

Two-Thousand and Thirteen
State Championships

**Sponsored by the
California High School
Speech Association**



Individual Event Judging Instructions

April 19-21, 2013

California High School Speech Association

April 7, 2013

Dear judges,

Thank you for helping to make this tournament possible. The students and coaches greatly appreciate your willingness to give of yourself and your time. Without you these students would miss out on a tremendous opportunity.

Students in this activity compete at a number of tournaments in preparation for the end of the year championships. Today, you will see some of the best and brightest California has to offer. These are wonderful students who are looking forward to showcasing their hard work for you, your feedback on ballots will serve as an invaluable asset to them as they improve and work towards perfecting their craft.

We are confident that you will make an excellent judge. The fresh eye and diverse background that parents, coaches and community members bring to our tournament each year adds to the competition. The students look forward to entertaining you throughout the day, and I am very confident that you will be impressed with what this amazing group of high school students will share with you.

The most important thing we ask of you is that you are attentive, courteous listeners to all of the speakers. Be prepared to hear some wonderful speeches and enjoy yourself.

Please carefully read the following pages. They will provide you with some important information that will make your judging experience run smoothly. The pages will describe, in detail, each event and provide you with specific judging criteria to follow.

If at any point you have questions please do not hesitate to ask! I look forward to seeing you, and thank you again for helping to give these kids an amazing opportunity.

Respectfully,

Nermin Fraser

2013 State Championship Tournament Director

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General Judging Guidelines

Thank you again for judging. Without you the tournament could not run. In order to make this a smooth, on-time experience please read all of the information in this packet carefully.

THE SCHEDULE:

The schedule is tight as are the number of available judges for the tournament. Please report to the judges' room a minimum of thirty minutes before you are scheduled to judge. If you are not assigned a ballot for a particular round, please remain in the judging lounge on "stand-by" until dismissed by the judges' room chair.

ROUNDS: There are two TYPES of ROUNDS you will be judging

- **Preliminary Rounds:** These are the beginning level rounds. The students will perform in three preliminary rounds on Friday and Saturday and then have their scores compiled from those rounds to determine who will advance to the out rounds which will be held on Sunday.
- **Out Rounds:** These are also called elimination rounds (semi-finals & final rounds). Here, the students with the best preliminary scores will compete against one another.

HOW MANY JUDGES WILL THERE BE IN EACH ROUND?

There will be three judges in each of the preliminary and semi-final rounds. In final rounds there will be five judges. It is important to know how many judges you are waiting for and to not start until all judges have arrived. Prior to the round you may speak to the other judges, but we want each judge to make their own decisions and thus we ask that you not confer after the round. It is also a good idea to wait until after all the ballots are turned in to talk to the judges about anything at all as a student may see you talking and assume that you are discussing the round.

WHAT DO I DO ONCE I RECEIVE MY BALLOT?

When you receive a ballot, please proceed to that room immediately. Seven students will meet you there (Except in Extemp where students will arrive one at a time). **STUDENTS SHOULD NOT BE IN THE ROOM BEFORE THE JUDGE.**

Please start the round promptly at the scheduled round time, even if some of the students are not present. If all present students have spoken and a scheduled student has not arrived. Call the judges' house and inform them of the problem at **530-409-9283 or 925-285-4520.**

WHAT DO I DO DURING THE ROUND?

- **Taking roll:** Start the round by taking roll. Call off each contestant's code to determine who is and isn't present. When ready, call the first speaker to the front. Make sure that you have the right student by asking each what their code is before they speak.
- **Time:** Time is important. Please time each speech using an accurate time piece. The judge house will provide each judging panel with a stopwatch. Please record the time on your ballot in the appropriate box. If the students has exceeded the grace period please mark the appropriate box on your ballot, but **DO NOT** take any deduction for this.
- **Judging:** Be sure to listen attentively to all of the speeches in their entirety. You will find that they will give you a better "show" if they feel like you are enjoying yourself. Feel free to take notes on the ballot or on a separate sheet of paper during the speeches. It is a good idea to rank the students as you go. When the first speaker finishes they are automatically "first place". When the second speaker finishes rank them "first and second". When the third speaker finishes work him into the equation and so on...

