

**DIRECTIONS:** For each of the categories, circle the number that you believe best fits the production's level of achievement and justify your choice in the space provided.

## Play Competition Judging Ballot

School & Troupe:	Title:
Conference & Location:	Date:

SKILLS	<b>7-8   Superior</b> <small>Above standard</small>	<b>5-6   Excellent</b> <small>At standard</small>	<b>3-4   Good</b> <small>Near standard</small>	<b>1-2   Fair</b> <small>Aspiring to standard</small>	SCORE
<p><b>Acting: Vocal Performance</b></p> <p>The overall quality &amp; use of the voice, including projection, articulation, &amp; vocal expression that reflect the character's emotions &amp; subtext.</p>	<p>The actors were above standard on basic vocal skills by having</p> <ul style="list-style-type: none"> <li>• superior volume</li> <li>• impeccable diction</li> </ul> <p>The performance provides authentic &amp; consistent vocal variety that is clearly motivated in all of the following areas:</p> <ul style="list-style-type: none"> <li>• rate</li> <li>• pitch</li> <li>• volume</li> <li>• inflection</li> </ul> <p>Pauses are clearly motivated &amp; effectively used if/when appropriate.</p> <p>The actors' vocal variety effectively &amp; creatively portrays the characters' emotions &amp; subtext throughout the entire performance.</p>	<p>The actors were at standard on basic vocal skills by having</p> <ul style="list-style-type: none"> <li>• effective volume</li> <li>• clear diction</li> </ul> <p>The performance provides consistent vocal variety in all of the following areas:</p> <ul style="list-style-type: none"> <li>• rate</li> <li>• pitch</li> <li>• volume</li> <li>• inflection</li> </ul> <p>Pauses are effectively used if/when appropriate.</p> <p>The actors' vocal variety portrays the characters' emotions &amp; subtext throughout the performance.</p>	<p>The actors were near standard on basic vocal skills by having</p> <ul style="list-style-type: none"> <li>• mostly acceptable volume</li> <li>• mostly clear diction</li> </ul> <p>The performance provides vocal variety in places in the following areas:</p> <ul style="list-style-type: none"> <li>• rate</li> <li>• pitch</li> <li>• volume</li> <li>• inflection</li> </ul> <p>Pauses are not always used if/when needed.</p> <p>The actors' vocal variety often portrays the characters; emotions &amp; maybe the subtext.</p>	<p>The actors were aspiring to meet the standard on basic vocal skills by having</p> <ul style="list-style-type: none"> <li>• insufficient volume</li> <li>• inconsistent diction</li> </ul> <p>The performance provides inconsistent vocal variety in the following areas:</p> <ul style="list-style-type: none"> <li>• rate</li> <li>• pitch</li> <li>• volume</li> <li>• inflection</li> </ul> <p>Pauses are often neglected or inappropriately used.</p> <p>The actors' vocal variety does, at times, suggest the characters' emotions &amp; maybe the subtext.</p>	<p>_____</p>

**Justify Your Score:** \_\_\_\_\_

\_\_\_\_\_

**School and Troupe:** \_\_\_\_\_

**Judge Number:**     1       2       3

SKILLS	7-8   Superior Above standard	5-6   Excellent At standard	3-4   Good Near standard	1-2   Fair Aspiring to standard	SCORE
<p><b>Acting: Physicality</b></p> <p>The overall quality &amp; use of movement throughout the performance, including gestures, facial expressions, crosses, physicality, &amp; actions that communicate the characters' emotions &amp; subtext.</p>	<p>The actors were above standard on physicality by having</p> <ul style="list-style-type: none"> <li>gestures &amp; facial expressions consistently communicate appropriate character emotions &amp; subtext</li> <li>movement &amp; physicality is varied, purposeful, &amp; reflects the characters' emotions &amp; subtext</li> </ul>	<p>The actors were at standard on physicality by having</p> <ul style="list-style-type: none"> <li>gestures &amp; facial expressions communicate character emotions &amp; subtext</li> <li>movement &amp; physicality is purposeful &amp; reflects the characters' emotions &amp; subtext</li> </ul>	<p>The actors were near standard on physicality by having</p> <ul style="list-style-type: none"> <li>gestures &amp; facial expressions sometimes communicate the character emotions &amp; subtext</li> <li>movement &amp; physicality generally reflects the characters' emotions &amp; subtext</li> </ul>	<p>The actors were aspiring to meet the standard by having</p> <ul style="list-style-type: none"> <li>gestures &amp; facial expressions are limited or absent &amp; rarely communicate character emotions &amp; subtext</li> <li>movement &amp; physicality usually does not reflect the characters' emotions &amp; subtext</li> </ul>	<p>_____</p>

