

OFFICIAL JUDGES' SHEETS

Students competing in a category requiring judging forms must submit three completed judging forms at the time of their first competition. Students must use the SLCS judging forms given in the following pages.

AREA ONE: Bible

The Bible Teaching and Bible Preaching categories require 3 copies of the judges' forms as well as 3 copies of the lesson or the sermon outline.

AREA TWO: Music

Three copies of music must be submitted with the 3 judges' forms to the judges at the time of competition. Failure to do so will result in a rating drop. **Failure to number all the measures on the judges' copies will result in a rating drop.**

AREA THREE: Speech

Each student must submit three typewritten copies of his selection to the judges with the 3 judges' forms prior to his performance.

AREA FOUR: Art

Each entry must have paper clipped to the three judging forms a completed "Artist's Idea Statement," which gives the source of his idea and explains briefly how he developed his artwork from the idea. In any area of art where instructions were followed, such as textiles, woodworking, and crafts, any pattern pieces or instructions must be included in a plastic bag with the judges' forms.

BIBLE TEACHING

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Subject of Lesson _____

FACTORS EVALUATED	SCORE	COMMENTS
APPROPRIATE TO AGE LEVEL (Junior Ages 9-12)	(10)	
DELIVERY — maintained audience attention — grammar/diction — use of voice — pitch — projection — sincerity — volume	(10)	
ORGANIZATION — introduction — divisions — transitions — conclusion — lesson outline well organized	(10)	
CLARITY OF THOUGHT — explained the Bible passage clearly and accurately	(10)	
PRESENTATION/COMPOSURE — use of body — posture — gesture — eye contact — facial expression — confidence and sincerity	(10)	
APPLICATION — applied lesson correctly and forcefully	(10)	
VISUAL AIDS — creativity — enhance the message	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
10 - 9	9 - 8	7 - 6	5 - 0

POINT TOTALS

1st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
70 - 66	65 - 56	55 - 41	40 - 36	36 - 0

BIBLE PREACHING

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Text of Lesson _____ Title _____

FACTORS EVALUATED	SCORE	COMMENTS
CONTENT AND ORGANIZATION		
— introduction (leads appropriately into theme, gains attention from audience)	(10)	
— theme (clear Scriptural theme established, sermon properly narrowed down)	(10)	
— explanation/interpretation (appropriate, accurate explanation of Scripture and principles presented)	(10)	
— application/illustration (forceful exhortation, application, and illustration of Scriptural truth presented)	(10)	
— Development (supporting points clearly and logically develop theme, conclusion consistent with theme and development, written outline in proper format)	(10)	
PRESENTATION		
— vitality (“life” in face, body, and voice)	(10)	
— eye contact, empathy, naturalness (direct visual and mental contact with audience; natural speech, without affectation or artificial mannerisms)	(10)	
— poise/authority (sense of composure, assurance, and authority)	(10)	
— voice/diction/grammar (clearly audible, words understandable, acceptable grammar)	(10)	
— emphasis/variety (stress on key ideas through appropriate use of volume, pitch, rate, and climax)	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
10-9	9-8	7-6	5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

VOCAL SOLO

Classification JH 7-9 SH 10-12 (circle) Male Female

School _____ Student's Name _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
PRESENTATION — poise — communication — facial expression — posture	(20)	
TECHNIQUE — breath — free from jaw, neck, & body tension — tone — vitality	(20)	
MUSICIANSHIP — phrasing — contrast mood — contrast dynamics	(20)	
ACCURACY — rhythm — pitch	(20)	
DICTION — audible consonants — enunciation — articulation	(10)	
SELECTION/MEMORIZATION — appropriateness — difficulty	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 – 96	95 – 86	85 – 71	70 – 56	55 - 0

