



CODE: \_\_\_\_\_ STUDENT: \_\_\_\_\_ ROUND: \_\_\_\_\_ ROOM: \_\_\_\_\_ RANK: \_\_\_\_\_ OUT OF \_\_\_\_\_

TITLE/TOPIC: \_\_\_\_\_ AUTHOR(S): \_\_\_\_\_ TIME \_\_\_\_\_

## CCIU Critique Sheet: Oral Interpretation of Poetry

**Selection:** Does the selection provoke thought, a theme, or sufficiently entertain? Is the selection suitable to the interpreter including challenging to the person's abilities; vocal range, physical presence, maturity? If multiple selections are used, are they somehow linked?

**Understanding of the selection:** Does the interpreter demonstrate an understanding of the selection's tone and purpose, the characters' depth and development, and the poem's elements and progression? Does the introduction sufficiently prepare the audience for the selection?

**Voice:** Has the interpreter employed appropriate vocal variety (pitch, rate, volume, phrasing, pausing and stress)? Do these components reflect the shifts in the selection on an intellectual and emotional level? Is the interpreter articulate and understandable?

**Action:** Does the interpreter utilize facial expression appropriate to the narrator and/or characters being portrayed and to the emotional moments being rendered? Are focal points, if utilized, effective? Do gestures and body stance contribute to the effectiveness of the reading?

**Overall Effect:** Did the interpreter effectively transport you to the setting of the selection? Did the interpreter fully communicate to you the feeling and understanding of the selection?

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



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TITLE/TOPIC: \_\_\_\_\_ AUTHOR: \_\_\_\_\_ TIME \_\_\_\_\_

## CCIU Critique Sheet: Oral Interpretation of Prose

**Selection:** Does the selection provoke thought, a theme, or sufficiently entertain? Is the selection suitable to the interpreter including challenging to the person's abilities; vocal range, physical presence, maturity? If multiple selections are used, are they somehow linked?

**Understanding of the Selection:** Does the interpreter demonstrate an understanding of the selection's tone and purpose, the characters' depth and development, and the story line's progression? Is the narrator a convincing and consistent persona? Does the introduction sufficiently prepare the audience for the selection?

**Voice:** Has the interpreter employed vocal variety appropriate to the persona and characters through pitch, rate, volume, phrasing, pausing and stress? Do these components reflect the shifts in the selection on an intellectual and emotional level? Is the interpreter articulate and understandable?

**Action:** Does the interpreter utilize facial expression appropriate to the narrator and/or characters being portrayed and to the emotional moments being rendered? Are focal points, if utilized, effective? Do gestures and body stance contribute to the effectiveness of the reading?

**Overall Effect:** Did the interpreter effectively transport you to the setting of the selection? Did the interpreter fully communicate to you the feeling and understanding of the selection?

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



CODE: \_\_\_\_\_ STUDENT: \_\_\_\_\_ ROUND: \_\_\_\_\_ ROOM: \_\_\_\_\_ RANK: \_\_\_\_\_ OUT OF \_\_\_\_\_

TITLE/TOPIC: \_\_\_\_\_ TIME: \_\_\_\_\_

## CCIU Critique Sheet: Original Prose/Poetry

**Selection:** Does the selection provoke thought, a theme, or sufficiently entertain? Is the selection suitable to the interpreter including challenging to the person's abilities; vocal range, physical presence, maturity? If multiple selections are used, are they somehow linked?

**Understanding of the Selection:** Does the interpreter communicate the selection's tone and purpose, the characters' depth and development, and the story line's progression? Is the narrator a convincing and consistent persona? Does the introduction sufficiently prepare the audience for the selection?

**Voice:** Has the interpreter employed vocal variety appropriate to the persona and characters through pitch, rate, volume, phrasing, pausing and stress? Do these components reflect the shifts in the selection on an intellectual and emotional level? Is the interpreter articulate and understandable?

**Action:** Does the interpreter utilize facial expression appropriate to the narrator and/or characters being portrayed and to the emotional moments being rendered? Are focal points, if utilized, effective? Do gestures and body stance contribute to the effectiveness of the reading?

