



# Speech Judges' Handbook

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## 14 Speech Categories

**Public Address:** Original Oratory, Informative Speaking, Great Speeches, \*Extemporaneous Speaking, Discussion

**Interpretation:** Serious Drama, Serious Prose, Serious Poetry, Humorous, Duo, \*Storytelling, \*Extemporaneous Reading, Creative Expression, POI

**\*Draw Categories:** Extemporaneous Speaking, Extemporaneous Reading, Storytelling

## Public Address Categories

### **Original Oratory (10 minutes)**

1. This is a persuasive speech intended to get its listeners to think or feel or certain way about a particular topic.
2. Usually the topics are value-based and not policy based. Although either approach is acceptable.
3. Things to look for:
  - Attention-getting introduction.
  - Clear thesis or central idea statement near the beginning of the speech.

*Example Original Oratory thesis: "Extreme competitiveness in our society has spiraled out of control and we must become aware of its destructive consequences."*

- Clear organization of the speech. Usually: definition of the problem, harm of the problem, solution.
  - Credibility – strong, worthwhile examples are cited and sources should be quoted (at least 2 sources).
4. Sample Comments:
    - *Your thesis statement seemed unclear.*
    - *I'm having problems following the structure of your speech. Perhaps the organization could be cleared up a bit.*
    - *I'm looking for some credible support for the arguments you are making. Perhaps some examples and a quoted source or two would help make your arguments more convincing.*

### **Informative (10 minutes)**

1. This is a speech intended to educate its audience about a meaningful, worthwhile topic. The speech should not be persuasive.
2. Visual Aids are allowed.
3. Things to look for:

- Attention-getting introduction
- Clear thesis statement and preview of main points of the speech

*Example Informative thesis: "The Crayola Crayon Company has a unique history and its future looks as colorful as ever."*

- Clear organization of the speech. Usually, a preview of the main points after the thesis will clarify this.
  - Credibility – at least 2 credible sources are expected.
3. Sample Comment:
    - *Be careful - your speech tends to get a little persuasive in tone. Perhaps you could cover some of the negative aspects behind this new light bulb.*

## **Extemporaneous Speaking (30 minutes prep, 7 min speak)**

1. In this speech, the topic will be different each time the student speaks. He or she must draw 3 questions and choose 1 to speak on. The student then has 30 minutes to prepare a 7 minute speech that answers the question which is usually about current events.
2. The speaker will usually give you the slip of paper he drew with his question written on it.
3. The speech is usually persuasive in tone because the speaker is trying to convince her audience that her answer to the question is correct.
4. Things to look for:
  - Attention-grabbing introduction which includes the speaker stating the question he has drawn and his answer to that question.
  - Organization and main points should be clear by using a preview statement.
  - Credibility -- sources should be quoted (at least 2 sources).
  - A convincing answer the question.
  - Fluid and clear delivery.
5. When a speaker is finished, he or she usually does not watch the other speakers.
6. Sample Comments:
  - *Your main points were well supported and I appreciated the fact that you gave credit to many credible sources.*
  - *Perhaps you could have given a real brief explanation how the problems in Peru began. This would help those of us who aren't familiar with the problems there.*

## **Great Speeches (10 minutes)**

1. This is a speech where the intention is to take a great speech from history and examine why it was great through the student's own analysis and perhaps some expert support.
2. Things to look for:
  - Attention-grabbing introduction which may or may not include an excerpt from the great speech.
  - Analysis should be interspersed with text from the great speech. How much analysis and how much speech will vary.
  - Analysis should examine why the speech is important, what impact it had on its audience, and what devices did the writer use -- i.e. emotional appeals, logic, figurative language, repetition, etc.
3. The speech can be historical or contemporary.
4. Several speeches around one theme could be used or several speeches by one speaker could be used.
5. Sample Comments:
  - *I had trouble separating your analysis from the text of the great speech. Perhaps a step for transition would help or maybe a stronger change in your voice.*
  - *Your analysis could include more about why this speech is important today.*