VOCAL DUET/TRIO

Classification (circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
PRESENTATION — poise — communication — facial expression — posture	(20)	
TECHNIQUE — breath — free from jaw, neck, & body tension — tone — vitality	(20)	
MUSICIANSHIP — phrasing — contrast mood — contrast dynamics	(20)	
ACCURACY — rhythm — pitch — balance of parts — blend	(20)	
DICTION — audible consonants — enunciation — articulation	(10)	
SELECTION/MEMORIZATION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

SMALL VOCAL ENSEMBLE

Classification (circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
PRESENTATION — poise — communication — facial expression — posture	(20)	
TECHNIQUE — breath — free from jaw, neck, & body tension — tone — vitality	(20)	
MUSICIANSHIP — phrasing — contrast mood — contrast dynamics	(20)	
ACCURACY — rhythm — pitch — balance of parts — blend	(20)	
DICTION — audible consonants — enunciation — articulation	(10)	
SELECTION/MEMORIZATION — appropriateness — difficulty	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

LARGE VOCAL ENSEMBLE

Classification (circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
PRESENTATION — poise — communication — facial expression — posture	(20)	
TECHNIQUE — breath — free from jaw, neck, & body tension — tone — vitality	(20)	
MUSICIANSHIP — phrasing — contrast mood — contrast dynamics	(20)	
ACCURACY — rhythm — pitch — balance of parts — blend	(20)	
DICTION — audible consonants — enunciation — articulation	(10)	
SELECTION/MEMORIZATION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 – 96	95 – 86	85 – 71	70 – 56	55 - 0

CHOIR

Classification (circle) JH 7-9 SH 10-12

School _____ Group Name _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
PRESENTATION — poise — communication — facial expression — posture	(10)	
TECHNIQUE — breath — free from jaw, neck, & body tension — tone — vitality	(20)	
MUSICIANSHIP — phrasing — contrast mood — contrast dynamics	(20)	
ACCURACY — rhythm — pitch — balance of parts — blend	(20)	
DICTION — audible consonants — enunciation — articulation	(20)	
SELECTION/MEMORIZATION — appropriateness — difficulty	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

SMALL CHOIR

Classification (circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
PRESENTATION — poise — communication — facial expression — posture	(20)	
TECHNIQUE — breath — free from jaw, neck, & body tension — tone — vitality	(20)	
MUSICIANSHIP — phrasing — contrast mood — contrast dynamics	(20)	
ACCURACY — rhythm — pitch — balance of parts — blend	(20)	
DICTION — audible consonants — enunciation — articulation	(10)	
SELECTION/MEMORIZATION — appropriateness — difficulty	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

INSTRUMENTAL BRASS SOLO

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Instrument _____ Years Played _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
TONE — quality — control — vibrato — pitch accuracy	(20)	
ARTICULATION — attacks and releases — slurring — note accuracy — rhythmic accuracy — breathing	(20)	
INTERPRETATION — tempo — phrasing — dynamics — fluency	(20)	
SELECTION — difficulty — appropriateness	(20)	
PRESENTATION — appearance — poise — stage presence — posture	(20)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19	19-17	16-13	12-0

POINT TOTALS

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
100 – 96	95 – 86	85 – 71	70 – 56	55 – 0

INSTRUMENTAL WOODWIND SOLO

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Instrument _____ Years Played _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
TONE — quality — control — vibrato — pitch accuracy	(20)	
ARTICULATION — attacks and releases — slurring — note accuracy — rhythmic accuracy — breathing	(20)	
INTERPRETATION — tempo — phrasing — dynamics — fluency	(20)	
SELECTION — difficulty — appropriateness	(20)	
PRESENTATION — appearance — poise — stage presence — posture	(20)	
Total:		Rating:

Time _____ Judge's Signature _____

POINT SCALE				POINT TOTALS				
SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19	19-17	16-13	12-0	100 – 96	95 – 86	85 – 71	70 – 56	55 - 0

INSTRUMENTAL PERCUSSION SOLO

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Instrument _____ Years Played _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
ACCURACY — notes — rhythm	(20)	
TECHNIQUE — grip — stroke accuracy — follow through	(20)	
INTERPRETATION — phrasing — fluency — tempo — dynamics	(20)	
PRESENTATION — appearance — poise — stage presence — posture	(20)	
SELECTION — appropriateness — difficulty	(20)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

