

What you will find in your online Judge Packet

- **Cover Letter** – which you're looking at now
- **Welcome DTASC Tech Judges** – explains what your day will be like
- **Raffle** – if you can fill out your ballot correctly, you can enter the raffle.
 - Prizes include DTASC t-shirts & baseball caps (while supplies last) and 2 Trader Joe gift cards.
- **Suggested comments** – in case you need some ideas for what to write on share sheets
- **Share Sheet and Rubric** – so you can see what they look like
- **Ranking** – 2 pages – the first page explains a simple easy ranking system, and the back shows a ballot marked up using the system.
- Your judge packet also has:
 - **2 ballots in #10 envelopes**
 - **Each ballot has Event #, Round, and Room # so you will know where you are judging for rounds 1 & 2.**
 - **15 share sheets**
 - **Each share sheet has a rubric on the back, explaining what scores should mean.**

Helpful Information

- If you need **more share sheets**, ask the Room Chairs, check with Judges HQ, or stop by Tabs & ask Lynn for some.
- If you need to **replace a ballot**, stop by Tabs & ask Lynn.
- **Do not discuss your scores with other judges or the students.**
- **Do not decide to coordinate all the scores.** Tabulations will figure it out.
- **Rules for each event are in the printed program, on the page with the room assignments.**
 - **Judge the performance, not the rules.**
 - If you feel you should report a rules violation, you may stop by Rules after leaving your ballot & share sheet at Tabs, or text **1-661-904-5896**.
 - You will need to know: Event, Round, Room # and School Code.
 - Then state the infraction, and give your name, spelling it out or writing neatly.

Again, **thank you for judging!** The students will appreciate your encouraging comments and your constructive criticism.

WELCOME, DTASC JUDGES

Thank you for sharing your time and expertise with us.

If you have questions or problems during the day or need to be assigned to a different room to judge, please text 1-424-318-1605

WHEN YOU ARRIVE:

- **Check in**
 - **Collect stuff** – this page, program, map, food, beverage(s)
 - Get your judge packet, ribbon, and sticker to attach ribbon
 - Check both sides of judge packet material.
 - If you want to judge tech, tell the people giving out packets (& read the back of this)
- Listen to **Judge Talk** (approx. 8:15 am) (Note: this may be online to see before festival)
Tech Judge talk will be at the same time in a different location
- Look thru materials in your packet
 - Various **information** sheets to aid you
 - **2 envelopes with ballots inside – round & room # are on the front**
 - **Share sheets** – 15 may be enough for 2 rounds; extras are available in Judges HQ or from room chairs
- **Wait for your room chairs to escort you to round 1**

DURING ROUNDS:

- If you know students in the room, **text 424-318-1605** to be reassigned
- Please mark ballots & share sheets quickly
- If problems arise, please assist the room chairs as needed; text problems

AFTER EACH ROUND:

- **Room chairs will escort you to Tabs to turn in ballot & share sheets**
- Take a break, get more food & beverages
- **Please don't go into your next room until the room chairs are ready**

AFTER ROUND 2:

- **Lunch** back at Judges HQ – just show your judge ribbon
- **Raffle** drawing at approx 1 pm
- Get an **assignment for semi-finals (Varsity) or round 3 (MS/JV)**
- ***Please judge a different event each round.***
- Students will get their room assignments at an assembly – check that you don't know anyone – get reassigned immediately if you do

AFTER SEMI-FINALS (VARSITY):

- Get an **assignment for finals** round
- Check at the assembly for school codes where you know students

WHEN YOU'RE THROUGH FOR THE DAY:

- Check out at Judges HQ and collect your stipend
If you wish, donate all or part of your stipend to the scholarship fund
- Leave your judge packet to be recycled

THANK YOU....THANK YOU....THANK YOU....THANK YOU...

From: DTASC Judge Committee & DTASC Board



REWARD FOR FOLLOWING DIRECTIONS



If your ballot is **COMPLETELY FILLED OUT THE WAY WE NEED IT WHEN YOU HAND IT IN**, you get a ticket for the Judges' Raffle.

The Tabs person who checks your ballot will give you a raffle ticket right then — if there is nothing that needs to be corrected and nothing left undone on your ballot.

NOTE: You **MUST** get the ticket **BEFORE** you leave the Tabs table.