## **Public Speaking Delivery**

1. Delivery of Great Speeches, Informative, Original Oratory, and Extemp. Speaking is similar. All should be sincere, pleasant and convincing.
2. The speaker should walk at appropriate transitional points in the speech.
3. Gestures should enhance the meaning of the speech.
4. Face should show involvement, concern, enthusiasm, etc.
5. Sample Comments:
  - *Your articulation is precise, now work for more vocal variety.*
  - *Bring gestures up to waist level and make them stronger and more convincing.*
  - *You are a very poised, comfortable, engaging speaker and you communicated your ideas to the audience very clearly.*
  - *Try to put more conviction in your voice. Show us that you believe in what you're saying.*

## **Discussion**

1. The topic this year is \_\_\_\_\_. Students are to do research surrounding this topic so they become educated and well-informed. At each round “the task” is different. The goal of the round is for the students to “solve the task” they have been presented. The students will try to solve this task in a one hour time limit.

*Example Task: You are all members of a volunteer community task force designed to provide healthy entertainment alternatives for juveniles in your community. Your group should brainstorm ideas, come up with specific plans and implementation procedures, and then design a format for presenting these plans to the young people in your community.*

2. As the judge, you will be given the task for the round. You should bring the task with you and when the round is ready to begin, distribute the task to the group.
3. To begin the round, present the task to the group. The students will take over from there. Usually they will need a few minutes to study the task and get organized. (The judge gives them about 5 minutes to do this).
4. Your job as the judge is to evaluate the discussion. You will be given one critique sheet (called a “flow”) for the whole group. You can make group and individual comments on this sheet as the group is discussing. For an individual comment, write down the student’s name and the comment.
5. Most rounds of discussion will go 45-50 minutes. Some may be shorter, depending on the skill of the discussants.

### 6. Sample Comments:

- *“Samantha – good job of taking the leadership role. However, you could try to lessen your demanding tone.”*
- *“Thomas – great job of presenting an article to back up your point.”*
- *“Group – at times you guys seem to be drifting off-task. Thanks Jim, for leading the group back to the task.”*

7. It may be tempting for you to intervene, or give a comment yourself. Under NO circumstances should you do this. It is not your job to provide comments to help the discussion or provide your own “oral critique.”

8. When ranking students in the round, take into consideration the following:

ATTITUDE: objectivity, open-mindedness, respect for others, cooperativeness, respect for group goal.

ETHICS: sincerity, concern for group rather than self-advancement.

INFORMATION AND EVIDENCE: offers own resources for advancement of group task, documentation.

INTERPERSONAL SKILLS: ability to give and receive feedback, maintenance of healthy group attitude.

LEADERSHIP: guiding the discussion, internal summary, resolving conflicts.

LISTENING SKILLS: offers nonverbal cues in response to others, ensures understanding before continuing.

REASONING AND ANALYSIS: understands healthy disagreement, awareness of task, use of fact.

SPEAKING SKILLS: clarity of expression, vocabulary, clarification techniques.

## Interpretation Categories

### Things to Look For in All Interpretation Categories

1. Introduction sets up the theme, mood, and scene of the speech.
2. Distinction between characters.
3. Bodily movement and gestures should be appropriate to the speech.
4. Fluency and pace should vary accordingly.
5. Characters should be believable (they should fit the scene).
6. A definite mood should be established by the speaker. Perhaps it changes throughout the piece, but you should always know what mood is being conveyed.
7. Literary merit of the selection (appropriate for the speaker and audience).
8. Use of script is optional in ALL interp categories except Extemp Reading and POI (use of script required) and storytelling (no script allowed).
9. Sample Comments for all interp categories:
  - *Slow down a little so we can hear each word and picture the scene. It's difficult for us to listen when you rush through the details.*
  - *Be careful that your ending is not too abrupt. We want to be prepared for it.*
  - *Avoid "overdramatizing." Remember to portray the believability of the character (especially in serious drama, prose, POI, and duo).*
  - *You appear poised, comfortable, and confident.*

