



Judging Styles and Technical Approach to IHSSA Judging

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What are key criteria when selecting contest material?

- Literary texts should possess qualities of both **universality** and **individuality**, providing the performer opportunities to communicate **new literary understandings**.
- Literary text(s) which present a **balance** between comfort and risk for the performer(s) will appeal to judges.
- Performers are encouraged to choose literary texts which evoke personal **identifications** with the themes, characters, and dramatic conflict.
- Literary texts which have been well received critically can usually guide the performer to a successful performance. Don't forget the **classics!**



What Judges Look For Within the Performance



- Does the performance demonstrate the “3 P’s”– Preparation, Poise, Personal engagement?
- Are characters well developed through balanced “matching” of vocal, facial, and physical responsiveness.
- Does the performer feature her/his role as “facilitator” of the text/audience aesthetic interaction? (effective use of pacing, vocal emphasis, and tone)
- Does the performer exhibit an appreciation for the character showing/narrator telling dialectic in literature (skillful use of physical responsiveness and vocal variety in characterization)?
- Is the performer successful in negotiating the comfort/risk performance ratio (textual “facts” vs. performance “act”)?

Offering Effective Oral & Written Critiques for IE



- Always keep the IHSSA judging philosophy and mantra “**justify your rating**” in the foreground.
- The critique should provide a **balance** of positive reinforcement, constructive criticism and specific description/clarification grounded in the realities of the performance (what did I *actually* observe/experience, not what did I *want/expect* to observe/experience).
- Make an effort to address as many of the **performance criteria** as possible to offer a comprehensive critique.
- **Judge the performance**, not the performer or the coaching approach.
- Remind yourself of the power of your **nonverbal behaviors** to create impressions.

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- Meaningful Comments
- Comments that provide specific instruction
- Role as judge is a Teacher/Coach
- Share Knowledge
- District vs. State competition
- **SHARE PASSION** about public speaking



Comments

- SMILE and LOOK at the group as they are getting ready to present.
- Learn to look at the group yet still write meaningful comments.
- Give specific instruction!



What do those comments look like?

- Write a phrase from the performer's presentation, actor's line, or a "moment" to help the students put context around what you are commenting on.
 - "When the character Benny paused before starting into the transition section ..."
 - Consider the "teenager" role and characterization. How should a teenager stand to portray the emotion?
 - Ensemble playing is important to create those relationships between the characters. How did mom look at dad during ...
 - When a narrator is talking versus a character is talking in the story....
Showing versus Telling



Comments and Ballot sheet

	STRENGTHS / SUGGESTIONS Make <u>specific</u> comments concerning the suggested criteria:
INTERPRETATION: Projection of emotion Development of material Unity-overall performance Variety in rhythm and tempo	
CHARACTERIZATION: Establishes mood and setting Believable and consistent with selection	
VOCAL DELIVERY: Volume, pitch, vocal variety Pronunciation, articulation Timing, pauses, cue pickup	
PHYSICAL DELIVERY: Effective use of on stage, off stage focus or combination or both Group energy and interaction	
GENERAL: Overall effectiveness	

Use the ballot sheet judging criteria to be able to comment & justify ratings.

Don't get in the ZONE OF SAYING THE SAME THING ACROSS EACH PERFORMANCE.

Use the back of the ballot sheet if needed!



Each category ballot is different for judging criteria!

Oral Comments at District Contest

- Your oral comments should align with your written comments!
- I put a symbol by the certain comments on the ballot sheet I want to share **verbally** with them. (District level only)
- At District contest, consider amount comment time and keeping center on schedule!



Oral Comments at District Contest

- I go to THEIR space so to speak where I can show/share suggestions/techniques if needed.
- Not everyone may be comfortable with this “style”. That is ok! Justify your rating with your verbal and written comments.



Recent Issues of Concern When Judging IE



- It is important to include a well crafted **introduction** which communicates thematic elements and creates an aesthetic relationship between text and audience.
- It is important ahead of the contest to review category guidelines. Make sure to tune in to the judges meeting in case there are recent **rule changes** and/or **category trends** which may effect your judging. (e.g., spoken word poetry, personal/original narratives, and use of script).
- Be prepared to negotiate unique “**room dynamics**” (e.g., enthusiastic supporters, direct eye contact with judges, space relationships, etc.)

State Large Group Events - Jen Burton

- I don't put a rating on the sheet until later, maybe end of section maybe before end of section. Someone is watching you!
- Contact the room chair out of earshot to ask for the District Officer if you feel you need to discuss a potential rule violation.
- STEP OUT OF THE ROOM into a place where you can have a private conversation with the District Officer and other judges.
- You are always being watched and listened to!



SHARE PASSION

**about public
speaking**



Questions & Discussion



Thank you!