Justify Your Score: \_\_\_\_\_

\_\_\_\_\_

SKILLS	7-8   Superior Above standard	5-6   Excellent At standard	3-4   Good Near standard	1-2   Fair Aspiring to standard	SCORE
<p><b>Acting: Commitment to Believable Characters</b></p> <p>The overall quality of creating believable, appropriate characters for the genre of the play, including</p> <ul style="list-style-type: none"> <li>playing objectives rather than playing emotions</li> <li>using concentration &amp; focus</li> <li>being committed to &amp; consistent with the moment-to-moment choices</li> </ul>	<p>The actors were above standard in the creation of &amp; the commitment to believable characters by</p> <ul style="list-style-type: none"> <li>committed choices &amp; tactics toward objectives prompt intuitive reactions</li> <li>concentration &amp; commitment to moment-to-moment choices are consistently sustained throughout the performance</li> </ul>	<p>The actors were at standard in the creation of &amp; the commitment to believable characters by</p> <ul style="list-style-type: none"> <li>committed choices &amp; tactics toward objectives prompt identifiable reactions</li> <li>concentration &amp; commitment to moment-to-moment choices are sustained throughout most of the performance</li> </ul>	<p>The actors were near standard in the creation of &amp; the commitment to believable characters by</p> <ul style="list-style-type: none"> <li>choices &amp; tactics toward an objective prompt some reactions</li> <li>concentration &amp; commitment to moment-to-moment choices are inconsistently sustained</li> </ul>	<p>The actors were aspiring to meet the standard in the creation of &amp; the commitment to believable characters by</p> <ul style="list-style-type: none"> <li>choices &amp; tactics toward an objective are not evident</li> <li>concentration &amp; commitment to moment-to-moment choices are limited or absent</li> </ul>	<p>_____</p>

Justify Your Score: \_\_\_\_\_

\_\_\_\_\_

School and Troupe: \_\_\_\_\_

Judge Number:     1     2     3

SKILLS	7-8   Superior Above standard	5-6   Excellent At standard	3-4   Good Near standard	1-2   Fair Aspiring to standard	SCORE
<p><b>Acting: Ensemble</b></p> <p>The overall quality of the actors' ability to be involved in the performance as a group, including the following:</p> <ul style="list-style-type: none"> <li>an emphasis on the whole production rather than the individual</li> <li>a cohesiveness with a demonstrated unity of purpose</li> <li>the "illusion of the first time" is created</li> </ul>	<p>The actors were above standard in the creation of an ensemble by having</p> <ul style="list-style-type: none"> <li>a consistent emphasis on the whole production rather than the individual</li> <li>a consistent cohesiveness with a clearly demonstrated unity of purpose</li> <li>the "illusion of the first time" is clearly created &amp; authentically sustained throughout the production</li> </ul>	<p>The actors were at standard in the creation of an ensemble by having</p> <ul style="list-style-type: none"> <li>an emphasis on the whole production rather than the individual</li> <li>a frequent cohesiveness with a demonstrated unity of purpose</li> <li>the "illusion of the first time" is present &amp; sustained throughout the production</li> </ul>	<p>The actors were near standard in the creation of an ensemble by having</p> <ul style="list-style-type: none"> <li>an emphasis, at times, on the whole production rather than the individual</li> <li>an inconsistent cohesiveness with a demonstrated unity of purpose</li> <li>the "illusion of the first time" is attempted with some success (may sound rehearsed &amp;/or rushed at times)</li> </ul>	<p>The actors were aspiring to meet the standard by having</p> <ul style="list-style-type: none"> <li>an emphasis on the whole production rather than the individual is limited or absent</li> <li>a lack of cohesiveness neglects to demonstrate unity of purpose</li> <li>the "illusion of the first time" is limited or absent (may sound rehearsed &amp;/or rushed)</li> </ul>	_____

