

# How to...

Judge a Forensics Meet

# Arrival

Arrive about 20 minutes before you are scheduled to judge.

Check-in:

You will check-in at the main entrance.

You will receive a judges packet. This will include your judging assignment (which events you are scheduled to judge), a time schedule, the room(s) you are judging in, suggested comment sheets, sample ballots for the event(s) you are judging.

\*\* Before first round there will be a judges meeting. If you have any questions, I will be around to answer them during that time. Otherwise I will generally be found in the tab room.

# What's next?

After getting your judges packet you will need to find your room(s) that you are assigned to.

Outside the room you will see a schedule posted for your event. Check what codes are supposed to present in your room. You should write these down in your packet.

This is an example of what could be posted outside the rooms. Write down the codes associated with your room. You will want to check these codes when a performer comes into your room to ensure that they are performing in the correct room. This will be explained more in an upcoming slide.

Room 301	Room 305
10A	1B
6B	3A
1A	6B
2A	4A
9B	9A

# General Judging Information

Each event has different rules and areas to judge. The ballot sheet is a guide that shows you what you should be looking for in each event. This is an example from Humorous Solo Acting.

## Some considerations in judging Solo Acting:

### **Choice of Selection**

- A. Is the selection appropriate for the actor's ability?
- B. Is the humor of the selection suitable for contest presentation?
- C. Is the selection well planned? Does it have continuity? Does it build to a climax?
- D. Are the introduction and transitions effective?

### **Comprehension of the Selection**

- A. Does the actor respond emotionally to the thought and mood?
- B. Are the theme, purpose and point of view of the author understood by the actor?
- C. Is the intent of unusual words and figures of speech understood?
- D. Are the words and phrases on which the humor of the selection depends emphasized?

### **Audience Contact**

- A. Is the actor well poised?
- B. Does the actor exhibit a genuine desire to communicate with the audience?
- C. Are face and body responsive to the mood of the selection?

### **Voice and Diction**

- A. Is the actor's voice adequate, pleasant and responsive to the meaning of the selection?
- B. Is the pronunciation acceptable?
- C. Is the enunciation distinct without being pedantic?

### **Characterization**

- A. Is the character delineation vivid and consistent?
- B. Are the movements motivated?
- C. If the student chooses to use a chair, is that use appropriate for the piece?
- D. How effectively did the performers overcome the absence of costumes, props, make-up and setting?

**There are a few areas that are consistent on every ballot.**

**Student information will be filled out by the student.** This is where you will find the student code. Each student has a code to ensure that school identity is “secret” and not a factor in judging. Check to be sure the student’s code is assigned to perform in your room.

**Each ballot must be signed by the judge.**

**KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION  
SPEECH & DRAMA INVITATIONALS & CHAMPIONSHIPS**

**SOLO ACTING *(Humorous)***

**NAME** \_\_\_\_\_ **CODE #** \_\_\_\_\_

**SELECTION** \_\_\_\_\_ **ROUND** \_\_\_\_\_ **ROOM** \_\_\_\_\_

Judge's Signature \_\_\_\_\_

You must give a rank to each performer (1st, 2nd, etc) There can only be 1 first place, 1 second place...

**Time Limit:** If an official timekeeper is present, any performance in excess of the 15-second grace period shall not receive the "I" ranking in the round. Any performer(s) exceeding 30 seconds over the time limit shall receive the lowest ranking in the round. If no official timekeeper is present, no penalty shall be enforced. **THE JUDGE SHALL NOT SERVE AS OFFICIAL TIMEKEEPER.**

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**KSHSAA SPEECH & DRAMA  
INVITATIONALS—CHAMPIONSHIPS**

**RANK CONTESTANTS CONSECUTIVELY** (1st = BEST)

Circle **ONE RANK ONLY**. *No two contestants may receive the same rank.*

1st    2nd    3rd    4th    5th    6th    7th    8th    9th    10th

Circle **ONE NUMBER ONLY** (25 = BEST) for **QUALITY POINTS**

*Contestants may receive the same quality points.*

25    24    23    22    21    20    19    18    17    16    15    14    13    12    11    10

**You must give quality points to each performer. 25 is the best/ 10 is the worst.**  
You can give the same quality points more than once.

Example: 1st and 2nd can both have 24 quality points.

You **CAN NOT** give a higher rank lower quality points.

