

WISCONSIN ASSOCIATION OF CHRISTIAN SCHOOLS  
**STATE COMPETITION JUDGING FORM**

|                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Middle School |
| <input type="checkbox"/> | High School   |

**BIBLE**  
**Bible Teaching**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Subject of Lesson \_\_\_\_\_ Title \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| Appropriate to the age level<br>HS: junior-age children, ages 9-12<br>MS: primary-age children, ages 5-8 |          | (10)                 |
| Outline of the lesson<br>well-organized  |          | (15)                 |
| Maintained audience attention<br>throughout the lesson   |          | (15)                 |
| Explained the Bible passage<br>clearly and accurately  |          | (15)                 |
| Presented the lesson with<br>confidence and sincerity  |          | (15)                 |
| Applied the lesson correctly<br>and forcefully   |          | (15)                 |
| Creativity (and visuals if<br>utilized)  |          | (15)                 |

Total \_\_\_\_\_/100

**Point Scale**  
 90–100: Excellent  
 80–89: Good  
 70–79: Fair

\_\_\_\_\_  
 Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School

**BIBLE**  
**Bible Preaching**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Expository Evangelistic Topical (Circle One)

| FACTORS EVALUATED        |   | COMMENTS | POINTS<br>(possible) |
|--------------------------|---|----------|----------------------|
| Content and Organization | Introduction (leads appropriately into theme, gains attention from the 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)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

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 Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**MUSIC****Vocal Solo (Circle One)****Male****Female**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Composition #1 \_\_\_\_\_ Composer \_\_\_\_\_

Composition #2 \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} \*MS performs only one song

| FACTORS EVALUATED  | COMMENTS #1<br><i>MS performs only one song</i> | COMMENTS #2 | POINTS<br>(possible) | POINTS<br>(possible) |
|--|---|-------------|----------------------|----------------------|
| <b>Presentation</b><br>1. Poise<br>2. Communication<br>3. Facial Expression<br>4. Posture<br>5. Memorization                         |   |             | (10)                 | (10)                 |
| <b>Technique</b><br>1. Breath<br>2. Diction<br>3. Tone<br>4. Vitality  |   |             | (10)                 | (10)                 |
| <b>Musicianship</b><br>1. Phrasing<br>2. Contrast Mood<br>3. Contrast Dynamics   |   |             | (10)                 | (10)                 |
| <b>Accuracy</b><br>1. Text<br>2. Rhythm<br>3. Pitch<br>4. Style (if period piece)  |   |             | (10)                 | (10)                 |
| <b>Selection</b><br>1. Words/music complementary<br>2. Difficulty<br>3. Appropriate for the voice<br>4. Appropriate for the occasion |   |             | (10)                 | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Subtotal (100 points possible each): \_\_\_\_\_ + \_\_\_\_\_

AVERAGE: \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

# STATE COMPETITION JUDGING FORM

☐ Middle School  
☐ High School

## MUSIC (Circle Category)

Woodwind Solo

Brass Solo

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>TONE:</b><br>(a) Quality<br>(b) Control<br>(c) Intonation<br>(d) Vibrato                                    |          | (20)                 |
| <b>ARTICULATION:</b><br>(a) Attacks and Releases<br>(b) Slurring<br>(c) Note Accuracy<br>(d) Rhythmic Accuracy |          | (20)                 |
| <b>INTERPRETATION:</b><br>(a) Tempo<br>(b) Phrasing<br>(c) Dynamics<br>(d) Fluency                             |          | (20)                 |
| <b>MUSICIANSHIP (summary):</b><br>(a) Correctness<br>(b) Mood & Emotion<br>(c) Artistry                        |          | (20)                 |
| <b>SELECTION:</b><br>(a) Appropriateness<br>(b) Difficulty   |          | (10)                 |
| <b>PRESENTATION:</b><br>(a) Appearance<br>(b) Poise<br>(c) Stage Presence                                      |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

