

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

SOLO ACTING

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. Dramatic Effect:

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 Solo Acting is **eight minutes** and the minimum time is **four 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. The cutting must be memorized and shall be from a published play, novel, short story, or movie script. The cutting may consist of a number of scenes but must be limited to one character. The performer may use a chair and/or table, but no other props, makeup, costumes, or lighting may be used. This is an acting event and there is, therefore, no restriction on body movements within the stage area.

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?
 - C. Was the appropriate antecedent action explained?
- II. Presentation of Selection
 - A. Did the actor utilize movement, gestures, and business to enhance the acting?
 - B. Did the student demonstrate effective speech habits required by the selection?
 - C. Was the scene well-paced? Did it move too rapidly or drag on?
- III. Dramatic Effect
 - A. Was the material suitable to the actor?
 - B. Did the student demonstrate analysis and understanding of the character?
 - C. Did the cutting build to a natural climax and conclusion?

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