### **Extemporaneous Reading (30 minute prep, 7 minutes speak)**

1. The story or poem will be different each time the student speaks. He or she must draw 3 stories or poems from this year's Extemp Reading book and choose 1 to read.
2. The student should give you a drawn slip of paper indicating the story/poem to be read from the poetry or prose book.
3. Things to look for:
  - The introduction should be memorized.
  - Use of the book is required when reading.
  - Overall, fine interpretation (see "things to look for" above).
4. This year, selections of poetry will be taken from \_\_\_\_\_.  
The selections of prose will be taken from \_\_\_\_\_.
5. When a speaker is finished, he or she usually does not watch the others.
6. Sample Comments:
  - *You obviously chose a selection you like. You were very familiar with the piece and brought the story to life for us.*
  - *Remember, that you're not just reading to us, you are interpreting the literature. Slow down and convey the meaning of the words to us.*

### **Storytelling (30 minute prep, 7 minutes speak)**

1. The same procedure is followed for drawing as in Extemp Reading.
2. The storyteller should re-tell the story from the book in her OWN words.
3. Things to look for:
  - The entire delivery, including the introduction, should be memorized.
  - Emphasis should be placed on recreating the story using conversational narration style, fun and appropriate characters, and the creation of a fun, engaging, storytelling mood.
4. This year, the stories will be taken from \_\_\_\_\_
5. Characters may be exaggerated to convey meaning of the selection.
6. Sample Comments:
  - *Your characters were very fun, distinct, and energetic!*
  - *I thought you could have focused on the theme or message of the story in your introduction.*

### **Creative Expression (10 minutes)**

1. This involves performance of a speech that is at least 80% original (written by the speaker).
2. The mood of the speech may be serious, humorous, or both. Sometimes a Creative Expression speech is a lot like humorous interp. Or, it could also be like Serious Prose.
3. Things to look for:
  - Solid writing ability and performance of the writing.
  - A clear message or theme that indicates some thought has been put into the creation of this speech.
4. The student may use pantomime, storytelling, or any variety of styles.
5. Sample Comments:
  - *I really liked how you carried a distinct theme throughout your selection.*

### **Serious Prose, Poetry, Drama, POI (10 minutes)**

Prose = a published story or novel

Poetry= a published poem

Drama= a published play

POI (Program Oral Interpretation) = a combination of 2 or more genres around a single theme (use of script is required).

1. Students should be judged on his/her ability to convey the meaning of the selection through use of vocal, facial, and limited bodily expression. See “what to look for in all interp categories.”
2. Sample Comments:
  - *You did an excellent job building this story to its climax.*
  - *I would have liked to have seen more tension in your face and voice during the argument scene.*

### **Duo Interpretation (10 minutes)**

1. The script can be taken from any single genre of literature.
2. Only during the introduction or transitions may the students look at each other. Usually, the 2 students will look straight ahead when talking to each other. The students do not need to make eye contact with the audience. However, eye contact with the audience is permitted.
3. Sample Comments:
  - *The two of you have a nice chemistry. I can tell you enjoy doing this together.*
  - *When you're not talking, remember to react facially when it is appropriate.*

### **Humorous (10 minutes)**

1. This should be a funny speech and it can be taken from prose, poetry, or a play. It is not written by the student.
2. Things to look for:
  - Did you laugh?
  - Did fun characters help convey the humor?
  - How challenging was the script?
  - Could you distinguish between the many characters?
  - Could you follow the plot of the story easily?
3. Sample Comments:
  - *Your characters were very fun and so distinct! I always knew who was talking.*
  - *Don't rush over funny lines. We won't laugh if we don't hear them.*

## Speech Vocabulary

**TEASER:** In interpretation categories, a short cutting of the selection that comes before the introduction that is used by many students.