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 Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**MUSIC**  
**String Solo**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>INTONATION</b>   |          | (10)                 |
| <b>TONE PRODUCTION:</b><br>(a) Vibrato<br>(b) Quality                               |          | (10)                 |
| <b>ACCURACY:</b><br>(a) Notes<br>(b) Rhythm   |          | (20)                 |
| <b>TECHNIQUE:</b><br>(a) Bowing<br>(b) Left Hand<br>(c) Posture<br>(d) Articulation |          | (20)                 |
| <b>INTERPRETATION:</b><br>(a) Tempo<br>(b) Phrasing<br>(c) Dynamics                 |          | (20)                 |
| <b>SELECTION:</b><br>(a) Appropriateness<br>(b) Difficulty                          |          | (10)                 |
| <b>PRESENTATION:</b><br>(a) Appearance<br>(b) Poise<br>(c) Stage presence           |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****MUSIC**  
**Classical Guitar Solo**
☐ Middle School  
☐ High School

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>Intonation</b>  |          | (10)                 |
| <b>Tone</b>  |          | (10)                 |
| <b>Accuracy</b><br>1. Notes<br>2. Rhythm                                   |          | (20)                 |
| <b>Technique</b>   |          | (20)                 |
| <b>Interpretation/Musicality</b><br>1. Tempo<br>2. Phrasing<br>3. Dynamics |          | (20)                 |
| <b>Selection</b><br>1. Appropriateness<br>2. Difficulty                    |          | (10)                 |
| <b>Presentation</b><br>1. Appearance<br>2. Poise<br>3. Stage Presence      |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total (70 possible points) \_\_\_\_\_

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****MUSIC**  
**Percussion Solo**
☐ Middle School  
☐ High School

**Circle One:**      **Snare Drum Solo**      **Timpani Solo**      **Mallet Percussion**      **Multiple Percussion**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>TONE:</b><br>Stick/mallet choice<br>Playing area<br>Correct method and consistency of tone reproduction or articulation<br>Head/snare tension   |          | (15)                 |
| <b>ACCURACY:</b><br>Correct pitches<br>Correct rhythms and rests<br>Precision<br>Intonation (where applicable)<br>Correct interpretation of meter<br>Key signature/accidentals (where applicable)  |          | (15)                 |
| <b>TECHNIQUE:</b><br>Stick control<br>Mechanics of hand/arm motion, grip/left hand, right hand<br>Attacks/releases<br>Pedaling execution (where applicable)<br>Rolls<br>Dampening<br>Posture<br>Instrument height, physical set up<br>Mastery of rudiments –sticking patterns (where applicable) |          | (15)                 |
| <b>MUSICIANSHIP/ INTERPRETATION:</b><br>Phrasing, shaping of musical line<br>Expressive elements<br>Balance<br>Dynamics<br>Emotional involvement<br>Fluency, style   |          | (15)                 |
| <b>TEMPO:</b><br>Attention to metronome marking<br>Control and maintenance of basic pulse and subdivisions   |          | (15)                 |
| <b>SELECTION:</b><br>Suitability of literature<br>Difficulty   |          | (15)                 |
| <b>PRESENTATION:</b><br>Appearance<br>Poise<br>Stage presence/general conduct/mannerisms   |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**MUSIC****Piano Solo (Circle One)**

Classical

Sacred

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>PERFORMANCE:</b><br>(a) Musical effect<br>(b) Poise<br>(c) Difficulty and/or choice of selection<br>(d) Memorization           |          | (20)                 |
| <b>INTERPRETATION:</b><br>(a) Dynamics<br>(b) Phrasing<br>(c) Styling/mood<br>(d) Balance/voicing                                 |          | (20)                 |
| <b>MUSICIANSHIP:</b><br>(a) Feeling for meter<br>(b) Steadiness<br>(c) Tempo<br>(d) Expression/feeling<br>(e) Range of dynamics   |          | (20)                 |
| <b>ACCURACY:</b><br>(a) Note accuracy<br>(b) Rhythmic accuracy<br>(c) Continuity<br>(d) Fluency<br>(e) Dynamics/tempo indications |          | (20)                 |
| <b>TECHNIQUE:</b><br>(a) Coordination<br>(b) Fingering<br>(c) Tone quality<br>(d) Facility<br>(e) Appropriate touch/Pedaling      |          | (20)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**MUSIC****(Circle Category)****Small Vocal Ensemble****Large Vocal Ensemble**