HOW DO I FILL OUT THE BALLOT?

WHEN FILLING OUT THE BALLOT YOU NEED TO RECORD THREE VERY IMPORTANT THINGS:

1) RANKING: Rank each contestant 1-7. REMEMBER ONE IS BEST!!

The LOWER RANK is better

2) VIOLATIONS: If you think that a student has violated one of the rules at the top of the ballot, write the letter of the violation in the appropriate box, then turn the ballot over and outline in detail what occurred. Do not take any deduction for the violation that will be done by the tabulation staff.

3. COMMENTS: Please write DETAILED constructive comments for each speaker on the comments sheet you receive with your ballots.

A comment like "good speech" does little, if any to help the speaker to improve. The students want your feedback. Tell them specifically what you like and didn't like about their performance. Please remember that the competitors are students who want to learn to improve. They appreciate the time that you take to write comments and read every word. You should think of these in a way as letting the students know your REASON for ranking them as you did.

Sample Helpful Comments ... Interp Speeches:

- I had a difficulty differentiating your father character and your son character especially in ____ part.
- The use of profanity in your piece was unnecessary and inappropriate
- You are going to be great at this with some more practice. Your speech would have been better if you had...
- Your portrayal of the narrator was creative; be careful of losing the character when you get excited.
- You give away too much in your introduction. Save a little suspense for later.
- I was confused in the part where you ...
- Your accent faded throughout your piece ...(if it faded in a specific spot tell them where)
- The use of profanity in your piece was unnecessary and inappropriate.

Sample Helpful Comments ...Original Speeches:

- Your topic may be a bit over done. Perhaps you could put a unique twist on it by... Have you thought about (this) argument. I think it would really help support your points.
- The point that you make about ___ is interesting, but does little to forward your argument.
- You have a great speech, but were a very poor audience member – be considerate to your fellow competitors
- I was confused in the part where you explained...
- Try adding some research to support ...
- You are going to be great at this with some more practice. Your speech would be better if you...

Sample NOT SO Helpful Comments:

- Best speech in the round, but I had to give you last because abortion is evil.
- Good job.
- Do you have a speech impediment?
- I was confused (but doesn't explain where/how/why)
- You were almost number one (but doesn't explain why they weren't)
- That was boring.

Specific descriptions and event rules can be found on the individual ballots the following is an overview to help you. Should you have any questions, feel free to ask a judges' room staff member.

If you have a problem while in your round, call the judges' house at 530-409-9283 or 925-285-4520.

Individual Event Descriptions

There are twelve individual events offered at the tournament. They are in three genres: limited preparation (impromptu and extemporaneous), interpretation (dramatic, humorous, thematic, oratorical and duo) and original (oratory, advocacy and expository). The descriptions of each of the events and a sample ballot follow.

ORIGINAL EVENTS

These events are labeled "original events" because they are speeches that the students have written themselves. When judging these events, you must consider both the composition as well as delivery. However, as this is a contest in speech rather than essay writing, the emphasis should be placed on the speech aspect. There is no magic or precise formula for balancing these things. You should never, however, judge a student on whether or not you agree with them.

GENERAL RULES: All speeches must be the original work of the contestant.

QUOTATIONS: No more than 150 words of the speech may be direct quotations from another speech or writing.

TIME LIMITS: 10 minutes. No hand signals are necessary

Original Oratory (OO):

In this event, the student both writes and delivers their speech. The speaker will attempt to persuade you on any issue or topic dealing with society or individuals. The speaker is not expected in any way to solve the great problems of the day. Rather they should be expected to discuss intelligently, with a degree of originality, in an interesting manner and with some profit to the audience, the topic chosen. Any appropriate subject may be used, but the orator must be truthful, and the subject should be appropriate to the speaker and to the audience. Their thesis must be clear and understandable. No props are allowed. Citing sources such as magazines, authors, etc. increases the credibility of the speech. Speeches must be delivered from memory.