**Overall Effect:** Did the interpreter effectively transport you to the setting of the selection? Did the interpreter fully communicate to you the feeling and understanding of the selection?

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



CODE: \_\_\_\_\_ STUDENT: \_\_\_\_\_ ROUND: \_\_\_\_\_ ROOM: \_\_\_\_\_ RANK: \_\_\_\_\_ OUT OF \_\_\_\_\_

TOPIC: \_\_\_\_\_ TIME: \_\_\_\_\_

## CCIU Critique Sheet: Impromptu Speaking

**Organization:** Is there a clear and central idea supported well by the main points? Is there a clear structure utilizing effective transitions? Are the indication and conclusion effective?

**Content:** Is the speech a creative and effective development of the topic selected? Is there a creative and effective use of appropriate examples for the topics? Was the content significant, sufficient and interesting in light of the topic?

**Language:** Is the language accurate and clear? Is the language well-suited to the topic and speaker?

**Communication:** Is the speaker audible, articulate and direct with the audience? Does the speaker seem interested and sincere? Does the speaker use humor as appropriate to the topic?

**Overall Effect:** Did the speaker effectively develop his or her topic? Did the speaker adequately accomplish the goal of the speech? This goal could include informing, persuading or entertaining.

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



CODE: \_\_\_\_\_ STUDENT: \_\_\_\_\_ ROUND: \_\_\_\_\_ ROOM: \_\_\_\_\_ RANK: \_\_\_\_\_ OUT OF \_\_\_\_\_

TITLE/TOPIC: \_\_\_\_\_ TIME: \_\_\_\_\_

## CCIU Critique Sheet: Original Oratory

**Organization:** Is there a clear and central idea supported well by the main points? Is there a clear structure utilizing smooth transitions? Are the introduction and conclusion effective?

**Content:** Is the motive clear, significant, sufficient and timely? Is the thesis original and presented effectively? Is evidence well-substantiated?

**Language:** Is the language accurate and clear? Is the language well-suited to the topic and speaker?

**Communication:** Is the speaker audible, articulate and direct with the audience? Does the speaker seem interested and sincere? If used, are visual aids effective?

**Overall Effect:** Did the speaker effectively persuade you about his or her topic? Did the speaker adequately develop the speech to keep it interesting for the audience?

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



CODE: \_\_\_\_\_ TEAM: \_\_\_\_\_ ROUND: \_\_\_\_\_ ROOM: \_\_\_\_\_ RANK: \_\_\_\_\_ OUT OF \_\_\_\_\_

TITLE: \_\_\_\_\_ AUTHOR(S): \_\_\_\_\_

## CCIU Critique Sheet: Duo Interp

**Selection:** Does the selection provoke thought, a theme, or sufficiently entertain? Is the selection suitable to the performers?

**Understanding the Selection:** Do the performers exhibit an understanding of the selection's tone and purpose, characters' depth and development, and story line progression? Does the introduction sufficiently prepare the audience for the selection?

**Voice:** Does each character seem to speak spontaneously and naturally with eyes, body, and face showing thought and feeling? Does each character react facially and vocally to what another character says and does? Do the performers make appropriate use of pitch, variety, rate, phrasing, and emphasis to show thought and feeling?

**Action:** Does each character have a distinct body, stance, gesture, face, and personality, all of which are justified by textual cues? Are these elements kept consistent throughout the performance? Do the performers create an environment that takes the audience to a place outside the performing area? Was pantomime effectively used to generate the physical objects of this environment? Was movement well-timed and choreographed between characters? Does the movement effectively show changes in scene, setting or emotional states?

**Overall Effect:** Did the performers effectively transform into the characters of the selection? Did the performers fully transmit to you the feeling and understanding of the selection?

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



CODE: \_\_\_\_\_ STUDENT: \_\_\_\_\_ ROUND: \_\_\_\_\_ ROOM: \_\_\_\_\_ RANK: \_\_\_\_\_ OUT OF \_\_\_\_\_

TITLE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_ TIME: \_\_\_\_\_

## CCIU Critique Sheet: Declamation

**Organization:** Is there a clear and central idea supported well by the main points? Is there a clear structure utilizing smooth transitions? Are the intro and conclusion effective?

