

Point Value	Criteria
100 (A++)	<p>Flawless performance that moved you to incredible depth of thought and/or emotion.</p> <p>IMPLIES TO COACH: This student cannot possibly improve his/her performance.</p>
98-99 (A+)	<p>Flawless performance that lacked that extra depth of thought or emotion.</p> <p>Perfect in all scored areas:  EXTEMP: Topicality, Structure, Content, Language, Vocal and Physical Delivery  OO: Topic, Structure, Development, Language, Vocal and Physical Delivery  OI: Intro, Projection of Literature, Narrator/Character Creation, Visualization, Vocal Variety, Audience and Script Interaction, Overall Effect  DUO: Intro, Material, Interaction and Environment, Characterization, Physicality, Vocal Quality, Overall Effect  DEC: Intro, Presentation Style, Vocal and Physical Delivery, Overall Effect  DP: Intro, Material, Characterization, Multiple Characterization Transitions (if used), Environment, Overall Effect</p> <p>IMPLIES TO COACH: This student has very minor adjustments to make to obtain perfection.</p>
94-97 (A)	<p>Excellent performance, but with one or more of the above areas in need of more practice. Examples might include small stumbles, the need for more source material, more physicality for each character, cleaner transitions, or slightly more volume.</p> <p>IMPLIES TO COACH: This student still has a few areas requiring minor adjustments in order to approach perfection.</p>
90-93 (A-)	<p>Good performance, but needs minor improvement in most of the above areas. Examples might include transitions in need of work, more variety in pitch and volume, more interaction with the audience, better fluidity, and more overall confidence.</p> <p>IMPLIES TO COACH: This student has a solid performance, but has multiple areas to improve in order to excel in the category.</p>
85-89 (B to B+)	<p>Performance is adequate, but only with minimal effort in the above areas. Examples might include diminished volume, use of monotone, slightly unorganized speech, lack of sources, minimal use of body language, lack of enthusiasm, and nominal acknowledgement of environment.</p> <p>IMPLIES TO COACH: This student's performance has moments of weakness, and he/she still needs to put in a fair amount of effort in order to achieve excellence.</p>
80-84 (B-)	<p>Performance is lacking in many of the above areas. Examples might include vast amounts of stumbling, lack of eye contact, lack of structure, insecure body language, small blanks in memorization, and serious lack of sources. However, the student does finish the entire speech/piece.</p> <p>IMPLIES TO COACH: This student's performance leaves a lot of room for improvement.</p>
75-79 (C)	<p>Performance is not (yet) satisfactory. Serious problems exist in memorization, fluidity, character creation, structure, volume, body language, or complete lack of sources. Student may not have finished the entire speech/piece.</p> <p>IMPLIES TO COACH: This student needs to more seriously commit to this category and improve in most, if not all, areas.</p>
Below 75 (F)	<p>The student has intentionally offended the judge and/or audience with his/her performance in some way.</p>