Justify Your Scores: \_\_\_\_\_

\_\_\_\_\_

SKILLS	7-8   Superior Above standard	5-6   Excellent At standard	3-4   Good Near standard	1-2   Fair Aspiring to standard	SCORE
<p><b>Technical Aspects</b></p> <p>Design and execution of sets, props, costumes, lighting and sound; execution of transitions such as scene changes</p> <p><b>Please note that schools have had ZERO rehearsal time in this space, so the execution of lighting and sound should not be judged as harshly.</b></p>	<p>The technical aspects were above standard in design and execution because:</p> <ul style="list-style-type: none"> <li>all elements are purposefully chosen</li> <li>all elements are well executed and appropriate for the play</li> <li>had consistently smooth transitions</li> <li>all elements support a clear director's vision</li> </ul>	<p>The technical aspects were at standard in design and execution because:</p> <ul style="list-style-type: none"> <li>most elements are purposefully chosen</li> <li>most elements are well executed and appropriate for the play</li> <li>had frequently smooth transitions</li> <li>most elements support a clear director's vision</li> </ul>	<p>The technical aspects were near standard in design and execution because:</p> <ul style="list-style-type: none"> <li>some elements are purposefully chosen</li> <li>some elements are well executed and appropriate for the play</li> <li>had infrequently smooth transitions</li> <li>some elements support a clear director's vision</li> </ul>	<p>The technical aspects were aspiring to meet the standard in design and execution because:</p> <ul style="list-style-type: none"> <li>few to no elements are purposefully chosen</li> <li>few to no elements are well executed and appropriate for the play</li> <li>rarely if ever had smooth transitions</li> <li>few to no elements support a clear director's vision</li> </ul>	_____

Justify Your Score: \_\_\_\_\_

\_\_\_\_\_

School and Troupe: \_\_\_\_\_

Judge Number:     1     2     3

SKILLS	7-8   Superior Above standard	5-6   Excellent At standard	3-4   Good Near standard	1-2   Fair Aspiring to standard	SCORE
<b>Directing</b> <ul style="list-style-type: none"> <li>Script choice</li> <li>Interpretation</li> <li>Address the needs and elements of the play</li> </ul>	The directing choices were above standard because: <ul style="list-style-type: none"> <li>the script choice and casting were very well suited for the cast</li> <li>the director brought new insight to the interpretation of the script</li> <li>the needs and elements of this specific genre were met with new insight</li> </ul>	The directing choices were at standard because: <ul style="list-style-type: none"> <li>the script choice and casting were suited for the cast</li> <li>the director interpreted the script in an acceptable manner</li> <li>the needs and elements of this specific genre were usually met</li> </ul>	The directing choices were near standard because: <ul style="list-style-type: none"> <li>the script choice and casting were mostly suited for the cast</li> <li>the director showed some interpretation of the script *</li> <li>the needs and elements of this specific genre met some of the time</li> </ul>	The directing choices were aspiring to standard because: <ul style="list-style-type: none"> <li>the script choice and casting was somewhat suited for the cast</li> <li>the director showed little to no interpretation of the script</li> <li>the needs and elements of this specific genre were occasionally met</li> </ul>	_____
<b>Justify Your Score:</b> _____ _____					

SKILLS	7-8   Superior Above standard	5-6   Excellent At standard	3-4   Good Near standard	1-2   Fair Aspiring to standard	SCORE
<b>Directing</b> <ul style="list-style-type: none"> <li>Blocking</li> <li>Use of stage &amp; set</li> <li>Rhythm/pacing</li> <li>Visual &amp; aural interest</li> <li>Stage pictures</li> </ul>	Directing elements were above standard because: <ul style="list-style-type: none"> <li>blocking and use of the space was creative</li> <li>rhythm and pacing always kept the audience engaged</li> <li>memorable stage pictures were created</li> <li>visual and aural interest was consistently achieved</li> </ul>	Directing elements were at standard because: <ul style="list-style-type: none"> <li>blocking and use of the space was appropriate</li> <li>rhythm and pacing usually kept the audience engaged</li> <li>stage pictures were created</li> <li>visual and aural interest was usually achieved</li> </ul>	Directing elements were near standard because: <ul style="list-style-type: none"> <li>blocking and use of the space was occasionally appropriate</li> <li>rhythm and pacing occasionally kept the audience engaged</li> <li>stage pictures were sometimes created</li> <li>visual and aural interest was occasionally achieved</li> </ul>	Directing elements were aspiring to standard because: <ul style="list-style-type: none"> <li>blocking and use of the space was rarely appropriate</li> <li>rhythm and pacing rarely kept the audience engaged</li> <li>stage pictures were rarely created</li> <li>visual and aural interest was rarely achieved</li> </ul>	_____
<b>Justify Your Score:</b> _____ _____					

School and Troupe: \_\_\_\_\_

Judge Number:    1    2    3

**Total Score** \_\_\_\_\_ / **56**

**In the event of a tie of the total score from all of the judges, tie breaking will be decided as follows:**

- 1. Most *Superior* rankings across all judges' ballots (If there is still a tie...)
- 2. Most *Excellent* rankings across all judges' ballots (If there is still a tie...)
- 3. Consensus by the judges

**ADDITIONAL COMMENTS:**

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**Judge's Name (please print)**

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**Judge's Signature**

**School and Troupe:** \_\_\_\_\_

**Judge Number:**    **1**    **2**    **3**