**SCRIPT/SELECTION/PIECE/MANUSCRIPT:** These are all terms used to refer to a student's speech. An example comment: "I like the piece you've chosen for your serious drama."

**CUTTING:** In interpretation events, students need to take a full script and cut it down to 10 minutes. The 10 minute script they are performing is called a "cutting."

**CATEGORY/EVENT:** Both terms are referring to the same thing. Original Oratory, for example, is both a category and an event.

**BODILY EXPRESSION:** Includes things like stance, posturing to create characters, facial expression, and gestures.

**P.A. CATEGORIES:** Stands for Public Address category. Public Address categories are the same as Public Speaking categories.

**DRAW CATEGORIES:** Categories where the student draws out of a hat the speech topic or story he will be speaking on for that round. Includes Ex Reading, Ex Speaking, and Storytelling.

**NSDA:** The National Speech and Debate Association.

**NIETOC:** The National Individual Events Tournament of Champions.

**MSHSL:** The Minnesota State High School League sponsors competitive speech in Minnesota.

**BLOCKING:** The movement that occurs during any interpretation category, pantomime, intricate transitions, etc....

**DE:** Double-entered – when a student is competing in more than one category.

**FLOW:** The blank sheets of paper that Discussion judges write their comments on. Later, the flow is copied so each student gets a copy.

**FOCAL POINTS:** Often students will use specific focal points to delineate between multiple characters in interpretation categories.

**POPS/SNAPS:** When a student quickly "pops" from one character into another. Generally used Humorous, Creative, Storytelling, and Duo.

**SIGN POSTING:** A preview of the main points in the introduction of many Public Address categories.

**TAB ROOM:** The tournament headquarters where all of the results are tabulated for the tournament. The Ballot Table is usually nearby where questions are answered.

**V.A.'S:** Visual Aids students can use in Informative Speaking.

## FAQ's

### **Q: Can I comment on a speaker's appearance?**

A: Yes, you should comment if the speaker looks nice. Yes you should comment if something is distracting -- hair in the face, dangling earrings, extra high heels, etc. However, be very careful with this. You must be tactful. Do not tell a student to "get a new outfit."

### **Q: Can I comment if a student is a poor listener during a round?**

A: Yes! Feel free to comment if the speaker is a courteous listener - always comment if he/she is not!

### **Q: If a student uses her script, how should it be used?**

A: Some students keep their scripts in small 3-ring binders, others paste them on construction paper. Either is fine as long as it is neat. Note if the script is used well, avoid saying "get rid of the script," remember that it is usually optional. In POI and Extemp Reading the use of script is required.

### **Q: What do I do if a student's speech goes over the time limit?**

A: Make sure you write down the time on the critique sheet. By Section Tournament time, speakers are strictly penalized for going over time. At many regular season tournaments, you'll be asked to lightly enforce time limits for Varsity speakers. This usually means any speaker who goes over a 30 second grace period (7:30 for draw events, 10:30 for all other events) cannot be ranked first in the round.

### **Q: How do I get a copy of the official Minnesota State High School League speech rules?**

A: Visit [www.mshsl.org](http://www.mshsl.org). Under "activities" click on "speech" and then click on "Rules and Policies." It is not necessary for you to have a copy of these rules with you when you judge. This packet will suffice.

### **Q: Should I disqualify a student who "breaks the rules?"**

A: NO!! If you feel a student has broken the rules, explain your concern on his or her critique sheet. Do not let this possible infringement impact how you rank the round.

### **Q: Can I give any verbal feedback to the speaker?**

A: NO!! The only feedback you should give to any student (including positive feedback) should be in written form on the critique sheet.

# JUDGES' CHECKLIST

## WHAT TO BRING

- Pens
- Stopwatch (you can use your cell phone in "Silent" mode).
- A book or magazine to read if you get a round off.