INSTRUMENTAL STRING SOLO

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Instrument _____ Years Played _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
INTONATION — pitch accuracy	(20)	
TONE PRODUCTION — quality	(10)	
ACCURACY — notes — rhythm	(10)	
INTERPRETATION — phrasing — tempo — dynamics	(20)	
TECHNIQUE — posture — fingering — bowing/strumming — left hand — articulation	(20)	
PRESENTATION — appearance — poise — stage presence	(10)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

INSTRUMENTAL STRINGS DUET/TRIO

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Names _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
INTONATION — pitch accuracy	(20)	
TONE PRODUCTION — quality	(10)	
ACCURACY — notes — rhythm	(20)	
INTERPRETATION — phrasing — tempo — dynamics	(10)	
TECHNIQUE — posture — fingering — bowing/strumming — left hand — articulation	(10)	
ENSEMBLE — balance — blend — togetherness	(10)	
PRESENTATION — appearance — poise — stage presence	(10)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100-96	95-86	85-71	70-56	55-0

INSTRUMENTAL SMALL STRINGS ENSEMBLE

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
INTONATION — pitch accuracy	(20)	
TONE PRODUCTION — quality	(10)	
ACCURACY — notes — rhythm	(20)	
INTERPRETATION — phrasing — tempo — dynamics	(10)	
TECHNIQUE — posture — fingering — bowing/strumming — left hand — articulation	(10)	
ENSEMBLE — balance — blend — togetherness	(10)	
PRESENTATION — appearance — poise — stage presence	(10)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

POINT TOTALS

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
100 – 96	95 – 86	85 – 71	70 – 56	55 – 0

INSTRUMENTAL LARGE STRINGS ENSEMBLE

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
INTONATION — pitch accuracy	(20)	
TONE PRODUCTION — quality	(10)	
ACCURACY — notes — rhythm	(20)	
INTERPRETATION — phrasing — tempo — dynamics	(10)	
TECHNIQUE — posture — fingering — bowing/strumming — left hand — articulation	(10)	
ENSEMBLE — balance — blend — togetherness	(10)	
PRESENTATION — appearance — poise — stage presence	(10)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

INSTRUMENTAL DUET/TRIO

Classification (Circle) JH 7-9 SH 10-12

School _____

Names as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
TONE — quality — control — intonation	(20)	
INTERPRETATION — phrasing — fluency — tempo — dynamics — style	(20)	
ARTICULATION — attacks and releases — slurring — note accuracy — rhythmic accuracy	(20)	
PRESENTATION — appearance — poise — stage presence — posture	(10)	
ENSEMBLE — balance — blend — togetherness	(20)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 – 96	95 – 86	85 – 71	70 – 56	55 - 0

SMALL INSTRUMENTAL ENSEMBLE

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
TONE — quality — control — intonation	(20)	
INTERPRETATION — phrasing — fluency — tempo — dynamics — style	(20)	
ARTICULATION — attacks and releases — slurring — note accuracy — rhythmic accuracy	(20)	
PRESENTATION — appearance — poise — stage presence — posture	(10)	
ENSEMBLE — balance — blend — togetherness	(20)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

POINT TOTALS

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

LARGE INSTRUMENTAL ENSEMBLE

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
TONE — quality — control — intonation	(20)	
INTERPRETATION — phrasing — fluency — tempo — dynamics — style	(20)	
ARTICULATION — attacks and releases — slurring — note accuracy — rhythmic accuracy	(20)	
PRESENTATION — appearance — poise — stage presence — posture	(10)	
ENSEMBLE — balance — blend — togetherness	(20)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

POINT TOTALS

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

BAND/ORCHESTRA

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
tone — quality — control — intonation	(20)	
INTERPRETATION — phrasing — fluency — tempo — dynamics — style	(20)	
ARTICULATION — attacks and releases — slurring — note accuracy — rhythmic accuracy	(20)	
PRESENTATION — appearance — poise — stage presence — posture	(10)	
ENSEMBLE — balance — blend — togetherness	(20)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