School \_\_\_\_\_ State \_\_\_\_\_

City \_\_\_\_\_ Director (Large only) \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>TONE and INTONATION:</b>                                   |          | (15)                 |
| <b>TECHNIQUE:</b><br>(a) Blend<br>(b) Balance<br>(c) Ensemble |          | (15)                 |
| <b>RHYTHM:</b>  |          | (15)                 |
| <b>DICTION:</b>   |          | (15)                 |
| <b>INTERPRETATION:</b><br>(a) Performance<br>(b) Styling      |          | (15)                 |
| <b>PART ACCURACY:</b>   |          | (15)                 |
| <b>STAGE PRESENCE:</b>  |          | (5)                  |
| <b>SELECTION:</b><br>(a) Difficulty<br>(b) Appropriateness    |          | (5)                  |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**MUSIC (Circle one)****Choral Group (HS Only)****Youth Choir (HS Only)****MS Choir (only one song)**

School \_\_\_\_\_ State \_\_\_\_\_

City \_\_\_\_\_ HS ONLY - Circle One - Class      A      AA

Composition #1 \_\_\_\_\_ Composer \_\_\_\_\_

Composition #2 \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Director \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS #1<br><i>MS performs only one song</i> | COMMENTS #2 | POINTS<br>(possible) | POINTS<br>(possible) |
|---|---|-------------|----------------------|----------------------|
| <b>TONE and INTONATION:</b>                                   |   |             | (15)                 | (15)                 |
| <b>TECHNIQUE:</b><br>(a) Blend<br>(b) Balance<br>(c) Ensemble |   |             | (15)                 | (15)                 |
| <b>RHYTHM:</b>  |   |             | (15)                 | (15)                 |
| <b>DICTION:</b>   |   |             | (15)                 | (15)                 |
| <b>INTERPRETATION:</b><br>(a) Performance<br>(b) Styling      |   |             | (15)                 | (15)                 |
| <b>PART ACCURACY:</b>   |   |             | (15)                 | (15)                 |
| <b>STAGE PRESENCE:</b>  |   |             | (5)                  | (5)                  |
| <b>SELECTION:</b><br>(a) Difficulty<br>(b) Appropriateness    |   |             | (5)                  | (5)                  |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Subtotal (100 possible points each) \_\_\_\_\_ + \_\_\_\_\_

AVERAGE \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****MUSIC**  
**(Circle Category)**
☐ Middle School  
☐ High School
**Small Instrumental Ensemble****Large Instrumental Ensemble**

School \_\_\_\_\_ State \_\_\_\_\_

City \_\_\_\_\_ Director (Large only) \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Instruments \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>TONE:</b><br>(a) Quality<br>(b) Control<br>(c) Registration<br>(d) Intonation                               |          | (15)                 |
| <b>ARTICULATION:</b><br>(a) Attacks and releases<br>(b) Note accuracy<br>(c) Rhythmic accuracy<br>(d) Slurring |          | (15)                 |
| <b>INTERPRETATION:</b><br>(a) Tempo<br>(b) Phrasing<br>(c) Dynamics<br>(d) Fluency<br>(e) Style                |          | (15)                 |
| <b>ENSEMBLE:</b><br>(a) Blend<br>(b) Balance<br>(c) Togetherness   |          | (15)                 |
| <b>MUSICIANSHIP (summary):</b><br>(a) Correctness<br>(b) Mood & emotion<br>(c) Artistry                        |          | (15)                 |
| <b>SELECTION:</b><br>(a) Appropriateness<br>(b) Difficulty   |          | (10)                 |
| <b>PRESENTATION:</b><br>(a) Appearance<br>(b) Poise<br>(c) Stage presence                                      |          | (15)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****MUSIC****Handbell/Handchime Ensemble**

|                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Middle School |
| <input type="checkbox"/> | High School   |