## WHAT TO DO

### Before the Round

- Plan to arrive at the school at least 30 minutes before the first round. If you're traveling to the tournament on the team bus, you'll arrive in plenty of time.
- Proceed to the tournament Judges' Lounge, enjoy a cup of coffee or snack, and wait for your judging materials and assignment.
- Once assigned to a round, judges must pick up a Ballot and (unless instructed otherwise) Critique Sheets from the Ballot Table.
- The Ballot will contain the room number for the round as well as the start time. Try to enter your room at least 5 minutes before the start time.
- If there is another round in progress, judges and competitors should wait outside the room until the round is over and the previous competitors and judge have left the room.

### During the Round

- If you're not judging, you should either stay in the Judges Lounge or near the Ballot Table until all Ballots have been handed out (this way, you will be able to pick up a ballot if they need a spare judge). From there, you may go to watch a round or you may choose to hang out in the Judges Lounge until the round is completed.
- To start the round, take attendance based on the Ballot and ask which students are double-entered (competing in two or more events).
  - Competitors who are not present, but listed on the Ballot may be double-entered and may be late.
  - Competitors who are present but not listed on the Ballot should be sent to check the postings to be sure they are in the correct room. Do not allow students to perform who are not listed on your Ballot unless that competitor has been given permission by the Ballot Table.
  - Double-entered students who are present in the round should perform first and then be excused to go compete in their additional category.
  - You are free to adjust the Ballot speaking order as needed.

### ~Draw Category Judging~

- If you are judging a draw category (Extemporaneous Reading, Extemporaneous Speaking, Storytelling) there is a slightly different round management protocol. Students will not be present before the round; they will show up at their speaking times and wait outside the door until it is their turn to perform. You may have the previous speaker call in the next speaker or you can go and ask them to come in.
- Time signals are important to some Extemp Speakers (not Extemp Readers or Storytellers) and you may be asked by a student to give signals. You can decline to give time signals but you cannot penalize a student for going over time if you decline. To give time signals, give visual signals with your non-writing hand. Show each competitor what your time signals look like before the speech starts:
  - o 5 minutes to 1 minute of speaking time remaining: use fingers to show remaining minutes.
  - o 30 seconds of speaking time remaining: make a "C" out of your hand
  - o Time conclusion: make a closed fist.

### **During the Round (continued)**

- Always instruct students and audience members to turn off their cell phones.
- With your stopwatch or phone stopwatch, you should time each speech and record the time on the critique sheet of each speaker. Time should begin as soon as the speaker starts speaking or performing.
- You may write on the critique while the competitor is performing. However, you should try to make eye contact and watch as much of the speech as you can in order to make the speaker feel valued and important. Most speakers will find it odd if you don't write while they are speaking.
- Judges should set the example of audience etiquette:
  - Turn cell phones off.
  - Do not text, rifle through bags, eat or drink, or engage in other distracting or interrupting behaviors during speeches.
  - Do not verbalize feedback or make overt gestures or facial expressions of disapproval or disagreement. You can laugh and smile in approval but keep it under control.
  - Be positive and supportive of every student, even if you disagree with their argument or choices.
- Judges should applaud at the conclusion of each speech and should finish that competitor's critique sheet quickly and call up the next speaker. Do not write for more than 2 minutes after each speech.