Here's how to fill out your ballot to get your raffle ticket:

- **Top part** filled out completely & correctly (Round, Room, Event, etc)
- **Bottom part** signed, with all info filled in (signature, name, 3-digit judge number, contact number)
- **School codes** listed in **performance order**
- **No Shows** listed **where they should have performed, with X's or line across**
- **Scores in every space using S A P F N**
- All entries **ranked** with no numbers repeated or skipped (**1 is the best scene**)



No ticket:

- If the school codes are out of order
- If the ballot isn't signed when it's turned in
- If you didn't fill in the top
- If you left out or screwed up the ranking numbers
- If you used ABCDF instead of SAPFN, etc.



Any one mistake
disqualifies you for that ballot.

But you can always
do the next round correctly,
and get a raffle ticket then.

When you get your ticket:

- Take it with you back to Judges' Headquarters (Judge HQ).
- Write your name on the back of the ticket.
- Put the ticket into the raffle container at Judge HQ.

Raffle prizes will be drawn at approximately 1:00 pm and just before the assembly announcing finals rounds.

- Winner must be present.

JUDGE'S EVALUATION PROMPT SHEET



See back of share sheet for Criteria for Evaluation

Leave one share sheet with the criteria face up while you write on another.

SUGGESTED COMMENTS FOR ACTING SHARE SHEETS

TECHNIQUE

positive comments

good articulation/projection
good physical connection with emotion
good pacing
good use of dramatic pause

needs more work

couldn't hear/understand actors
too much screaming
needs to work on pacing
don't be afraid to play the moment

CHARACTERIZATION

positive comments

physical behavior effectively portrays character
characters were believable
strong commitment to the role
effective business
strong choices
believable transitions
wonderful facial expressions/gestures
expressive use of voice

needs more work

physical characterization needed
characters need more depth
character not consistent
business needs to be character driven
make bold choices
need transitional beats
facial expressions/gestures need to be motivated
voice could be used more effectively

INTERACTION

positive comments

excellent listening and reacting
good "give and take"
believable reactions
clear and believable transitions
good stage business

needs more work

listen and react
more ensemble work needed
need motivated reactions
transitions unmotivated
make stage business more specific

STAGING

positive comments

interesting stage picture
movements were motivated
creative use of space
excellent use of levels
organic blocking (grew out of text)

needs more work

staging seemed contrived
staging not effectively connected to text
could have used space more
stage picture too static
unmotivated blocking

OVERALL EFFECTIVENESS

positive comments

scene had clear structure and motivation
excellent cutting of scene
transitions clearly motivated

action/character/themes connected to text

needs more work

structure of scene unclear or unmotivated
cut needs tweaking
transitions could have been smoother or more motivated
action/character/themes did not seem to be connected to the text



**Drama Teachers Association
of Southern California**

Acting Share Sheet

Event Number

Event Name

Room

Round

1

2

Semi-Finals

School Code

Title

Comments

Please write constructive comments in the space provided. Coaches and students review these forms as a tool for learning.

Areas of Evaluation

You must mark EVERY category in EVERY performance

Technique

Including vocal, physical and memorization.

Superior

Accomplished

Proficient

Fair

Needs Work

Characterization

Including vocal character, physicality, and business.

Superior

Accomplished

Proficient

Fair

Needs Work

Interaction

For Monologue – interaction with audience/invisible other.

For Group Scenes – listening/reacting and ensemble work.

Superior

Accomplished

Proficient

Fair

Needs Work

Staging

Including use of bodies to create strong stage pictures.

Superior

Accomplished

Proficient

Fair

Needs Work

Overall Effectiveness

The work of the creators and the appropriateness for the category; professionalism in presentation.

Superior

Accomplished

Proficient

Fair

Needs Work

Age Appropriateness (Complete only if applicable.)

I consider this performance inappropriate because of ___ material ___ language ___ actions.

This does not affect the rank or score, it is used by the board as information to check possible inappropriate scenes.

Any suggestive acting that denotes sexual activity of any kind except simple kissing and embracing is strictly forbidden in performances. No explicit sexual language or profanity of any kind is allowed. No kissing on the mouth in Middle School Division. Inappropriate performances should still receive Share Sheets.

Judge Number

Judge Name

Judge Signature

Criteria for Evaluation

Technique

Superior	Accomplished	Proficient	Fair	Needs Work
<p>The performers could be heard and understood throughout the scene.</p> <p>The performers were physically engaged throughout the scene.</p> <p>Pacing significantly enhanced variety and nuance of scene.</p>	<p>The performers could be heard and understood during most of the scene.</p> <p>The performers were physically engaged during most of the scene.</p> <p>Pacing was beneficial to the scene.</p>	<p>The performers could be heard and understood sometimes.</p> <p>The performers were sometimes physically engaged in the scene.</p> <p>Pacing was appropriate to the scene.</p>	<p>The performers could not be heard and understood during much of the scene.</p> <p>The performers were physically engaged at times during the scene.</p> <p>Pacing was inappropriate or only somewhat evident.</p> <p>The performers struggled with memorization.</p>	<p>The performers could not be heard and understood.</p> <p>The performers were not physically engaged in the scene.</p> <p>Pacing was sluggish or too fast.</p> <p>The scene was not memorized.</p>