**Content:** Is the motive clear, significant, sufficient, and timely? Is the thesis original and presented effectively? Is evidence well-substantiated?

**Language:** Is the language accurate and clear? Is the language well-suited to the topic and speaker?

**Communication:** Is the speaker audible, articulate and direct with the audience? Does the speaker seem interested and sincere? If used, are visual aids effective?

**Overall Effect:** Did the speaker effectively persuade you about the topic? Did the speaker adequately develop the speech to keep it interesting for the audience?

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



CODE: \_\_\_\_\_ STUDENT: \_\_\_\_\_ ROUND: \_\_\_\_\_ ROOM: \_\_\_\_\_ RANK: \_\_\_\_\_ OUT OF \_\_\_\_\_

TOPIC: \_\_\_\_\_ PRO/CON: \_\_\_\_\_ TIME: \_\_\_\_\_

## CCIU Discussion: Speaker Evaluation Form

5 = Excellent

4 = Good

3 = Adequate

2 = Fair

1 = Poor

USE ONE BALLOT FOR EACH SPEECH

CRITERIA AND EXPLANATION	RATING
1. DELIVERY- SERIOUSNESS OF PURPOSE, STYLE, POISE, COHERENCY COMMENTS:	Score 5-1
2. ORIGINALITY OF THOUGHT- DOES SPEECH ADVANCE DEBATE? OR MERELY REHASH OLD POINTS? COMMENTS:	Score 5-1
3. ORGANIZATION AND UNITY OF SPEECH- DOES IT RAMBLE? DOES IT DEVELOP A MAIN IDEA OR IDEAS? COMMENTS:	Score 5-1
4. EVIDENCE AND LOGICAL BASIS FOR STATEMENTS- BREADTH OF KNOWLEDGE IN SUBJECT COMMENTS:	Score 5-1
5. OVERALL IMPACT AND IMPRESSION COMMENTS:	Score 5-1

JUDGES ARE URGED TO WRITE ADDITIONAL COMMENTS ON THE BACK OF THIS PAGE

CRITIQUE POINT TOTAL: Scorekeepers are asked to add up the scores given in the five above critique areas and to place a total in this box.	Total 5-25
POINTS FOR THIS SPEECH While not necessarily a mathematical average of the above, generally, 25-21 = 6 points 20-16 = 5 points 15-11 = 4 points 10-6 = 3 points 5 or below = 2 points	Points 1-6

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_





## CCIU Public Forum Ballot

Code	Code
1 <sup>st</sup> Debater _____	1 <sup>st</sup> Debater _____
2 <sup>nd</sup> Debater _____	2 <sup>nd</sup> Debater _____
Team Points _____	Team Points _____
TEAM POINTS: Outstanding = 26-30    Above Average = 21-25    Average = 16-20    Below Average = 11-15	

The team that won the debate is \_\_\_\_\_ representing PRO/CON (circle one) No low point wins!

### Format for debate

1 <sup>st</sup> speaker Team A – 4 min	2 <sup>nd</sup> speaker Team B – 4 min	Grand Crossfire – 3 min	2 min preparation time per team
1 <sup>st</sup> speaker Team B – 4 min	Crossfire – 3 min	2 <sup>nd</sup> speaker Team A – Final Focus – 2 min	
Crossfire – 3 min	1 <sup>st</sup> speaker Team A summary – 2 min	2 <sup>nd</sup> speaker Team B – Final Focus – 2 min	
2 <sup>nd</sup> speaker Team A – 4 min	1 <sup>st</sup> speaker Team B summary – 2 min		

COMMENTS TO DEBATERS

REASONS FOR DECISION

JUDGE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_



## CCIU Master Ballot: Original Oratory

- Students must prepare to speak on a subject of their own choosing under the UMBRELLA TOPIC.
- The general purpose of the Oratory is to get the members of the audience to change or modify their beliefs, to believe more strongly, or to take a specific action. It can also inform.
- The speech should be 5-7 minutes in length.
- Notes and visual aids may be used- limited to 40 words.
- Violations of the following rules will result in a contestant being disqualified from the tournament.
- Quoted material shall not exceed a total of 150 words.
- Plagiarism or fabrication of evidence and extensive paraphrasing are strictly prohibited.
- In all individual events, a grace period of thirty (30) seconds over/under the event is permitted without penalty. If a student is more than thirty (30) seconds over/under, that student may not be ranked first. Excessive overtime violations should be penalized more harshly.
- Any questions regarding rules infringements should be brought to the attention of the Tabulation Room staff and not the student.

