

K.H.S.S.L., Inc. Evaluation Sheet

**POETRY INTERPRETATION**

Code \_\_\_\_\_ Contestant's Name \_\_\_\_\_

----- Tournament (Circle One) ----- Round (Circle One) -----

Invitational          Regional          State          I          II          III          Semis          Final

Title of Selection \_\_\_\_\_

Signature of Judge \_\_\_\_\_ Date \_\_\_\_\_

I. Introduction:

II. Presentation of Selection:

III. Overall Effectiveness:

IV. Additional Comments:

Please rank and rate each contestant in the round. A rating of 100 **must** be assigned to the most effective contestant, and that contestant must be ranked first. The contestant ranked second must have the next highest rating below 100, etc., with no two contestants receiving the same rank or rating. The rating scale is 70 to 100, but a low rating of 70 **does not** have to be given.

Rank \_\_\_\_\_ of \_\_\_\_\_ in round          Rating (70-100) \_\_\_\_\_          Performance Time \_\_\_\_\_  
(Criteria For Judging On Reverse Side)

## Summary of Rules

The maximum time for Poetry Interpretation is **ten minutes** and the minimum time is **five minutes**, including a required introduction. There is a thirty second grace period, after which the student must be dropped in rank/rating in preliminary rounds and disqualified in semi-finals and finals. One poem or a program of shorter poems (narrative, descriptive, or lyrical) may be used and shall be from a published poet or poets of literary merit. A manuscript must be used and referred to. Though movement is permissible in the introduction, only upper body movements (e.g., emphatic gestures) are allowed during the selection. This is an interpretive event and not an acting event, and students who violate this by using excessive upper body movement or walking about the room should be penalized at least one rank.

## Criteria For Judging

- I. Introduction of Selection
  - A. Did the student provide necessary information to prepare the audience to listen?
  - B. Did the student establish the mood and/or meaning of the selection?
- II. Presentation of Selection
  - A. Sense of performance and presence: Was the student in control of the performance and the audience? Was there an empathic response?
  - B. Use of the body as an extension of characters: While this is not an exercise in acting, did the student develop posture, muscle tone, facial expression, and limited gestures appropriate to the selection?
  - C. Use of the voice: Did the student demonstrate good speech habits as they would pertain to the student's interpretation?
- III. Overall Effectiveness
  - A. Suitability of selection to performer: Is the selected material suitable for the maturity level of the student?
  - B. Intellectual and emotional understanding of selection: Did the student exhibit by performance an understanding of what was being interpreted?

**DO NOT ALLOW YOUR PREJUDICE TOWARD CHOICE OF MATERIAL TO PENALIZE A WELL-DONE PERFORMANCE.**