School \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>Techniques/Articulation</b><br>1. Stopped Sounds (pluck, martellato, RT, etc.)<br>2. Non-stopped sounds (legato ringing, LV, shake, etc.) |          | (20)                 |
| <b>Accuracy</b><br>1. Note Accuracy<br>2. Rhythmic Accuracy  |          | (20)                 |
| <b>Musicianship</b><br>1. Tempo<br>2. Phrasing<br>3. Dynamics<br>4. Ensemble   |          | (20)                 |
| <b>Interpretation</b><br>1. Mood<br>2. Expression  |          | (20)                 |
| <b>Visual Presentation</b><br>1. Stage Presence<br>2. Uniformity of technical elements   |          | (20)                 |

Total: \_\_\_\_\_ /100

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

\_\_\_\_\_  
Judge's Signature

## STATE COMPETITION JUDGING FORM

☐ Middle School  
☐ High School

## MUSIC

## Band/Orchestra \*MS ONLY ONE SONG

School \_\_\_\_\_ State \_\_\_\_\_

City \_\_\_\_\_ Circle One - Class (HS ONLY)      A      AA

Composition #1 \_\_\_\_\_ Composer \_\_\_\_\_

Composition #2 \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Director \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS #1<br><i>MS performs only one song</i> | COMMENTS #2 | POINTS<br>(possible) | POINTS<br>(possible) |
|---|---|-------------|----------------------|----------------------|
| <b>Tone</b><br>1. Quality<br>2. Control<br>3. Intonation<br>4. Bowings<br>5. Vibrato                      |   |             | (20)                 | (20)                 |
| <b>Articulation</b><br>1. Attacks and Releases<br>2. Note Accuracy<br>3. Rhythmic Accuracy<br>4. Slurring |   |             | (20)                 | (20)                 |
| <b>Interpretation</b><br>1. Tempo<br>2. Phrasing<br>3. Dynamics<br>4. Fluency<br>5. Style                 |   |             | (20)                 | (20)                 |
| <b>Ensemble</b><br>1. Blend<br>2. Balance<br>3. Precision   |   |             | (20)                 | (20)                 |
| <b>Selection</b><br>1. Appropriateness<br>2. Difficulty   |   |             | (10)                 | (10)                 |
| <b>Presentation</b><br>1. Appearance<br>2. Poise<br>3. Stage Presence                                     |   |             | (10)                 | (10)                 |

## Point Scale

90–100: Excellent

80–89: Good

70–79: Fair

Subtotal (100 possible points each) \_\_\_\_\_ + \_\_\_\_\_

AVERAGE: \_\_\_\_\_ /100

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 Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**MUSIC****Handbell/Handchime Choir \*MS performs only one song**

School \_\_\_\_\_ State \_\_\_\_\_

City \_\_\_\_\_ Class      A      AA (Circle One)

Composition #1 \_\_\_\_\_ Composer \_\_\_\_\_

Composition #2 \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Director \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS #1<br><i>MS performs only one song</i> | COMMENTS #2 | POINTS<br>(possible) | POINTS<br>(possible) |
|--|---|-------------|----------------------|----------------------|
| <b>Techniques/Articulation</b><br>1. Stopped Sounds (pluck, martellato, RT, etc.)<br>2. Non-stopped sounds (legato ringing, LV, shake, etc.) |   |             | (20)                 | (20)                 |
| <b>Accuracy</b><br>1. Note Accuracy<br>2. Rhythmic Accuracy  |   |             | (20)                 | (20)                 |
| <b>Musicianship</b><br>1. Tempo<br>2. Phrasing<br>3. Dynamics<br>4. Ensemble   |   |             | (20)                 | (20)                 |
| <b>Interpretation</b><br>1. Mood<br>2. Expression  |   |             | (20)                 | (20)                 |
| <b>Visual Presentation</b><br>1. Stage Presence<br>2. Uniformity of technical elements   |   |             | (20)                 | (20)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Subtotal (100 possible points each) \_\_\_\_\_ + \_\_\_\_\_

AVERAGE \_\_\_\_\_ /100

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 Judge's Signature

Comments for Ringers:

Comments for Director:

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**MUSIC****Piano Duet (Circle One)**

