic choices that composed the program have a foundation in an interesting, defensible interpretation of the script? Did the readers and director understand the theme of the program?	
<b>STYLE:</b> Did the program allow full expression of the values of the script as interpreted?	
<b>BUSINESS &amp; ENSEMBLE GROUPINGS:</b> Did the placement of the interpreters facilitate the picturization of the program (the groupings may change to show changes in the literature)? Did the body language convey the meaning of the selection?	

**CRITERIA**

**COMMENTS**

<p><b>RHYTHM, TEMPO AND PACE:</b> Was there an attempt to point up a defined rhythm in the interpretation? Did the interpretation give the impression of smoothness?</p>	
<p><b>READERS Communication:</b> Were the readers able to communicate the physical and emotional makeup of their characters? Were the readers able to communicate clearly and artistically the demands of the script as was intended by this interpretation?</p>	
<p><b>READERS Characterization:</b> Were the readers able to particularize the problems of their individual character? Were the characters believable?</p>	
<p><b>ENSEMBLE:</b> Did each individual interpretation fit into the program as a whole? Was the emphasis on the whole interpretation rather than the individual? Did the group function as a unit?</p>	
<p><b>VOICE AND DICTION:</b> Were the voices of the readers adapted to the character(s) they were portraying? Was enunciation and articulation distinct? Did the readers project?</p>	
<p><b>OVERALL INTEREST:</b> Did the director sufficiently challenge the readers and the audience?</p>	

(E) Excellent    (S) Superior    (G) Good    (A) Average    (BA) Below Average

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

Time used for set-up and striking \_\_\_\_\_ Performance Length \_\_\_\_\_

- **Note: Judges are not to collaborate on their decisions.**
- **No oral critiques will be given.**
- **See rules 1-18 as stated on p. 22-23 in the MSHSAA Speech & Debate Manual**