Please list competitors in speaking order

Round _____	Room _____	Judge's Code _____	Judge's Name _____	
Speaking Order	Code	Name	Topic	Rank
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____

**Everyone is expected to be a respectful audience member. A judge's rank may reflect a contestant's disrespect to other competitors during the round.**



## ..... CCIU Master Ballot: Impromptu Speaking

- The speech shall be 3-4 minutes in length. Student shall pick 3 topics, discard 2, then use 2 minutes to prepare.
- The speech must be delivered without the use of any notes. Students may bring published, unannotated material.
- In all individual events, a grace period of thirty (30) seconds over/under the event is permitted without penalty. If a student is more than thirty (30) seconds over/under, that student may not be ranked first. Excessive overtime violations should be penalized more harshly.
- Any questions regarding rules infringements should be brought to the attention of the Tabulation Room staff and not the student.

**Please list competitors in speaking order**

Round _____	Room _____	Judge's School _____	Judge's Name _____	
Speaking Order	Code	Name	Topic	Rank
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



## CCIU Master Ballot: Duo Interpretation

- “Literature” is defined as a single stage, screen, television, or radio play, fictional or non-fictional work or poem. All selections must be published or commercially available in print, audio, or video form. Contestants must bring the published copies of their selection in either print, audio or video form with title page or audio/video credits included, to each CCIU contest. Failure to provide the published copy or photocopy will result in disqualification from the tournament. Material may be serious, humorous, or both, and must be from only one source.
- Each speaker may present multiple characters. Speakers may not take lines belonging to one character and apply them to a different character, nor may they add lines to the selection. Introduction and/or narration may be presented by one or both speakers. If lines from the selections are used in the introduction, the speakers must adhere to rules of the event. Mood and meaning are to be conveyed by use of the voice, gestures, pantomime, and body movement. The interpreter should project the characters and action before him/her in the direction of the audience.
- The selection is orally presented from memory to evoke a creative imagined response in the mind of the hearer.
- Speakers may exchange places, pivot from side to side, turn around, or position themselves behind each other. The duo team may sing up to thirty (30) seconds when singing is part of the original scene.
- The violation of the following rules will result in disqualification from the tournament. They must remain standing. Any movement, e.g. kneeling, falling down, lying down, which demonstrates acting rather than interpretation is prohibited. Physical contact with each other is not allowed. No properties or costumes may be used.
- During dialogue, focal points are to be employed. During direct address, e.g., the Stage Manager in Our Town, eye contact is with specific audience members. Eye contact with specific audience members during introductions, narration and transition is required. The selection must begin from center stage.
- Students qualify to the State Tournament as a team; no substitutions are allowed.
- The time limit, including introduction, is 5-7 minutes.
- In all individual events, a grace period of thirty (30) seconds over the event time limits is permitted without penalty. If a student is more than thirty (30) seconds overtime, that student may not be ranked first in the round. Excessive time violations should be penalized more harshly.
- Any questions regarding rules infringements should be brought to the attention of the Tabulation Room staff and not the student.