POINT TOTALS

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
100 – 96	95 – 86	85 – 71	70 – 56	55 – 0

PIANO SOLO

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Composition _____ Composer _____

Years Played _____

FACTORS EVALUATED	SCORE	COMMENTS
PERFORMANCE — musical effect — poise — difficulty/choice of selection	(10)	
INTERPRETATION — dynamics — contrast & phrasing — styling/mood — balance/voicing	(20)	
MUSICIANSHIP — feeling for meter — steadiness — tempo — expression/feeling — range of dynamics	(20)	
ACCURACY — note accuracy — rhythm accuracy — fluency — continuity — dynamics/tempo indications	(20)	
TECHNIQUE — coordination — fingering — posture (body/hand position) — touch/pedaling — tone quality	(20)	
MEMORIZATION OR SLIPS AND RECOVERIES	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

POINT TOTALS

1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
100 – 96	95 – 86	85 – 71	70 – 56	55 – 0

PIANO DUET

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Names _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
PERFORMANCE — musical effect — appropriateness — difficulty/choice of selection — poise	(20)	
INTERPRETATION — dynamics — contrast & phrasing — styling/mood	(20)	
MUSICIANSHIP — tempo — rhythm — balance between instruments — expression/feeling — range of dynamics	(20)	
TECHNIQUE — coordination — fingering — posture (body/hand position) — touch/pedaling	(20)	
ACCURACY — note accuracy — rhythm accuracy — dynamics/tempo indications — fluency — continuity	(20)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

POINT TOTALS

1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
100 – 96	95 – 86	85 – 71	70 – 56	55 - 0

HANDBELL/HANDCHIME ENSEMBLE

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
TECHNIQUE/ARTICULATION — damping — stopped sounds (pluck, martellato, RT, etc.) — non-stopped sounds (legato ringing, LV, shake, etc.)	(10)	
ACCURACY — note accuracy — rhythmic accuracy	(20)	
INTERPRETATION — tempo — phrasing — dynamics	(20)	
ENSEMBLE — balance — precision	(20)	
MUSICIANSHIP — mood — expression	(10)	
PRESENTATION — appearance/visual effect — poise/stage presence	(10)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0	100 – 96	95 – 86	85 – 71	70 – 56	55 – 0

HANDBELL/HANDCHIME CHOIR

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Composition _____ Composer _____

FACTORS EVALUATED	SCORE	COMMENTS
TECHNIQUE/ARTICULATION — damping — stopped sounds (pluck, martellato, RT, etc.) — non-stopped sounds (legato ringing, LV, shake, etc.)	(10)	
ACCURACY — note accuracy — rhythmic accuracy	(20)	
INTERPRETATION — tempo — phrasing — dynamics	(20)	
ENSEMBLE — balance — precision	(20)	
MUSICIANSHIP — mood — expression	(10)	
PRESENTATION — appearance/visual effect — poise/stage presence	(10)	
SELECTION — appropriateness — difficulty	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19/10-9	19-17/9-8	16-13/7-6	12-0/5-0

POINT TOTALS

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
100 – 96	95 – 86	85 – 71	70 – 56	55 – 0

SPEECH

Classification (Circle) JH 7-9 SH 10-12

CATEGORY (Circle One)