### **After the Round**

- Once all speakers have presented, excuse them all to their next round.
  - If a competitor does not show up during the round and all others have performed, excuse the competitors who are present and wait for the final speakers. If he or she has not shown up within ten minutes after you've excused other speakers, go to the Ballot Table and inform them of the "No Show."
  - If you have a No Show in your round and you turn your Ballot in, be sure to stay in the Judges' Lounge, in case the tournament officials need to find you to have that No Show perform for you quickly. Additional instructions will be given to you in the rare event that this happens.
- (Unless otherwise instructed) Do not give Critique Sheets back to students. These are usually turned in with the Ballot to the Ballot Table at the end of each round.
- Complete the Ballot with the necessary information and sign the bottom.
  - Assign a rank (1 through 5) to each of the speakers. No speakers may have the same rank unless you have more than 5 speakers. In that case, you will give a 5 for the fifth place speakers on down.
  - If the Ballot has a space for "Rate" or for "Speaker Points," it is asking you to assign a number to determine the strength of the rank. The scale for these qualitative ratings is from 80 to 100, with 100 being the best and 80 being the absolute worst thing you've ever seen in your entire life.
  - In addition to telling kids the strength of their rank, speaker points are also used to break ties in the tab room and help the strongest performers advance.
  - Ratings follow rankings, meaning the "1" in the round must receive the most speaker points and the "5" must receive the least. Do not repeat speaker point ratings. See scale below:

RATING – SPEAKER POINTS	WHAT IT MEANS
100	Best in the round. There is nothing in your view that could be done to improve this performance.
97 - 99	Very strong performance.
90 - 95	Performance was pretty good, but there is still need for improvement.
88-89	The performance needs work.
87 and Below	These are very, very low speaker ratings. Please only use rates this low if you are able to clearly articulate on the Critique Sheet what the student did or didn't do.

Note: on average a “1” ranking will receive between 96 and 100 speaker points, a “2” will receive between 95 and 99, a “3” will receive between 94 to 98, a “4” will receive between 93 to 97, and “5” will receive between 89 and 95.

- You should finish your ballot and your critiques **within 7-8 minutes** of the round ending. This helps ensure that the tournament does not fall behind and that the next round scheduled to start in that room can begin on time.
- Return your completed Ballot and Critique Sheets to the Ballot Table. They will check that you've ranked and rated the competitors completely (no duplicate ranks, no missed ranks, etc.) and that you've signed the Ballot.
- Once you turn in your Ballot you should immediately check to see if you have another Ballot waiting for you for next round.
- You may choose to visit with other judges, coaches, or students between rounds. However, you should NEVER discuss your ranks or share any negative comments about students or speeches. These are things you may choose to discuss after the tournament or with coaches in private. Your opinions and observations are important, but be respectful that coaches and students may overhear.

#### **After Final Round Postings**

- If you are not judging finals, you may choose to stay and watch finals/awards or you may leave.
- If you are judging finals, final rounds usually contain more than one judge. Check with the Ballot Table to find out how many judges will be in your round. NEVER start a final round without the correct number of judges in the room.

#### **After Final Rounds**

- Your duties as a judge are complete! You may stay for the awards ceremony (which usually start within a half an hour of the completion of final rounds and they last about an hour), or you may leave.

**Category Schedule EXAMPLE** – This is what competitors read on the wall. Students usually take a photo of it on their phones. Students call these schedules “postings.” Usually, students are listed by name and code.

### INFORMATIVE SPEAKING

Round 1 - 9:00 AM						
Section	A	B	C	D	E	F
Judge	K5	B6	R21	B2	Q3	F1
Room	306	307	308	309	1002	1003
1	F1	U2	R1	A2	D4	A1
2	V1	A5	L1	D2	A3	R2
3	R3	L2	B2	T1	E1	S2
4	S3	D1	V2	K1	B1	J1
5	D3	Q1	K2	Q2	K3	U1
6	E2	C2	C1	U3	S1	B3

  

Round 2 - 10:30 AM						
Section	A	B	C	D	E	F
Judge	V2	R26	L5	J2	C3	R62
Room	306	307	308	309	1002	1003
1	S2	S3	Q1	K2	V2	L2
2	Q2	U1	U3	A2	B1	T1
3	D1	C2	D4	V1	A5	R1