Original Advocacy (OA):

This event is very similar to Original Oratory with two main exceptions: First, the speaker must give a specific solution to the problem and second, the topic usually deals with local, national or governmental issues. Any appropriate subject may be used, but topics shall be limited to subjects concerning public policy issues of a tangible nature for which the contestant must advocate a specific legislative and/or regulatory governmental action or remedy. Their thesis and solution must be clear and understandable.

Original Prose and Poetry (OPP):

This event is also a speech written by the speaker. Topics are unlimited as long as the speaker effectively conveys a message or story. Any appropriate subject may be used. The primary purpose of the event is to demonstrate the writing/literary creativity of the contestant. The presentation may consist of prose or poetry or a combination of both. Speakers may use characters, gestures, voices, rhyme, prose or the like in conveying their story. The speech may be humorous, dramatic or both. Speeches may be delivered from memory, the use of scripts shall be optional.

Expository (Exp):

This speech should be informative. Any appropriate subject may be used, but the primary purpose of the speech must be to describe, clarify, explain, and/or define an object, idea, concept or process. Fabricated topics/subjects may not be used. This is the ONLY event in which props are allowed and encouraged so long as they ADD to the speech, not detract from it. This is a speech to inform, not a performance, and the emphasis should be placed on the oral presentation rather than on audio or visual aids used in support of the informative goal of the speech. The number of visual aids is not important as long as they show a sense of professional presentation. Citing sources such as magazines, authors, etc. increases the credibility of the speech. Visual and audio aids may be used during the presentation of the speech. No live animals or other persons may be used as visual aids or to help set up and/or present the speech. The contestant shall wear no costumes unless they are put on and taken off DURING the speech. Expository uses visual aids, but students must still be memorized.

NOTE: WHEN KEEPING TRACK OF TIME IN EXPOSITORY, PLEASE INCLUDE the time it takes to setup and take down all of their visual and audio aids.

INTERPRETATION EVENTS

Interpretation events taken from material that has been previously published. The students will be attempting to recreate the characters in the story, making them alive and real to the audience or to reenact a previously delivered oration. Consider, the quality of the student's interpretation, do not downgrade a student for interpreting a piece of literature you do not consider one of your favorites. You may, however, consider the quality, appropriateness and difficulty of the selection. Singing and dancing ARE allowed in all events.

GENERAL RULES:

No selection shall be the contestant's own work; the contestant shall suggest the thoughts, emotions, the ideas and the purposes of the author. No costumes or props (the use of something extraneous to the body) shall be permitted in interpretation with the exception of thematic interpretation which requires the student to hold a manuscript. Although gestures or pantomime may be used, they should be used with restraint.

IDENTIFICATION OF THE SELECTION: The title of the selection, name of the author, and appropriate source cites shall be given by the contestant when the selection is introduced.

TIME LIMITS: 10 minutes. No time signals are necessary.

AIDS: The interpretation must be delivered from memory. No notes, prompting, or scripts are permitted.

Humorous Interpretation (HI):

In this event, the speaker will give a presentation of a humorous story, play, poem, novel or other literary material. The piece must come from a published source. The student will attempt to interpret the story through the use of characters, voices, gestures and facial expressions. They must state the title and author. Consider the quality of the student's interpretation. Please remember, humorous interpretation does NOT mean that the funniest speech wins. The first place should go to the student who does the best job of interpretation. Both one-character monologues and multiple characters may be used.

Dramatic Interpretation (DI):

Dramatic interpretation is similar to humorous interpretation except that the selection is of a serious nature. Remember, that dramatic interpretation does NOT mean that the most dramatic piece wins. The first place should go to the student who does the best job interpreting their selection. Both one-character monologues and multiple characters may be used.