ORAL INTERPRETATION OF SCRIPTURE

ORAL INTERPRETATION OF POETRY

RELIGIOUS READING

DECLAMATION

HUMOROUS INTERPRETATION

DRAMATIC INTERPRETATION

School _____ Student's Name _____

Title of Performance _____

FACTORS EVALUATED	SCORE	COMMENTS
MEMORIZATION — knowledge of material — hesitation or confusion — necessity for prompting	(10)	
SELECTION — tasteful — proper identification of author — meets category requirements	(10)	
DICTION — fluency/articulation — pronunciation — enunciation — voice projection — general pitch level — quality of voice	(10)	
COMMUNICATION — mental rapport with audience — eye contact — ability to hold attention	(10)	
USE OF BODY — posture — bodily movement/gestures — facial expressions — stage presence — distracting mannerisms	(10)	
INTERPRETATION — style — comprehension and proper emphasis — creation of mood — phrasing — contrast — expression — spiritual or emotional effect	(10)	
OVERALL EFFECTIVENESS — proficiency of delivery — personal appearance — poise — organization of thought	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
10 - 9	9 - 8	7 - 6	5 - 0	70 - 66	65 - 56	55 - 41	40 - 36	36 - 0

SPEECH

ORIGINAL PERSUASIVE ORATORY

School _____

Classification (Circle) JH 7-9 SH 10-12

Student's Name _____ Title of Performance _____

FACTORS EVALUATED	SCORE	COMMENTS
MEMORIZATION "The largely memorized oral presentation..." (See SLCS Fine Arts Manual) — knowledge of material — hesitation or confusion — necessity for prompting	(10)	
SELECTION Originality: — positive approach — use of imagination — individualistic approach — human interest appeal Content: — relates to subject — logical development of ideas — clarity of ideas — tasteful — meets category requirements	(10)	
DICTION — fluency/articulation — pronunciation/enunciation — voice projection — general pitch level — quality of voice	(10)	
COMMUNICATION — mental rapport with audience — eye contact — ability to hold attention	(10)	
USE OF BODY — posture — bodily movement/gestures — facial expressions — stage presence — distracting mannerisms	(10)	
INTERPRETATION — style — proper emphasis — creation of mood — phrasing/contrast — expression/sincerity of tone	(10)	
OVERALL EFFECTIVENESS — proficiency of delivery — personal appearance — poise — organization of thought	(10)	

Total:

Rating:

Time _____

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
10 – 9	9-8	7-6	5-0	70 – 66	65 – 56	55 – 41	40 – 36	36 - 0

DUET ACTING

Classification (Circle) JH 7-9 SH 10-12

School _____ Student's Names _____

Title of Performance _____

FACTORS EVALUATED	SCORE	COMMENTS
INTERPRETATION — grasp of line meaning — comprehension	(10)	
CHARACTERIZATION — action-reaction — interplay — believability	(20)	
POISE — bodily control action	(10)	
BLOCKING — motivated, balanced movement — energy	(10)	
DICTION — clarity	(10)	
TIMING — tempo/build to climax	(10)	
OVERALL DRAMATIC EFFECT — proficiency of delivery — personal appearance — poise — organization of thought	(10)	
SELECTION — literary value — tasteful — appropriate — judicious editing — difficulty	(10)	
MEMORIZATION	(10)	
Total:		Rating:

_____ Time

_____ Judge's Signature

POINT SCALE				POINT TOTALS				
SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10 - 9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

READERS' THEATRE

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Title of Performance _____

FACTORS EVALUATED	SCORE	COMMENTS
STAGING — interesting composition — composition clarifies the literature	(10)	
MOVEMENT — posture — purpose — gestures	(10)	
PRESENCE — facial expressions — stage presence — distracting mannerisms	(10)	
ORIGINALITY OF ARRANGEMENT — creative visualization of setting using allowed objects and actors — effective use of group speaking and group movement (if utilized)	(10)	
CHARACTERIZATION — voices — movement — facial expression — intensity	(10)	
QUALITY OF SELECTION — literary value — tasteful/appropriate — judicious editing — difficulty	(10)	
PERFORMANCE — diction — eye contact — distracting elements — word color — attacks and releases	(20)	
MEMORIZATION — recall — hesitation or confusion — need for prompting	(10)	
OVERALL EFFECTIVENESS — delivery — poise/group appearance — organization of thought	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10 - 9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