Characterization

Superior	Accomplished	Proficient	Fair	Needs Work
<p>The performers created vocal characters which brought life to the text.</p> <p>The performers employed their bodies in a variety of ways to illuminate the characters.</p> <p>The business of the performers brought understanding of mood & theme beyond the text.</p>	<p>The performers created vocal characters related to the text.</p> <p>The performers engaged their bodies in relation to their characters.</p> <p>The business of the performers matched the characters.</p>	<p>The performers made choices about vocal character.</p> <p>The performers made choices about their physical characters.</p> <p>The business of the performers was mostly connected to the characters.</p>	<p>The performers' vocal characters were not related to the text.</p> <p>The performers' physical characters lacked specificity.</p> <p>The performers did not connect the business to the text.</p>	<p>The performers' recitation of lines did not connect the text to the characters.</p> <p>The performers' physical characters lacked clarity and consistency.</p> <p>The performers' business was disconnected from the text.</p>

Interaction

Superior	Accomplished	Proficient	Fair	Needs Work
<p>The interactions and reactions of the characters were consistent throughout the scene.</p>	<p>The interactions and reactions of the characters were consistent during most of the scene.</p>	<p>The interactions and reactions of the characters were inconsistent</p>	<p>The interactions and reactions of the characters were inconsistent throughout the scene.</p>	<p>The interactions and reactions of the characters were lacking.</p>

Staging

Superior	Accomplished	Proficient	Fair	Needs Work
<p>The performers used their bodies to create effective and/or creative stage pictures.</p> <p>The staging was creative, innovative, and helped engage the audience.</p>	<p>The performers created strongly composed stage pictures.</p> <p>The staging was clear, appropriate to the scene, and helped showcase the action.</p>	<p>The performers matched their movements to the stated action.</p> <p>The staging was adequate for the given action.</p>	<p>The performers were inconsistent in their stage pictures.</p> <p>The staging lacked connection to the action.</p>	<p>The staging was under-rehearsed.</p>

Overall Effectiveness

Superior	Accomplished	Proficient	Fair	Needs Work
<p>Professionalism: Easy to hear title & author of piece. Clearly held the moment to end. Transitions were very thoughtful, motivated, creative and smooth.</p> <p>The overall work of the creators was superior.</p> <p>The scene's action, characters and themes clearly derived from the text.</p> <p>The scene is an exemplary representative for the category.</p> <p>This scene should <i>definitely</i> move on and compete for further honors.</p>	<p>Professionalism: Easy to hear title & author of piece. Clearly held the moment to end. Transitions were reasonably thoughtful, motivated, creative and smooth.</p> <p>The overall work of the creators was excellent.</p> <p>This scene is a strong representative for the category.</p> <p>The scene's action, characters, and themes were connected to the text.</p> <p>This scene should <i>probably</i> move on and compete for further honors.</p>	<p>Professionalism: Could hear most of title & author of piece. Ending moment clear. Transitions seemed motivated, creative and smooth.</p> <p>The overall work of the creators was good.</p> <p>This scene fits the criteria of the category.</p> <p>The scene showed some understanding of the text.</p> <p>This scene <i>might</i> move on to compete further.</p>	<p>Professionalism: Hard to understand title & author of piece. Ending moment okay. Transitions could have been more motivated, creative and smooth.</p> <p>The overall work of the creators was fair.</p> <p>This scene did not fit the criteria of the category.</p> <p>The scene showed little understanding of the text.</p> <p>The scene should NOT move on to compete further.</p>	<p>Professionalism: Couldn't understand title & author of piece. Ending moment lacked confidence. Transitions need to be more motivated and smooth.</p> <p>The scene was disconnected from the text.</p> <p>The work of the creators needed more time to achieve their goal.</p> <p>The scene should NOT move on to compete further.</p>

RANKING

Rank as you go, using the margin of your ballot or the Notes section.

If you have a method for ranking that works for you, great.

Feel free to develop your own.

One method:

USE COMPARATIVE RANKING — — — — → CBE

The 1st group is the best so far. In the margin, list their school code.

Is the 2nd group better or worse? Put their school code above the first code in the margin if they were better, below if they were worse.

(This group was definitely not as good as the first.) — — — — → CDD

Is the 3rd group better or worse than the 2 you've already seen? Put their school code above, below or in between the first 2.

