

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - AUDITION

Some things to consider as you evaluate students:

#### **Introduction:**

- No intro required except the title and author (if known).
- No penalty is given for time requirements since the piece is provided by the host school.

#### **Selection:**

- Host school will provide a gender friendly script, or one that has both male and female characters. Selections may be religious, humorous, or dramatic in nature. The piece should reflect the nature of its content through delivery. A different piece will be given for round 2.
- The selection may be a monologue or a dialogue (notice the change from monologue only). Pieces may include "he said" or "she said".

#### **Presentation:**

- Students may use minimal full-body movement.
- Script must be held, but students may use one or both hands, and they may choose to change hands for dramatic purposes.
- Some eye contact is necessary, but judges should keep in mind that they only had 5 minutes of prep time.
- Keep in mind voice inflection, projection, and clarity.
- Look for confidence, composure, interpretation, and the impact of delivery.
- Ultimately, scores and ranking should be decided by the question,
- "To whom would you give the part?" if it were a real audition.

**Please give both positive comments and suggestions for areas of improvement.** Do not be afraid to criticize, but always be constructive. Explain to the students why they would not receive the part for which they might be auditioning.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors AND the quality of the round. For example, if one of the students clearly stands out from the others, award him/her the highest points and widen the point spread between the other students. If the performance of two students was close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however a 1st place score of 90 or less would indicate a weak round.

Scores below 80 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - DRAMATIC INTERPRETATION

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Vocal elements:**

- Vocalization - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- Phrasing/pacing - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- Eye contact - consistent, effective
- Facial expressiveness/gestures - natural, appropriate, expressive
- Speaker presence - Confident, poised, energetic, polished, lackadaisical, comfortable with material

#### **Interpretation:**

- Character development - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- Emotion - appropriate to character/selection, believable, intensity, tone
- Transitions - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. *Do not give oral critiques.*

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - DUET ACTING

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, movement, blocking
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

#### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a team for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a team struggles through their performance and are ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a team "blows away" the competition, you should award them the highest points and widen the point spread for the other teams. Alternatively, if the performance of two teams was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place, however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - DUET IMPROVISATION

Some things to consider as you evaluate students:

#### **Selection:**

- Is the performance appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, equal sharing of dialogue, etc.)

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Presentation:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Presence* - Confident, poised, energetic, polished, lackadaisical, comfortable  
Character development - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a team for a specific reason, such as exceeding the time limit, note it on the ballot. Alternatively, avoid false praise. If a team struggles through their performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one team "blows away" the competition, you should award them the highest points and widen the point spread for the other teams. Alternatively, if the performance of two teams was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - DUET INTERPRETATION OF LITERATURE

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, use of manuscript, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling, presented equally

#### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material, appropriate use of manuscript

#### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a team for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a team struggles through their performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one team "blows away" the competition, you should award them the highest points and widen the point spread for the other teams. Alternatively, if the performance of two teams was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - HUMOROUS INTERPRETATION

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

#### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - ONE-ACT PLAY

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for Catholic middle school students?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, movement, blocking
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

#### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

Please give both positive and negative comments. Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

When warranted, explain your rankings. If you drop the ranking of a cast for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a cast struggles through their performance and are ranked last, don't write "Great Job!" without further suggestion or explanation.

Use your judgment in awarding speaker points. Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a cast "blows away" the competition, you should award them the highest points and widen the point spread for the other teams. Alternatively, if the performance of two casts was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - ORIGINAL ORATORY

Some things to consider as you evaluate students:

#### **Selection:**

- Is the topic appropriate for a Catholic middle school student?
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting

#### **Structure & delivery:**

- *Organization* - logical, clear, effective use of transitions, main positions substantiated, effective use of supporting material from qualified sources, clear explanations, good flow, clear and potent word choice, effective use of rhetorical devices

#### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, movement, blocking
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the speech. Alternatively, avoid false praise. If a student struggles through his/her speech and is ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - PANTOMIME

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for a Catholic middle school student?

#### **Presentation:**

- *Facial expressiveness/gestures* - natural, appropriate, expressive, effective use of space, precise movement, blocking
- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - INTERPRETATION OF POETRY

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, use of manuscript, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with the material, appropriate use of manuscript

#### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - INTERPRETATION OF PROSE

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, use of manuscript, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Vocal elements:**

- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material, appropriate use of manuscript

#### **Interpretation:**

- *Character development* - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- *Emotion* - appropriate to character/selection, believable, intensity, tone
- *Transitions* - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - STORYTELLING

Some things to consider as you evaluate students:

#### **Selection:**

- Is the material appropriate for a Catholic middle school student?
- Does the material meet the rules of the category? (length, memorized, etc.)
- Is there an emotional/intellectual understanding of the material?

#### **Introduction:**

- Effective, explanatory, attention-getting, sets mood/feeling

#### **Vocal elements:**

- Vocalization - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- Phrasing/pacing - Fluid, choppy, flowing, rhythmic, hesitant
- Physical presentation:
- Eye contact - consistent, effective
- Facial expressiveness/gestures - natural, appropriate, expressive
- Speaker presence - Confident, poised, energetic, polished, lackadaisical, comfortable with material

#### **Interpretation:**

- Character development - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- Emotion - appropriate to character/selection, believable, intensity, tone
- Transitions - fluid, explanatory

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, suggest re-working the piece. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last in the round, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if one student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.

## NASHVILLE CATHOLIC MIDDLE SCHOOL FORENSIC LEAGUE

### JUDGING TIPS - TV BROADCASTING

Some things to consider as you evaluate students:

#### **Introduction:**

- Effective, adequate, attention-getting

#### **Structure & delivery:**

- *Transitions* - logical, clear, effective
- *Vocalization* - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- *Phrasing/pacing* - Fluid, choppy, flowing, rhythmic, hesitant

#### **Physical presentation:**

- *Eye contact* - consistent, effective, balanced between audience and script
- *Facial expressiveness/gestures* - natural, appropriate, expressive
- *Speaker presence* - Confident, poised, energetic, polished, lackadaisical, comfortable with material

**Please give both positive and negative comments.** Don't be afraid to criticize, but always offer constructive suggestions for improvement. Students work hard to perform for you and value your thoughtful evaluation of their strengths and weaknesses. Do not give oral critiques.

**When warranted, explain your rankings.** If you drop the ranking of a student for a specific reason, such as exceeding the time limit, note it on the ballot. Alternatively, avoid false praise. If a student struggles through his/her performance and is ranked last, don't write "Great Job!" without further suggestion or explanation.

**Use your judgment in awarding speaker points.** Speaker points measure the closeness of the competitors, and the quality of the round. For example, if a student "blows away" the competition, you should award him/her the highest points and widen the point spread for the other students. Alternatively, if the performance of two students was very close, show this by keeping the point spread close.

- Do not automatically award 100 points for 1st place; however, a 1st place score of 90 or less would indicate a weak round.
- Scores below 76 should be reserved for extreme circumstances.