CHORIC SPEAKING

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Title of Performance _____

FACTORS EVALUATED	SCORE	COMMENTS
USE OF VOICES — pitch — attacks and releases — pace — vocal variety — word color	(10)	
DICTION — fluency — enunciation — articulation — voice projection — pronunciation — vocal quality	(10)	
MOVEMENT — posture — purpose — gestures	(10)	
PRESENCE — facial expression — stage presence — distracting mannerisms	(10)	
COMMUNICATION — mental rapport with audience — eye contact — mental and emotional grasp of Material	(20)	
INTERPRETATION — style — expression — mood — contrast — spiritual or emotional effect	(10)	
QUALITY OF SELECTION — literary value — tasteful/appropriate — judicious editing — difficulty	(10)	
MEMORIZATION — recall — hesitation or confusion — need for prompting	(10)	
OVERALL EFFECTIVENESS — delivery — poise/group appearance — organization of thought	(10)	

Total:

Rating:

Time

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10 - 9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

ENSEMBLE ACTING

Classification (Circle) JH 7-9 SH 10-12

School _____

Group Name as appeared on Entry Form _____

Title of Performance _____

FACTORS EVALUATED	SCORE	COMMENTS
USE OF VOICES — articulation/pronunciation — projection — vocal variety — appropriate for character	(10)	
INTERPRETATION — grasp of line meaning — characterizations — creation of mood — reaction	(20)	
USE OF BODY — posture — body movement — creativity — facial expression — appropriate for character	(20)	
DEVELOPMENT OF PLOT — tempo — timing — build to climax — satisfying conclusion	(20)	
OVERALL EFFECTIVENESS — poise — intensity	(10)	
SELECTION — meets time limit — difficulty	(10)	
MEMORIZATION — recall — hesitation or confusion — need for prompting	(10)	
Total:		Rating:

_____ Time

_____ Judge's Signature

POINT SCALE				POINT TOTALS				
SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st SUPERIOR	1 RATING	2 RATING	3 RATING	4 RATING
20-19/10 - 9	19-17/9-8	16-13/7-6	12-0/5-0	100 - 96	95 - 86	85 - 71	70 - 56	55 - 0

ART

(Circle Category)

Acrylics Calligraphy Colored Pencils Crafts Mixed Media
 Oil Painting Pastels Pen & Ink Printmaking Sculpture
 Sketching Watercolor

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Title of art piece _____ Medium _____

FACTORS EVALUATED	SCORE	COMMENTS	
TECHNIQUE — Is the medium used appropriate? — Is skillfulness displayed? — Is there consistency?	(20)		
ORIGINALITY — does this work possess creativity? — does this work possess individuality? — does this work show imagination?	(20)		
COMPOSITION — is there harmony of composition? — is there visual balance? — is there form and color coordination?	(20)		
COMMUNICATION — does this work reflect both knowledge of and experience with the subject? — does the work portray or convey a message? — does this work repeatedly stimulate or satisfy?	(20)		
Total:		Rating:	

Judge's Signature

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19	19-17	16-13	12-0	80 – 76	75 – 66	65 – 51	50 – 36	35 - 0

WOODWORKING

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Title of piece _____

FACTORS EVALUATED	SCORE	COMMENTS
ORIGINALITY (1-15 points) — Does the preliminary drawing show original design and good planning? — Will the piece function well for its intended use? ----- DIFFICULTY (1-5 points) — Was the project extensive or difficult to produce? 1 2 3 4 5	(20)	
CRAFTMANSHIP — Is the general appearance pleasing and well-proportioned? — Is the piece assembled well? (joints fit properly, legs set level on floor, corners square, etc.)	(20)	
DETAILING — Is grain direction properly used to enhance appearance? — Are there design elements that add to the overall aesthetic?	(20)	
FINISH — Is the piece properly sanded? — Is there any residual glue showing? — Is the stain and/or finish properly applied and enhancing to the work?	(20)	

Total:

Rating:

Judge's Signature

POINT SCALE

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19	19-17	16-13	12-0

POINT TOTALS

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
80 – 76	75 – 66	65 – 51	50 – 36	35 – 0

ARTIST'S IDEA STATEMENT-ARTS

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Title of piece _____

1. How or why did you choose your subject? Where did you get the idea? List any website used as source material?

2. If applicable, how was the beginning sketch drawn? Was a photograph used as a reference? If yes, it must be attached to this statement. If applicable, is your mold, original carved or etched surface, sketch or pattern included with this entry?