**Please list competitors in speaking order.**

Round \_\_\_\_\_ Room \_\_\_\_\_ Judge's School \_\_\_\_\_ Judge's Name \_\_\_\_\_

Speaking Order	Code	Name	Topic	Rank
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



## CCIU Master Ballot: Oral Interpretation of Prose

- Selections used in this event must be in prose form. Selections from drama are not to be used.
- The reader must hold the 5 x 8 black notebook containing manuscript.
- Each reader shall give a brief introduction to the reading- this can be done after a "teaser". The purposes of the introduction interest of the audience and to provide the necessary background for the reading.
- All selections must be published or commercially available in print, audio or video form. Contestants must bring the published copies of their selection in either print or audio or video form, with the title page or audio/video credits included to the contest. Failure to provide the published copy or photocopy will result in disqualification in the tournament.
- The contestant may sing up to thirty (30) seconds when singing is part of the original selection. Violations will result in disqualification from the tournament.
- The time limit for the reading, including the introduction, shall be 5-7 minutes.
- In all individual events, a grace period of thirty (30) seconds over/under the event is permitted without penalty. If a student is more than thirty (30) seconds over/under, that student may not be ranked first. Excessive overtime violations should be penalized more harshly.
- Any questions regarding rules infringements should be brought to the attention of the Tabulation Room staff and not the student.

**Please list competitors in speaking order.**

Round \_\_\_\_\_ Room \_\_\_\_\_ Judge's School \_\_\_\_\_ Judge's Name \_\_\_\_\_

Order	Code	Name	Topic	Ran
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



## CCIU Master Ballot: Oral Interpretation of Poetry

- Selections used in this event must be in poetic form. Speeches and selections from drama are not to be used.
- The reader must hold the 5x8 black notebook containing the manuscript.
- Each reader shall give a brief introduction to the reading. The purposes of the introduction are to arouse the interest of the audience and to provide the necessary background for the reading. Selections must be published or commercially available in print, audio or video form.
- Contestants must bring the published copies of their selection in either print, audio, or video form with the title page or audio/video credits included to the contest. Failure to provide the published copy or photocopy will result in disqualification from the tournament.
- The contestant may sing up to 30 seconds when singing is part of the original selection. Violations will result in disqualification.
- The time limit for the reading, including the introduction, shall be 5-7 minutes.
- In all individual events, a grace period of thirty (30) seconds over/under the event is permitted without penalty. If a student is more than thirty (30) seconds over/under, that student may not be ranked first. Excessive overtime violations should be penalized more harshly.
- Any questions regarding rules infringements should be brought to the attention of the Tabulation Room staff and not the student.

**Please list competitors in speaking order.**

Round \_\_\_\_\_ Room \_\_\_\_\_ Judge's School \_\_\_\_\_ Judge's Name \_\_\_\_\_

Speaking Order	Code	Name	Topic	Rank
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



### CCIU MASTER BALLOT: Declamation

- Students must deliver a speech written by another person under the UMBRELLA TOPIC.
- The general purpose of the Declamation is to get the members of the audience to change or modify their beliefs, to believe more strongly, or to take a specific action. It can also inform.
- The speech should be 5-7 minutes in length.
- Notes may be used- limited to 40 words.
- Violations of the following rules will result in a contestant being disqualified from the tournament.
- In all individual events, a grace period of thirty (30) seconds over/under the event is permitted without penalty. If a student is more than thirty (30) seconds over/under, that student may not be ranked first. Excessive overtime violations should be penalized more harshly.

Any questions regarding rules infringements should be brought to the attention of the Tabulation Room staff and not the student.

**Please list competitors in speaking order.**

Round \_\_\_\_\_ Room \_\_\_\_\_ Judge's School \_\_\_\_\_ Judge's Name \_\_\_\_\_

Speaking Order	Code	Name	Topic	Rank
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



## CCIU Master Ballot: \ Poetry h

- Selections used in this event must be written by student.
- Each reader shall give a brief introduction to the reading. The purposes of the introduction are to arouse the interest of the audience and to provide the necessary background for the reading.
- The time limit for the reading, including the introduction, shall be 5-7 minutes.
- In all individual events, a grace period of thirty (30) seconds over/under the event is permitted without penalty. If a student is more than thirty (30) seconds over/under, that student may not be ranked first. Excessive overtime violations should be penalized more harshly.
- Any questions regarding rules infringements should be brought to the attention of the Tabulation Room staff and not the student.

Please list competitors in speaking order.

Round \_\_\_\_ Room \_\_\_\_ Judge's School \_\_\_\_\_ Judge's Name \_\_\_\_\_

Speaking Order	Code	Name	Title	Rank
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