(This group was WAY better than either of the others.) — — — — → CAC
CBE
CDD

Is the 4th group better or worse than each of the 3 you've already seen? Put their school code above, below or in between the first 3.

(This group was better than the second group but not as good as the first.
The third group is still way ahead of the rest.) — — — — → CAC
CBE

Continue until you have seen and ranked all the groups.

CTG
CDD

Then number the groups with 1 being the top of the list and the best performance you saw, 2 being the next best, and so on, with the highest number being the worst group (i.e., if you saw 10 groups, the worst would be #10 on your list).

Now fill in the ranking number in the last column opposite each school's code. REMEMBER the order will NOT be the same as the order of performance.

See the other side of this sheet for a completely filled out ballot with these codes ranked as shown.

(Judges' Notes: details that will help you remember which group is which)

1 CAC
2 CAZ
3 CBE
4 CTG
5 CGJ
6 CDD

See next page for a completely filled out ballot with these codes ranked as shown.

DTASC FESTIVAL FAQ

BEFORE GOING TO THE FESTIVAL

- **What should I do to prepare for judging at festival?**
 - Download judge pdf from dtasc.org and **READ THE INFORMATION.**
If we all know the guidelines, we'll make the day more successful for students.
- **Bring 2 pens/pencils**, as well as your positive attitude toward youth performances, your ability to complete judging sheets, and your best handwriting and spelling.
 - Also hearing aids & glasses, if you need them.
- **If you know student performers**, you cannot judge an event they're in.
 - **Before festival, ASK DRAMA TEACHER OR STUDENTS FOR SCHOOL CODE.**
 - Our 3-letter school codes help keep schools anonymous for judging.
 - Go thru the program and put a line thru the rooms those students will be in.
 - Double check assignments as soon as you get them.
 - **If you are assigned to any room you lined out, get re-assigned ASAP.**
 - **If you are judging students you know, they could be disqualified.**
- **Plan your driving time.**
 - Closest parking places, including handicapped parking, fill up early.
 - We cannot guarantee a judging assignment if you arrive after 8:30 am.
 - Doors for Judges HQ open officially at 7 am. You can get coffee and snacks then, judge packets as soon as coordinators are ready.
- **Find out if Judge Orientation has been moved online. If so, please view it.**

WHERE DO I FIND ...

BALLOTS

- In the Judge Packet – 2 #10 envelopes, with Event, Round & Room on them

SHARE SHEETS

- Loose in the Judge Packet. You have 15 to start.
- Get more at Judges HQ or from Room Chairs.

RUBRICS for scoring sections

- On the back of each share sheet for all events.

JUDGE NUMBER

- On your Judge Packet – the 3-digit number (such as 040, 261, etc.)

JUDGE RIBBON

- Handed to you when you collect your judge packet.
- You will also get a sticker to attach the ribbon. Do not use the sticker on any fuzzy material.

LUNCH TICKET

- Your Judge ribbon is your lunch ticket. Wear it where it can be seen easily.

LUNCH

- Check 1st page of program booklet for location.

PROGRAM, Readable SCHOOL MAP

- On the table or counter near where you signed in as a Judge.
- If you don't see them, ask! Someone may have forgotten to put them out.

RESTROOMS

- Marked on school map. Or ask someone.

HOSPITALITY (Snacks, coffee, tea, water, etc.)

- Judges HQ, all day from 7 am until Finals begin.

THE ROOM YOU'RE SUPPOSED TO BE IN

- Use the full page school map where you can actually read room numbers.
- Orient yourself and your map wherever you are. Then look for the room number.
- Or ask someone.

HOW TO GET REASSIGNED IF YOU KNOW SOMEONE

- You or the room chair can text a message to Judges HQ.
- The text number is **1-424-318-1605**
- That number can be used to report trouble or emergencies where EMTs are needed, or just about any problem DTASC personnel should deal with.
- Always give your name & judge number.

A QUICK WAY TO REPORT A RULES VIOLATION

- You or the room chair can text a message to Judges HQ.
- The text number for RULES is **1-661-904-5896**
- For Rules violations, they need: Event, Round, Room Number, School Code, a description of the violation, your name & judge number.

SHARE SHEETS AND BALLOTS**How do I fill out a ballot?**

- Put in all the information at the top and bottom of the ballot.
- Copy the list of school codes in the same order as on the board. Do not skip any.
- For each performance, give each scene a score in all 5 areas.
- Use S, A, P, F, and N to score them.
- S = Superior; A = Accomplished (formerly Excellence); P = Proficient (formerly Good); F = Fair, and N = Needs Work.