# JUDGE BALLOT - EXAMPLE

**00**

**Round 1, Section A, Room 214 (8:30 AM)**  
Judge: W1 Mandi Dickie (Lakeville North)

**W1**

#	Code	Name	Rank	Points
1	W5	Joshua Weinstein		
2	W1	Taylor Bauman		
3	W4	Tori Knutson		
4	W2	Taylor Loth		
5	W3	Amanda Permuth		
6				
7				
8				
9				

Judge's signature: \_\_\_\_\_

## RESULTS SHEET - EXAMPLE

### MARSHALL TIGER TOURNAMENT INFORMATIVE SPEAKING

01J1	Rebecca Ruprecht	1	99	1	99	2	95	4
01J2	Johanna Savage	2	97	5	94	1	98	8
02J1	Amber Schmugge	3	97	2	97	2	97	7
02J2	Hans Grong	1	98	1	99	3	94	5
03J1	Dave Carlson	1	95	3	96	5	87	9
03J2	Amy Jo Ellis	4	94	5	87	3	94	12
03J3	Kathy Maza	5	92	3	96	1	99	9
03J4	Matt Murphy	1	99	2	97	5	94	8
03J5	John Powers	2	98	4	91	2	98	8
03J6	Aaron Reykdal	3	96	1	100	4	95	8
03J7	Colleen O'Rourke	5	94	3	96	4	90	12
04J1	Natalie Speckman	3	95	1	95	3	96	7
04J2	Zach Prax	2	97	5	82	5	90	12
04J3	Tara Rosenberg	2	98	5	89	5	88	12
04J4	Sara Polley	2	97	1	100	2	96	5
04J5	Sara Leckey	2	97	1	99	1	98	4
04J6	Monica Smith	5	94	2	97	5	91	12
04J7	Jenni Armour	4	93	1	98	4	95	9
06J1	Amanda Carroll	5	90	5	90	5	88	15
07J1	Zsofi Budai	5	90	5	90	4	95	14
07J2	Jennifer Latz Hall	1	98	4	95	4	95	9
07J3	Morgan Stemberger	5	95	4	95	5	91	14
07J4	Sarah Pumroy	5	90	1	96	5	89	11
10J1	Annie Wong	4	95	3	94	4	91	11
10J2	Melissa Bruneau	5	90	5	93	5	92	15
10J3	Gabe Hamilton	4	95	5	86	5	91	14

**THE MARSHALL SPEECH SPECTACULAR**

**CRITIQUE SHEET**

**JUDGE:** WRITE COMMENTS FOR THE SPEAKER BELOW. DO NOT GIVE CRITIQUES BACK TO THE STUDENT. RETURN CRITIQUES AND BALLOT IMMEDIATELY AFTER THE ROUND TO THE BALLOT DROP LOCATED IN FRONT OF A158. DO NOT GIVE ANY DECISION TO THE STUDENT.

STUDENT: \_\_\_\_\_ CODE: \_\_\_\_\_

EVENT: \_\_\_\_\_ ROUND: \_\_\_\_\_

TITLE AND AUTHOR: \_\_\_\_\_

COMMENTS (USE THE BACK IF NECESSARY):

TIME: \_\_\_\_\_ IF A VARSITY CONTESTANT'S TIME IS MORE THAN 30 SECONDS OVER THE LIMIT, HE/SHE SHOULD NOT BE RANKED 1<sup>ST</sup> IN THE ROUND.

**JUDGE:** PLEASE CIRCLE THE RANK AND RATING GIVEN TO THIS STUDENT (DO NOT REVEAL THIS TO THE STUDENT).

RANK: 1<sup>ST</sup> 2<sup>ND</sup> 3<sup>RD</sup> 4<sup>TH</sup> 5<sup>TH</sup>      RATING: 100 99 98 97 96 95 94 93 92 91 90 89 88 87 86 85

JUDGE'S NAME: \_\_\_\_\_ JUDGE'S CODE OR SCHOOL AFFILIATION \_\_\_\_\_