Classical

Sacred

Names \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Composition \_\_\_\_\_ Composer \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Technique</b><br>1. Position (hands, body, fingers)<br>2. Articulation (staccato, legato, etc.)<br>3. Accuracy<br>4. Facility<br>5. Tone quality and production<br>6. Accurate use of pedals |          | (25)                 |
| <b>Interpretation</b><br>1. Correctness of style<br>2. Appropriate/Accurate tempo<br>3. Rhythm (even, steady)<br>4. Dynamics (accuracy)<br>5. Clarity of motives, phrases, form                 |          | (25)                 |
| <b>Expression</b><br>1. Contrast in tempo/dynamics<br>2. Phrasing<br>3. Contrast in sections form<br>4. Balance between instruments   |          | (25)                 |
| <b>Performance</b><br>1. Stage Presence/Poise<br>2. Overall Effect<br>3. Ensemble<br>4. Difficulty of selection<br>5. Appropriateness of selection  |          | (25)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**SPEECH**  
(Circle Category)
**Dramatic Interpretation**  
**Religious Reading**  
**Humorous Interpretation**
**Oral Interpretation of Poetry**  
**Declamation**  
**Oral Interpretation of Scripture**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Title \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Memorization</b><br>1. Knowledge of Material<br>2. Hesitation or Confusion<br>3. Necessity for Prompting   |          | (15)                 |
| <b>Selection</b><br>1. Tasteful<br>2. Proper Identification of Author<br>3. Meets Category Requirements<br>4. Literary Value  |          | (15)                 |
| <b>Diction</b><br>1. Fluency/Articulation<br>2. Pronunciation<br>3. Enunciation<br>4. Voice Projection<br>5. General Pitch Level<br>6. Quality of Voice                             |          | (15)                 |
| <b>Communication</b><br>1. Mental Rapport with Audience<br>2. Eye Contact<br>3. Ability to Hold Attention   |          | (15)                 |
| <b>Use of Body</b><br>1. Posture<br>2. Bodily Movement<br>3. Gestures<br>4. Facial Expressions<br>5. Stage Presence<br>6. Distracting Mannerisms                                    |          | (15)                 |
| <b>Interpretation</b><br>1. Style<br>2. Comprehension and Proper Emphasis<br>3. Creation of Mood<br>4. Phrasing<br>5. Contrast<br>6. Expression<br>7. Spiritual or Emotional Effect |          | (15)                 |
| <b>Overall Effectiveness</b><br>1. Proficiency of Delivery<br>2. Personal Appearance<br>3. Poise<br>4. Organization of Thought  |          | (10)                 |

Total: \_\_\_\_\_/100

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****SPEECH****Original Persuasive Oratory (High School Only)**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Title \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Memorization</b><br>“The largely memorized oral presentation...”<br>(See WACS manual)<br>1. Knowledge of Material<br>2. Hesitation or Confusion<br>3. Necessity for Prompting  |          | (15)                 |
| <b>Selection</b><br><b>1. Originality</b><br>a. Positive Approach<br>b. Use of Imagination<br>c. Individualistic Approach<br>d. Human Interest Appeal<br><b>2. Content</b><br>a. Relates to Subject<br>b. Logical Development of Ideas<br>c. Clarity of Ideas<br>d. Tasteful<br>e. Meets Category |          | (15)                 |
| <b>Diction</b><br>1. Fluency/Articulation    4. Voice Projection<br>2. Pronunciation            5. General Pitch Level<br>3. Enunciation               6. Quality of Voice  |          | (15)                 |
| <b>Communication</b><br>1. Mental Rapport with Audience<br>2. Eye Contact<br>3. Ability to Hold Attention   |          | (15)                 |
| <b>Use of Body</b><br>1. Posture                      4. Facial Expressions<br>2. Bodily Movement        5. Stage Presence<br>3. Gestures                    6. Distracting Mannerisms  |          | (15)                 |
| <b>Interpretation</b><br>1. Style                          5. Expressiveness<br>2. Proper Emphasis        6. Creation of Mood<br>3. Phrasing                    7. Sincerity of Tone<br>4. Contrast   |          | (15)                 |
| <b>Overall Effectiveness</b><br>1. Proficiency of Delivery<br>2. Personal Appearance<br>3. Poise<br>4. Organization of Thought  |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****SPEECH****Extemporaneous Speaking (High School Only)**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Title \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>Introduction</b>  |          | (10)                 |
| <b>Arguments and<br/>Supporting Material</b>                                   |          | (10)                 |
| <b>Emotional and Logical<br/>Proofs</b>  |          | (10)                 |
| <b>Organizational Structure</b><br>1. Clear<br>2. Orderly                      |          | (10)                 |
| <b>Pacing</b><br>1. Phrasing<br>2. Pausing<br>3. Inflection                    |          | (10)                 |
| <b>Language</b>  |          | (10)                 |
| <b>Bodily Action</b><br>1. Poise<br>2. Gesture<br>3. Eye Contact<br>4. Posture |          | (10)                 |
| <b>Vocal Delivery</b><br>1. Variety<br>2. Quality<br>3. Diction                |          | (10)                 |
| <b>Conclusion</b>  |          | (10)                 |
| <b>Overall Effect of<br/>Persuasiveness</b>                                    |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**SPEECH  
Acting**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Title \_\_\_\_\_

