

Judges' Guide - Description of Events

SCJFL Tournament 3 - February 22, 2019 - Emerson

The categories under each event below will assist you to give specific and constructive feedback on student ballots. Don't feel obligated to address all the prompts; rather, use the questions to help you actively watch and listen to each performance. Your comments should highlight areas of strength as well as suggest areas for growth.

1. Declamation (DEC) 10 minutes max, no minimum, 30-second grace period

Students deliver a memorized speech that has been given by someone else in a public setting. Performances must also include an introduction written by the student to contextualize the performance, including where the speech was originally given and the author/orator. The goal of Declamation is for the student to perform another speaker's message in his/her own voice.

Cutting: *Is the speech appropriate? Does the speech flow effectively? Does the sequence of ideas contained in the speech make sense? Does the presentation include an introduction that, at a minimum, identifies the date and the occasion as well as the author/speaker?*

Delivery: *Does the student use vocal range, artful pausing, posture, and gestures to enhance the message of the speech? Does the student use movement to help clarify the content of the speech?*

Context: *Does the performer engage with the audience? Does the performance adapt to our context today – the size of the space, the size of the audience, etc.?*

2. PROGRAM ORAL INTERP (POI) 10 max, no minimum, 30-second grace period

Using selections from prose (novels, short stories, essays), poetry, and/or drama, students create a performance around one central theme. POI is designed to challenge the student's ability to cut together multiple types of literature into a single, cohesive performance. A manuscript, binder or "black book" is required and may be used as a prop as long as the performer maintains control of the binder at all times. Performances must include an introduction by the student to contextualize the performance and state the title and the author of each selection.

Programming/Cutting: *Were at least two of the three genres of literature (Poetry/Prose/Drama) used in the program? Did all of the literature contribute to one central and unifying theme? Was that theme clear? Did the flow of the performance make sense?*

Blocking (Movement): *Did the performer hold a manuscript or binder and maintain control of it at all times? Was the manuscript or binder artfully used as a prop in various places? Was the movement motivated; was it logical in the performance?*

Characterization: *Did the selections/cuttings have a variety of delineated, engaging characters? Did the character choices seem logically connected to the material?*

3. EXTEMP (EXT) 7 minutes maximum, no minimum, 30-second grace period

30 minutes before they give their speeches, the students are presented with a choice of three questions related to current events. They prepare a 7-minute speech answering their selected question. That's when you meet the competitors, one at a time, just outside your room! As a judge, you will allow one student in at a time to present his/her speech in the room. You are required to give hand signals for time remaining: 6 minutes remaining, 5, 4, 3, 2, 1, ½, ten seconds. Excuse the student after his/her speech and invite in the next.

Argumentation and Analysis: *Is the student directly answering the question? Does the student lay out significant points and develop justifications for them? Has the student established a clear understanding of the topic area?*

Sources: *Does the speaker offer a variety of sources? Are the sources provided credible? Are appropriate citations used when citing a source?*

Delivery: *Is the student using voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate?*

4. HUMOROUS INTERP (HI) 10 minutes max, no minimum, 30-second grace period

Using a play, short story, novel, or other published work, students perform a cutting designed to test their comedic skills through script analysis, delivery, timing, and character development. Competitors may portray one or multiple characters. No props or costumes may be used. Performances should also include an introduction written by the student to contextualize the performance and state the title and author.

Characterization

Is each character well-developed? Is each character relatable? Does a character's response seem believable given the situation being portrayed?

Blocking

Can you tell what the performer is doing in the scene? Is it clear what character(s) they are playing? Is the movement motivated?

Cutting

Do you understand what is happening? Is the story line easy to follow? Does the sequence of events make sense?

5. Judging Dialectic Spar (DS)

This new and timely debate format was created because our business leaders are interested in employees with more than just debate skills and our politicians are stuck in polarized, partisan debates without end. Tomorrow's political leaders and work force will need to be comprised of problem solvers, able to compromise and negotiate to get to an agreement. Traditional debate typically does not allow us to budge from our positions. Rather than remaining committed to the polarized opposites of an issue, DS allows each competitor to also be evaluated on their abilities to negotiate, concede, and compromise in order to come to a workable agreement.

Students will be evaluated on the following skills...

Presentation

Persuasion

Reasoning

Recall & Evaluation

Problem Solving

Respect.

... over for more Judging Guidelines for DS 

BEGINNING THE DS ROUND

1. Call roll
2. Ask for a volunteer to time
3. Call up first two competitors - don't wait for double entries to arrive in the room.
4. Give the competitors a blank note card supplied in your envelope.
5. Flip a coin to determine AFF and NEG
6. Present one slip of paper with the 3 resolution choices to the debaters. PRO crosses out one topic, then CON crosses out another. The remaining topic is the one the debaters will use.
Allow the debaters to keep the slip of paper.
7. Timer starts prep time immediately

If there is an odd number of students in the round, one student will debate a second time, HOWEVER, the student will be evaluated only on his/her first debate.

STRUCTURE & TIME SIGNALS for DS:

Accurate time signals are important to the competitors. If your room hasn't been assigned a timer, choose a student competitor to sit next to you to give hand-signals to the debaters at 1 minute, ½ minute, and ten seconds.

1. **2 minutes - Silent Preparation**
2. **2 minutes - Position Speech AFF**
3. **2 minutes - Position Speech NEG**
4. **3 minutes - Cross Ex & Questioning, AFF & NEG.**

A cross-fire discussion with both competitors begins with questions focused on clarifying each other's position on the topic, clarifying common goals and establishing potential compromise areas. The "discussion" should be respectful and productive versus non-bending and polarized. (The two debaters may take questions from other student competitors in the audience, as well.)

5. **2 minutes - Proposal Preparation/Negotiation, AFF & NEG**

Both competitors sit across from each other to discuss issues and points with each other as they prepare their final proposals and statements.

6. **2 minutes - Closing Proposal Speech AFF**
7. **2 minutes - Closing Proposal Speech NEG**

REMEMBER JUDGES, it is not your job to decide who won the debate.

You will have to see ALL the debates in order to decide how to rank all the competitors in the room from 1st – 5th place. (If 6 students compete, there will be two ranked in 5th place.)

You can see that each DS debate will run 15 minutes. Keep the round moving and rank the competitors at the end after you have excused the debaters. Immediately bring the ballots to the Judges' Room for check in; after that, you can take your time to write constructive feedback on the individual student ballots.