



Speech Judges' Workshop

Contents in this packet:

2. Workshop Schedule
13 Speech Categories
3. Public Speaking Categories
Original Oratory
Informative Speaking
4. *Extemporaneous Speaking*
Great Speeches
5. Public Speaking Delivery
6. *Discussion*
7. Interpretation Categories
Things to Look For in All Interp. Categories
Extemporaneous Reading
8. *Storytelling*
Creative Expression
Serious Prose, Poetry, and Drama
9. *Dramatic Duo*
Humorous
10. Speech Vocabulary
11. FAQ's
12. A Judge's Day at Work
13. Sample Tournament Schedule
14. Sample Judge's Ballot
15. Sample Results Sheet
16. Sample Critique Sheet
17. Sample Completed Critique Sheets

Judges' Workshop Schedule

- 6:30-6:35 Welcome, Introductions
- 6:35-6:45 What is speech? How does a tournament work?
- 6:45-7:30 Public Speaking Categories
- Public Speaking Demonstration
- 7:30-7:40 Break
- 7:40-8:15 Oral Interpretation Categories
- Interpretation Demonstration
- 8:15-8:25 A Judge's Day at Work
- 8:25-8:30 Q & A

13 Speech Categories

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

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

***Drawing Categories:** Extemporaneous Speaking, Extemporaneous Reading, Storytelling

Public Speaking Categories

Original Oratory (8 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: problem, cause, 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 (8 minutes)

1. This is a speech intended to educate its audience about a meaningful, worthwhile topic. The speech should not be persuasive.
2. 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 may or may not watch 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 (8 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. Steps can be taken 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 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 are judging in your judging packet at the beginning of the day.
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 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 40-50 minutes. Some may be much shorter, depending on the knowledge and skill of the discussants. If they go on and on (past 50 minutes), tell them to “wrap it up.”

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 questions:

- Who was the positive leader in the round?
- Who provided strong, credible information to help the discussion progress?
- Who asked helpful, thought-provoking questions?
- Who has a good understanding of the topic?

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 (narration and dialogue).
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 (use of book required) and storytelling (memorization required).
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, and duo).*
 - *You appear poised, comfortable, and confident.*

Extemporaneous Reading (30 minute prep, 6 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 of the story or poem (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 may or may not watch other speakers.
6. Sample Comments:
 - *You obviously chose a selection you like. You were very familiar with the piece and throughout your performance, I could tell that you were enjoying yourself.*
 - *Remember, that you're not just reading to us, you are interpreting the literature. Build this story to its climax and convey its meaning to us.*

Storytelling (30 minute prep, 6 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 selection in your introduction.*

Creative Expression (8 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 drama.
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 performance styles. The student may also walk around the room, unlike other interpretation categories.
5. Sample Comments:
 - *I really liked how you carried a distinct theme throughout your selection.*

Serious Prose, Poetry, and Drama (8 minutes)

Prose = a published story or novel

Poetry= a published poem

Drama= a published play

1. Students should be judged on the 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 selection to its climax.*
 - *I would have liked to have seen more tension in your face and voice during the argument scene.*

Duo Interpretation (8 minutes)

1. The script can be taken from any 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. Movement is restricted. Students are not allowed more than about 2-3 steps. These movements should be used as transitions.
4. 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 (8 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:
 - Wacky or exaggerated characters may help convey the humor.
 - Did you laugh?
 - How difficult was the script? Were there many characters or just 1 character?
 - You should be able to distinguish between the many characters.
 - You should be able to 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."

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.

NFL: The National Forensic League. This is the National Speech and Debate society. NFL only recognizes the following categories: Extemporaneous Speaking, Original Oratory, Duo Interpretation, Dramatic Interpretation (prose, drama, poetry) and Humorous Interpretation.

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

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, 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.

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 Region Tournament time, students are disqualified if they go overtime but students shouldn't be penalized at invitational tournaments for going a little overtime.

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

A: Visit www.mshsl.org. Under "activities" click on "speech" and then click on "guidelines for specific speech categories." It is not necessary for you to memorize the MSHSL rules or even to have a copy with you when you judge. This packet covers the rules and will suffice.

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

A: NO!! Disqualifications only occur at the Region Tournament and State Tournament. 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: How do NFL rules differ from MSHSL rules?

A: Some invitational tournaments offer NFL rules for NFL categories. At these tournaments, students in NFL categories can follow NFL rules which allow them to have a 10 minute time limit and more movement and more singing is allowed in interpretation categories.

“A Judge’s Day at Work.” Follow the easy steps.