3. Explain the process you used in making your entry. How was your idea developed? Be specific! If printmaking, what type of ink did you use (water-based, oil, etc.); what matrix did you use (wood, linoleum, etc.)?

4. How long did it take to do this artwork? On what date was it completed?

5. What help did you receive from other people (friends, parents, teachers):
 - a. In planning the piece?

 - b. while working on the piece?

 - c. In presenting the piece?

STATEMENT OF ORIGINALITY

I certify that this project is my own original and authentic work and that I received no help in completing this project other than general instruction and supervision.

Student's Signature

Date

This idea statement must be signed and must attached to one of the three judging forms accompanying the artwork. Three points will be deducted if it is missing or incomplete. Use the back of this sheet if you need more space.

DIGITAL PHOTOGRAPHY

(Circle Categories)

Classification JH 7-9 SH 10-12

Color B&W

Portrait

Scenic

Still Life

Wildlife/Animals

Photo Journalism

School _____ Student's Name _____

Title of piece _____

FACTORS EVALUATED	SCORE	COMMENTS
ORIGINALITY — Does the composition show original design, creativity, imagination and good planning? — Does the photo show original thought, angle, composition, etc.?	(20)	
CONTENT/TECHNIQUE — Is the subject matter appealing? — Is the composition pleasing and well-balanced? — Is there a center of interest/focus? Creative -Were special lighting, filters, special effects or other techniques/tools used?	(20)	
DETAILS — Focus: Is the center of interest sharp? Is the background muted, blurred or made not to distract? — Contrast: Is there a pleasing contrast of light and dark areas? — Did the student have input in the development and exposure of photo? (refer to Idea Statement) Creative -Do experimental techniques work well?	(20)	
APPEARANCE — Is the piece properly exposed? — Is there sufficient and appropriate lighting? — Is the photo enlarged to an appropriate size to enhance the image justly? — Does this photo command attention? — Digital photos printed properly?	(20)	

Total:

Rating:

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19	19-17	16-13	12-0	80 – 76	75 – 66	65 – 51	50 – 36	35 – 0

ARTIST'S IDEA STATEMENT-PHOTOGRAPHY

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Title of piece _____ Category _____

Please provide the appropriate information:

Camera Type _____

(Ex. Model: Nikon/iPhone 14)

Point and shoot _____

SLR _____

Smart phone _____

ISO _____

Lens Size _____

Aperture (F-stop) _____

Focal Point _____

Shutter Speed _____

1. How or why did you choose your subject? Where did you get the idea?
2. Did you enhance the lighting, setting or the subject before taking the picture? If yes, explain.
3. When was the image captured?
4. What help did you receive from other people (friends, parents, teachers):
 - a. In planning the piece?
 - b. while working on the piece?
5. Were special lighting, filters special effects or other techniques/tools used? Explain.
6. When was the print developed? Do you have an unedited 4x6 included with your entry?
7. Did you have input in the development and exposure of photo? Explain.
8. Who printed the final image?

STATEMENT OF ORIGINALITY

I certify that this project is my own original and authentic work and that I received no help in completing this project other than general instruction and supervision.

Student's Signature

Date

This idea statement must be signed and must be attached to one of the three judging forms accompanying the artwork. Three points will be deducted if it is missing or incomplete. Use the back of this sheet if you need more space.