What if I can't decide on a score?

- You have to pick one. If you put two, Tabs uses the lower score.
- The back of the share sheets has a rubric that says what each score should mean.

What if there's a No Show?

- Put a line across all boxes on that row, or put an X in each box.
- IMPORTANT: Keep the No Show on the list to help Tabulations.

How do I fill out a share sheet?

- Put in the correct school code & other information top & bottom
- Add comments about the student performances.

What do I put in the comments section on the share sheet?

- Say something positive about the performance, even if it wasn't the greatest.
- Your judge packet has suggested comments, if you need help with something to say.
- It's okay to offer constructive criticism. Give suggestions for improving specific things.
- Do not say anything that would discourage a student from performing – these are kids and they need some encouragement.
- Students will take your comments literally.
- Check your spelling.

How do I rank monologues for interaction? There's only one person on stage.

- The interaction is with an implied person that the solo performer is talking to.

How much time do I have for writing comments?

- Very little, unfortunately. The festival has approximate time lines, and needs to stay close to them.
- You have about 1 minute between performances. You can ask for a little more, but it won't be more than another minute.
- If you want to write more, do it in line for Tabs or at Tabs after you turn in your ballot.
- If you really have a lot to say, put it in an email. Include the school code and round. Send it to dtascfest@gmail.com or dtascjudges@gmail.com
- If you have so much to write that you won't get to your 2nd round judging assignment, have someone notify judges HQ immediately so they can send a replacement.

What if I know they broke one or more rules during their performance?

- Judge the performance, not the rule breaking.
- Report the rules violation after you've turned in your ballot & share sheets. You will need the school code.

Judging Reminders About the Rules

- Please do not judge down a group that was stopped for time.
- DO NOT make judgments based on a rules infraction.
- DO NOT grade down because of accents or performances in foreign languages.
- DO NOT discourage students from attempting difficult roles.
- DO NOT ask students which school belongs to a specific code.

How do I rank them?

- Decide which performance should be in **First Place. Give that code a 1.** Then give the next best a 2 for 2nd place, and so on.
- Continue until every performance has a unique number. Do not use any number more than once. **NO TIES** allowed.
- **Do NOT rearrange the codes.** Tabulations needs them in program order to save time.
- Your judge packet has a sample of how to rank as you go – directions on one side, sample ballot on the other. Or use your own system – but it needs to be done quickly.

What do I do when I've finished ranking?

- Fold your ballot & put it back in its envelope.
- **The Room Chair will escort all the judges from your room to Tabulations** so you can turn in your ballots and share sheets.
- **Please go with the Room Chair.** If you need more time for share sheets or ranking, take care of it in line at Tabs or after your room has been checked at Tabs.
 - It's a lot easier in Tabulations if all the ballots for a room arrive at the same time.
- Then go back to Judges HQ. If you want to report any Rules violations, stop by Rules on the way to Judges.

What's the column that says Inappropriate?

- If you think the performance is too mature for the age group, put a check mark in that column.
- If performers used swear words, had sexual gestures, put down or made fun of anyone on the basis of religion, ethnicity, gender identification, etc, mark that column and report the problem to Rules. You will need the school code.

What happens to my ballot after the festival?

- It will be shredded.

Who cares what color the ballot and share sheets are?

- Tabulations does. When things get really busy there, it saves a lot of time if we're looking for a particular color, rather than having to check the school codes on every ballot in the room.
- If you have to use a ballot or share sheet of a different color, please print the correct color at the top, as boldly as you can. That helps, too.

ROOM CHAIRS**What do Room Chairs do?**

- Room Chairs list the codes in order on the board, call roll, tell performers when to start, time performances, and keep things running smoothly.
- Room Chairs request chairs, keys, extra judges, or whatever may be needed.
- Room Chairs do their best to keep order in the room.
 - As a Judge, please step in to help Room Chairs if a problem won't stop.
- Room Chairs will pick up Judges at Judges HQ to go to Round 1.
 - After that, Judges are on their own.
- Room Chairs will escort Judges as a group to Tabulations to turn in ballots and share sheets after each round.

WHO WON?**How do I find out who won?**

- Be sure you have the school code(s) for whichever group(s) you're interested in.
- If you can stay for the Awards Assembly, you can see the actual winners.
 - The Assembly can be pretty noisy at times, but things quiet down for the 1st place winners to perform their scene.
- Sometime soon after the festival, the list of winners will be posted on dtasc.org. Timing depends on whether there's another festival immediately and how swamped our volunteers are. DTASC is an all-volunteer organization.