1. Find me! I’m usually in the school cafeteria near our team. If you can’t find me, hang out in the judges’ lounge and I’ll find you.
2. Look over the tournament judges’ packet that I will give to you. In this packet you’ll find out what 3 categories you’ll be judging that day and a tourney schedule.
3. Start searching for your room about 15 minutes before the round start time.
4. Once you find your room, sit in the middle of the room, toward the back if possible and begin filling out your ballot.
5. Students will gradually come in to the room. Greet the students. Be friendly. Remember, they are very nervous.
6. **The Golden Rule:** Act like you know what you are doing, even if you think you don’t. **Never** admit that this is your first time (or second or third) time judging.
7. Hand out the critique sheets to the students. They will fill them out and hand them back to you shortly. Once you receive the critique sheets back, you can fill in the students names on your ballot.
8. As soon as you are completely ready -- the first critique sheet is in front of you, your ballot is completely filled out, your stop watch is ready -- you can call the first speaker’s name (or code) and he/she will walk to the front of the room and begin. Start the stop watch when the student begins speaking.
9. Listen intently. Concentrate on the speaker and pretend to love it even if you don’t. You should write comments as the student is speaking. Take time to look at the student and show interest by smiling, nodding your head, or laughing when appropriate.
10. After the student is done speaking, applaud, write some final comments, and then call the next speaker. The next speaker should be called within a minute or two.
11. Sometimes it is hard to keep the speakers in a round straight. There might be 3 Jennifers, or 2 redheads, or 3 guys in a navy blue sport coat. Write notes on your ballot to help you remember who is who.
12. After the last speaker, finish your ballot by indicating rank and rating, thank the students, and hand back their critique sheets or return them to the tab room depending on the instructions of the tournament. **Do not give any oral critiques.**
13. Bring your completed ballot to the ballot table (usually near the tab room). Do not dilly-dally around. The tab room wants your ballot ASAP.
14. Go to your next round!
15. After round 3, stay for final round postings. Check to see if your code or name is listed on any of the postings. If so, go to that round and judge finals. If not, you are free to go home or watch a final round if you wish! Awards are presented after final rounds are complete.
16. If you want to get paid for your efforts, you’ll need to sign a pay form before you leave the tournament. If I forget to show you this form, please ask me. If you want to donate your pay to the team, just tell me and you don’t need to sign anything.

EXAMPLE

Eastview Lightning Speech Tournament
Category Schematic

Serious Prose Round 1 9:00

<i>A302</i>	<i>C250</i>	<i>B225</i>
<i>3-1</i>	<i>8-4</i>	<i>19-1</i>
15R3	11R2	22R2
11R4	9R1	16R3
1R1	2R6	14R2
14R1	4R7	11R5
8R1	5R4	4R4
22R6	3R6	3R3
4R2	6R4	26R1
17R1	16R1	

Serious Prose Round 2 10:15

<i>A302</i>	<i>C250</i>	<i>B225</i>
<i>10-1</i>	<i>27-4</i>	<i>18-1</i>
15R3	11R2	22R2
11R4	9R1	16R3
1R1	2R6	14R2
14R1	4R7	11R5
8R1	5R4	4R4
22R6	3R6	3R3
4R2	6R4	26R1
17R1	16R1	

Serious Prose Round 3 11:30

<i>A302</i>	<i>C250</i>	<i>B225</i>
<i>5-4</i>	<i>1-6</i>	<i>13-1</i>
15R3	11R2	22R2
11R4	9R1	16R3
1R1	2R6	14R2
14R1	4R7	11R5
8R1	5R4	4R4
22R6	3R6	3R3
4R2	6R4	26R1
17R1	16R1	



JUDGE'S MASTER BALLOT

**PLEASE BE SURE TO LIST CODES, NAMES, TITLES,
RANKS, AND RATINGS FOR EACH COMPETITOR.**

EVENT: _____ **JUDGE:** _____

ROUND: _____

SCHOOL: _____

<u>CODE</u>	<u>CONTESTANT'S NAME</u>	<u>TITLE</u>	<u>RANK</u>	<u>RATING</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____

**JUDGES: PLEASE RANK 1-4, ALL OTHERS 5.
PLEASE DO NOT REPEAT PERCENTAGES.**

99-100 A+	88-89 B
98-96 A	86-87 B-
95-93 A-	85 C+
92-90 B+	

PLEASE RETURN BALLOT AND ALL CRITIQUES TO BALLOT DROP LOCATED IN FRONT C241.

EXAMPLE**EASTVIEW LIGHTNING 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
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 Caroll	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



SPEECH CRITIQUE SHEET

CONTESTANT: FILL OUT THE INFORMATION AND PRESENT THIS SHEET TO THE JUDGE IN YOUR ROUND.

JUDGE: WRITE COMMENTS FOR THE SPEAKER BELOW. DO NOT GIVE CRITIQUES BACK TO THE STUDENT. RETURN CRITIQUES TO THE BALLOT DROP LOCATED IN FRONT OF C241. BE SURE TO SIGN YOUR NAME, CODE, AND SCHOOL. DO NOT GIVE ANY DECISION TO THE CONTESTANT.

CONTESTANT: _____ **CODE:** _____

EVENT: _____ **ROUND:** _____

TITLE AND AUTHOR: _____

JUDGE'S NAME: _____ **CODE:** _____ **SCHOOL:** _____