TEXTILES: GARMENTS

(Circle Categories)

Classification JH 7-9 SH 10-12

Sportswear

Dresses

Formals

Coats

Coordinates

School _____ Student's Name _____

Title of piece _____

FACTORS EVALUATED	SCORE	COMMENTS
TECHNIQUE — Was appropriate fabric chosen? — Is skillful construction displayed and consistent? - stitching (machine and hand) - seam finish - zipper, buttonholes or fastenings - sleeve set and detail - collar/neckline detail - hem detail	(20)	
ORIGINALITY/CREATIVITY — Does this work possess creativity – pattern changes, accessory details? — Does this work show imagination?	(20)	
EFFECTIVENESS — Is there harmony of composition? — Is there visual balance? — Is there form and color coordination?	(20)	
DIFFICULTY — Does the garment display knowledge and experience with the construction techniques? — Does the garment display appropriate detail work?	(20)	
Total:		Rating:

Judge's Signature _____

POINT SCALE				POINT TOTALS				
SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR	1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
20-19	19-17	16-13	12-0	80 – 76	75 – 66	65 – 51	50 – 36	35 - 0

TEXTILES: NEEDLECRAFT

(Circle Categories)

Classification JH 7-9 SH 10-12

Counted Cross Stitch

Crochet

Crewel

Knitting

Embroidery

Afghans

Needlepoint

Quilts

School _____ Student's Name _____

Title of piece _____

FACTORS EVALUATED	SCORE	COMMENTS
TECHNIQUE — Was appropriate fabric chosen? — Is skillful construction displayed and consistent? - stitching (machine and hand) - seam finish — Is the back or inside neatly finished? — Is the item made according to the pattern?	(20)	
ORIGINALITY/CREATIVITY — Does this work possess creativity – pattern changes, accessory details? — Does this work show imagination?	(20)	
EFFECTIVENESS — Is there harmony of composition? — Is there visual balance? — Is there form and color coordination? — Is item pleasant to look at?	(20)	
DIFFICULTY — Does the garment display knowledge and experience with the construction techniques? — Does the garment display appropriate detail work?	(20)	

Total:

Rating:

Judge's Signature _____

POINT SCALE

POINT TOTALS

SUPERIOR	ABOVE AVERAGE	AVERAGE	POOR
20-19	19-17	16-13	12-0

1 st Superior	1 RATING	2 RATING	3 RATING	4 RATING
80 – 76	75 – 66	65 – 51	50 – 36	35 – 0

ARTIST'S IDEA STATEMENT-TEXTILES

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Title of piece _____ Category _____

1. Briefly explain the process you used in making your entry. How was your idea developed?
2. How long did it take to do this entry? Date started, completed?
3. What help did you receive from other people (friends, parents, teachers):
 - a. In planning the piece?
 - b. while working on the piece?
4. Is the pattern included with this entry?
5. Briefly explain any alterations to pattern or garment:
6. For garments, did you include two pictures of the garment being worn? A front and back picture is required.

STATEMENT OF ORIGINALITY

I certify that this project is my own original and authentic work and that I received no help in completing this project other than general instruction and supervision.

Student's Signature

Date _____

This idea statement must be signed and must be attached to one of the three judging forms accompanying the artwork. Three points will be deducted if it is missing or incomplete. Use the back of this sheet if you need more space.

ARTIST'S IDEA STATEMENT - MULTIMEDIA

Classification (circle) JH 7-9 SH 10-12

School _____ Student's Name _____

Title of piece _____ Category _____

1. How or why did you choose your subject? Where did you get the idea?

2. What devices did you use in recording and collecting data?

3. Briefly explain the process you used in making your entry. How was your idea developed?

4. How long did it take to do this entry? Date started, completed?

5. What help did you receive from other people (friends, parents, teachers):
 - a. In planning the piece?

 - b. while working on the piece?

6. List any credits that need to be given for video clips or pictures that are not yours:

STATEMENT OF ORIGINALITY

I certify that this project is my own original and authentic work and that I received no help in completing this project other than general instruction and supervision.

Student's Signature

Date

This idea statement must be signed and must be attached to one of the three judging forms accompanying the artwork. Three points will be deducted if it is missing or incomplete. Use the back of this sheet if you need more space.