Example: 1st place has 22 quality points 2nd place has 24 quality points

**Time Limit:** If an official timekeeper is present, any performance in excess of the 15-second grace period shall not receive the "T" ranking in the round. Any performer(s) exceeding 30 seconds over the time limit shall receive the lowest ranking in the round. If no official timekeeper is present, no penalty shall be enforced. **THE JUDGE SHALL NOT SERVE AS OFFICIAL TIMEKEEPER.**

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**KSHSAA SPEECH & DRAMA  
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1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

Circle **ONE NUMBER ONLY (25 = BEST)** for **QUALITY POINTS**

*Contestants may receive the same quality points.*

25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10

## DO's

**Be positive yet honest in your comments.** Students do not want a last place with nothing to improve on.

**Be attentive when students are performing.**

**Have fun with it and don't stress!** I am giving a lot of information, but it won't seem like too much when you are done.

## DO NOT's

**Be distracted on your phone, etc.** Phones should be off or silenced!!

**Time students.** If there is not a timekeeper - DO NOT WORRY ABOUT TIME!

**Ask students questions.** If you have questions you can find a GPHS student or myself. We will also be coming around to check that everything is running smoothly.

# LAST PIECES OF ADVICE

- Enunciation and volume are critical to all events. This is all about being able to hear and understand what is being said first, then how it is being done.
- If you are stuck trying to decide between two students, think about which one you would recommend if they were both playing in the movie theatre at the same time. Go with your gut!
  - I like to try to order them as they go. When the second performer is done and I have reflected and written my comments, was this better or worse than the first performer? Then I put the sheets in order.
- Do not let students rush you as you are making comments. Finish with your thoughts/comments even if another student comes in to perform. They will wait! \*Just don't take 5 minutes before allowing them to perform :)

# Break Down by Event

If you want to learn more about each event, I have every event listed with a short explanation of the event and what is most important to look for in judging each event. Click on each category to learn more.

[Prose/Poetry](#)

[Serious Solo/Hum Solo](#)

[Extemp](#)

[Duet](#)

[IDA](#)

[Oration/Inform](#)

[Impromptu](#)

# Prose/Poetry

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Students will be reading a section from a book or selections of poetry.

They must do this with emphasis in their voice, hand/arm motion, bending their body, but **NOT moving their feet.**

Judge students on how well they told their story.

If they have different characters, could you see a difference in their voice/body?

Could you hear/understand everything they said?

Did they have eye contact with you and audience?

Did the piece make you feel something? (funny or serious)

# Extemp

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In this event students will draw a topic, usually political, and have 30 minutes to research and create an original speech based on this topic.

You want to look for:

Organization - how easy was it for you to follow what their main points were?

Movement - students should move to emphasize their main points, but not let the movements distract from the speech.

Sources - we want to be sure that students are citing their sources.

DO NOT only judge on if you agree with their ideas or not. If there is information that you know and should have been considered, you can comment on that. But do not let that be your main base of judging.

# IDA

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2 students draw characters, situation, and location. They have 30 minutes to create an original skit. They have a table and two chairs that they can use, but don't have to use.

What to judge on:

Do they have a storyline - introduction, conflict, climax, conclusion.

Did they make time? (4 minute min - 7 minute max) (You will have a student with you as a timer in this event)

Did they use everything they drew as a vital part of the story, not just mention it once and forget it?

# Impromptu

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Students draw a topic from a different category each round. (People, quotes, etc)  
They have 5 minutes to create an original speech on their selected topic.

What to look for:

Organization - does the speech have an introduction, body, and conclusion?

Movement - did the student move to emphasize the structure of their speech?  
(step from introduction to show 1st point, 2nd point, etc.)

Topic - do you feel they expanded well on the topic they drew, or could they have done more with it?

# Serious/Humorous Solo

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Student presents an acting piece performed by themselves with the use of a chair. Each category is split into funny or serious but there can be elements of both.

What to look for:

Movement - did the student have convincing actions/acting? If multiple characters were presented, could you clearly distinguish them?

Memorized- was it well memorized, or were there pauses when the student was struggling?

Piece - was the piece interesting/funny?

# Duet

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Two students use a table and two chairs to perform a memorized scene. Both serious and funny pieces are in the same category.

What to look for:

Movement - did the students have convincing actions/acting? If multiple characters were presented, could you clearly distinguish them? Do they honestly react to each other?

Memorized- was it well memorized, or were there pauses when the student was struggling?

Piece - was the piece interesting/funny?

# Oration/Inform

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Students write original essays, memorize, and recite them.

**\*\*Oration** is meant to PERSUADE you, **Inform** is meant to INFORM you.

You want to look for:

Organization - how easy was it for you to follow what their main points were?

Movement - students should move to emphasize their main points, but not let the movements distract from the speech.

Sources - we want to be sure that students are citing their sources.

DO NOT only judge on if you agree with their ideas or not. If there is information that you know and should have been considered, you can comment on that. But do not let that be your main base of judging.