

Summary of Rules

1. In this event involving limited preparation, one student will create a story based on a prompt. Preparation time is **two minutes**. **Preparation time is separate from performance time**. The time limit for the performance is **six minutes**. There is a fifteen-second grace period, after which the student must be dropped in rank/rating. No violation of the grace period in Regional/State Quarterfinal, Semifinal, or Final rounds may result in disqualification. No performance violating the grace period may receive '1' in the round.
2. **TIME SIGNALS DURING THE PERFORMANCE ARE REQUIRED**. The count-down method is required. In this method, the judge holds up a number of fingers indicating the number of minutes remaining out of the six minute performance time limit.
3. No make-up, costumes, props, or lighting are permitted; students may move about the room as necessary to create the space.
4. The story may be either humorous or serious, but must be told using the **appropriate point of view**. Round I must be told in first person, round II in third person, and the student may choose point of view for round III and finals.
5. Profanity, sexual innuendo, and/or excessive physicality will result in the performance being marked last in the round.

Judge Guidelines

1. Students should be judged for quality of performance, entertainment, and versatility.
2. The narration should be the major portion of the story, not excessive dialogue with a bit of narration.
3. Movement should be appropriate.
4. Base your decision on the performance, not on your taste in stories.

Criteria for Judging

I. Presentation of Selection

Was the student in control of the performance and the audience? Did the student demonstrate good speech habits as they would pertain to the story? Did the student develop character posture, facial expressions, and gestures appropriate to the story and to the characters in the story? Were various incidents clearly related?

III. Effectiveness of Selection

Was the story suitable to the performer? Was it a unified piece which had a plot and emphasized narration, rather than excessive dialogue? Did the story have a clear and resolute ending?

*******Judge Notice*******

In an effort ensure fairness in judging practices, KHSSL has standardized the point values given to student performances. Please use the following rubric in order to assign point values to each student performance. Students may **not** receive the same point value. Students may **not** receive more points than an individual more highly ranked. Judges are strongly encouraged to justify the reason for the rating on the ballot.

Point Value	Description
100-95	Excellent performance: Student/s demonstrated a great command of the performance and understanding of the material. Excellent use of speech habits (eye contact, gestures, vocal clarity, very few stumbles, etc.). “I really liked this! I would definitely watch it again.”
94-90	Good performance: Student/s demonstrated a good command of the performance and understanding of the material. Good use of speech habits (eye contact, gestures, vocal clarity, a few stumbles, etc.). Student/s may lack a bit of energy or emotional variety. “Hey, this is pretty ok. I would watch this again.”
89-85	Average performance: Student/s somewhat demonstrated a command of the performance and understanding of the material. Some observation of speech habits (eye contact, gestures, vocal clarity, a few stumbles, etc.). Student/s lacks some energy or emotional variety. “I enjoyed this, but I bet it would be even better with a bit more practice. I would love to see the performance again in the future.”
84-80	Performance needs some improvement: Student/s demonstrated a little command of the performance and understanding of the material. Growth needed in basic speech habits (eye contact, gestures, vocal clarity, etc.) and/or quite a few stumbles. Student/s lacking energy or emotional variety in performance. “Definitely putting forth effort but needs a bit more practice. I would like to see this later in the season.”
79 and Below	Needs significant improvement: Student/s did not demonstrate a command of performance or understanding of the material. Good speech habits not practiced (little or no eye contact, lack of memorization, few or no gestures, vocal clarity problems, many stumbles, etc.). Student/s may have behaved inappropriately (inattentive, on phone, deliberately distracting, etc.). Student/s lacks energy or emotional variety. “I feel that this performance would benefit from additional coaching and/or the student/s may need some more time with the material.”



RYLE HAUNTED INVITATIONAL IMPROVISATIONAL STORYTELLING

Contestant Code: _____ Contestant Name: _____

Topic: : _____

Round (circle): I II III QF SF F Room: _____

COMMENTS ON PERFORMANCE:

REASONS FOR DECISION:

YOU MAY USE THE BACK FOR ADDITIONAL COMMENTS

Rules Violations and Penalties assigned (if any)

Please rank and rate each contestant in the round. Ratings and ranks should correspond in corresponding order (highest rating for the 1, second highest rating for the 2, 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. Judges should use the guidelines included in this packet to assign ratings.

Rank _____ of _____ in round Rating (70-100) _____ Performance Time _____

Judge Signature: _____ Affiliation: _____