Thematic Interpretation (TI):

In this event, the student attempts to communicate a certain theme- such as justice, friendship, or war- by using at least three literary selections that illustrate and develop that theme. In presenting the program, the student must indicate the title and author of each selection. The literary selections must be interpreted from a manuscript held by the contestant. Consider the development of the theme, the literature used to illustrate that theme, and the quality of the contestant's delivery.

DUO Interpretation (DUO):

In this interpretive event, each of the two speakers will play the parts of one or more characters to interpret a story, play, poem, novel or other literary work. The piece may be humorous or dramatic. During the performance, the students must give the title and author of the piece. The students will attempt to interpret the story through the use of characters, voices, gestures and facial expressions. The material may be humorous or dramatic, or combine both tones depending on the selected work. Consider the quality of the students' interpretation. The first place should go to the students who do the best job interpreting their selection. The performance must begin and end from the center stage area. Contestants must remain in the center stage area throughout the performance. During the performance, the duo partners may not look directly at each (make eye-contact) other except when they are introducing their title and author. Introductory and/or transitional material may be presented by either or both contestants. The contestants may react to each other's verbal and/or non-verbal expressions, but they may not touch each other except during the introduction. Each of the two performers may play one or more characters as long as the speaking time is as balanced as possible between the two. If the selection is prose or poetry and contains narration, either or both of the performers may present the narration.

Oratorical Interpretation (OI):

In this event, students will interpret a speech that was given at some point in time (i.e. the Gettysburg Address, "I Have A Dream", Bill Gates commencement address). The speech may be dramatic, humorous or formal (see above for descriptions of each event). The first place should go to the student who does the best job interpreting their selection. The selection must be from a published speech given by a real person and which shall have originated as a public address. Selections may be cuttings or excerpts of the author's speech. The contestant must give the author, title, source, place and date of original delivery in the introduction of the speech.

SPONTANEOUS EVENTS

Spontaneous events: Impromptu, national extemp and international extemp, require students to compose their presentations "on the spot". When judging these events, you must consider both the composition as well as the delivery. However, the emphasis should be placed on the speech aspect.

Impromptu (IMP):

NOTE: Students should remain in the room while the other contestants are speaking. Exceptions can be made for double entered students.

In this event, the student actually prepares the speech during the round. The judge will call the first contestant and hand her/him a piece of paper containing three predetermined topics. The student will have two minutes, from the time s/he is handed the paper, to prepare their speech. The student then gets five minutes to deliver their speech once they begin speaking. This means that the total time for each contestant is seven minutes (2 minutes for preparation and 5 minutes to speak). Students should speak, in an organized manner, on ONE of the three topics given to them.

National Extemp (NX):

Topics are themed by round:

ROUND 1: Social issues; ROUND 2: Federal politics; ROUND 3: Foreign policy; SEMIS: The economy; FINALS: California

This speech is written by the speaker. The students will be given a question in a preparation room 30 minutes before they arrive in the classroom to give their speech. They will use the thirty minutes to prepare a speech on one of three national current event topics given to them. One student will arrive in your classroom every seven minutes and hand you their topic. The speech should be well organized and pertinent to the question asked. Citing sources such as magazines, authors, etc. increases the credibility of the speech. Students may stay in the round after they have spoken if they so choose.

International Extemp (IX):

Topic areas: ROUND 1: Middle East; ROUND 2: Europe; ROUND 3: Asia; SEMIS: Latin America; FINALS: Africa

Rules are exactly the same as national extemp except the topics are questions of international importance.

TIME SIGNALS

As noted above, students participating in these events compose their speech "on the spot." Therefore, most students need time signals in order to help them shape and organize their speech into the time constraints. Please use the following guide to help you. If you have questions feel free to ask the judging room staff or one of the students. If there is another student in the room observing you may ask them to time for you. PLEASE use a stopwatch or a digital watch with a second function. The clock on the wall is not an accurate timing device. If you do not have a watch ask to borrow one from one of the competitors.

Impromptu:

While the student is preparing call out the amount of time they have remaining in 30 second intervals. For example, "minute-thirty remaining" then "one minute remaining".

Impromptu and Extemp.:

During the speech, use your hand to give the students visual time signals as to how much time they have left to speak. Hold up one finger for each minute they have remaining. For example, if the speaker has four minutes remaining, hold up four fingers to indicate this. When the student has only 30 seconds left, form your hand into a "C" to alert the student. During the last ten seconds of the speech you may elect to give the student a ten second count down, using your fingers.

FREQUENTLY ASKED QUESTIONS:

What should I bring with me?

- This judging packet.
- A pen and notebook to take notes with.
- A stopwatch or a digital wrist watch with a seconds function.
- Something to read, in case you finish a round early or have a round off.
- An appetite...e will feed you.
- Alertness. We will expect you to be awake and paying attention.
- Glasses, if you need them to see far in class or to write/read.

What should I do if I believe a violation of the rules has occurred?

If you believe a student has violated one of the rules listed on your ballot, please mark the letter of the violation in the column provided on the front of the ballot and then turn your ballot over to the back and, indicating the speaker's code number and title/subject, explain in as much detail as possible the nature of the violation. When you turn in your ballot let the person collecting ballots know about the perceived violation. Please **DO NOT PENALIZE ANY SPEAKER IN YOUR RANKINGS FOR RULES VIOLATIONS, INCLUDING TIME VIOLATIONS.** All penalties will be assessed by the tournament officials.

Can I talk to the competitors?

We ask that you not talk to the competitors unless it is to ask or answer a specific question about the round. For example, a student may ask you what their time was after completing their speech or ask you how you plan on giving time signals. Students are not allowed to tell you information about themselves such as what school they are from. Please do not ask them so that we can remove any notions of favoritism that do not exist.

Who do I ask if I have a question about the rules?

At all times during the tournament there will be a staff of people in the judges' room to answer any of your questions. Please feel free to ask them anything. You can also call **530-409-9283 or 925-285-4520.**

Where should I report once the round is over?

The ballot is very important. One lost ballot or late ballot can put the tournament back for hours. Once you are finished watching the competitors please bring the ballot back to the judges' room and fill it out there. When you are finished turn it in to the judges' room staff and wait for them to check it for accuracy. Also, if it is your last round of the day please put give a contact number to the judges' room staff. We sometimes run into problems with ballots and may need to ask you questions about what happened in your round.

What should I double-check before turning in my ballot?

1. Did you sign the ballot? This will allow us to know who has judged a certain panel of students in case there is a question after your ballot has been turned in.
2. On Individual events ballots
 - A. Did you remember to give the best speaker the "one" and the worst speakers the "five"?
 - B. Did you make sure to only give one "1" and one "2" --- no ties!
 - C. Are you sure you have the right code number with the right speech?
 - D. Did you remember to write comments for each speaker?
 - E. If two students had the same speech or subject, are you sure you didn't mix them.

Should I give the students feedback after the round or tell them their scores?

While some students are interested in immediate feedback about how they performed in a given speech round, we endorse a policy of non-disclosure. PLEASE DO NOT INFORM STUDENTS ABOUT THEIR SCORES. This would take too much time and put the tournament seriously behind schedule. Please turn in your ballots first and later make any constructive comments to the students about their performance only if it is mutually agreeable.

What's better the 1 or the 5?

THE ONE IS BEST!

You are essentially giving the speaker the first place. Much like golf, the lower the score the better!

What if a speaker doesn't show up?

If all present students have spoken and a scheduled student has not arrived call **530-409-9283 or 925-285-4520.**

Does it matter what order the students speak in?

As much as possible, students should speak in the order they have been assigned, especially in Extemp. If a student does speak out of order for some reason, please indicate that on the ballot, but do not penalize the student.

What if I get to my room and discover that I have a problem or question?

You can telephone the judge room at **530-409-9283 or 925-285-4520.**