| CATEGORIES  | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Interpretation</b><br>1. Grasp of the Line Meaning<br>2. Comprehension   |          | (10)                 |
| <b>Characterization</b><br>1. Action–Reaction<br>2. Interplay<br>3. Believability   |          | (10)                 |
| <b>Poise</b><br>Bodily Control Action   |          | (10)                 |
| <b>Blocking</b><br>1. Motivated, Balanced Movement<br>2. Energy   |          | (10)                 |
| <b>Diction<br/>Clarity</b>  |          | (10)                 |
| <b>Timing</b><br>Tempo/Build to Climax  |          | (10)                 |
| <b>Overall Dramatic Effect</b><br>1. Control<br>2. Precision<br>3. Creativity   |          | (10)                 |
| <b>Memorization</b>   |          | (10)                 |
| <b>Selection</b><br>1. Literary Value<br>2. Tasteful<br>3. Appropriate<br>4. Judicious Editing<br>5. Difficulty                         |          | (10)                 |
| <b>Piece and performance adhere to<br/>rules as stated in manual</b><br>(specifically one character per<br>person limit with narration) |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****SPEECH****Readers' Theatre (High School Only)**

School \_\_\_\_\_ State \_\_\_\_\_

Title \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category}

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Staging</b><br>1. Interesting Composition<br>2. Composition Clarifies the Literature   |          | (10)                 |
| <b>Movement</b><br>1. Posture                      4. Facial Expressions<br>2. Purpose                      5. Stage Presence<br>3. Gestures                      6. Distracting Mannerisms |          | (10)                 |
| <b>Originality of Arrangement</b><br>1. Creative Visualization of Setting using<br>allowed objects and actors<br>2. Effective use of group speaking and group<br>movement (if utilized)     |          | (10)                 |
| <b>Characterization</b><br>1. Voices<br>2. Movement<br>3. Facial Expression<br>4. Intensity   |          | (15)                 |
| <b>Quality of Selection</b><br>1. Literary Value<br>2. Tasteful<br>3. Appropriate for the Occasion<br>4. Judicious Editing<br>5. Difficulty   |          | (10)                 |
| <b>Performance</b><br>1. Diction<br>2. Eye Contact<br>3. Distracting Elements<br>4. Word Color<br>5. Attacks and Releases   |          | (15)                 |
| <b>Memorization</b><br>1. Recall<br>2. Hesitation or Confusion<br>3. Need for Prompting   |          | (10)                 |
| <b>Overall Effectiveness</b><br>1. Delivery<br>2. Poise<br>3. Organization of Thought<br>4. Group Appearance  |          | (10)                 |
| <b>Piece and performance adhere to rules as<br/>           stated in manual (specifically, interaction<br/>           as defined in rule 6, minimum 3-point<br/>           penalty).</b>    |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****SPEECH****Choric Speaking (High School Only)**

Group Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ {Judges – Circle time if outside limits for category} Title \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>Use of Voices</b><br>1. Pitch<br>2. Pace<br>3. Word Color<br>4. Attacks and Releases<br>5. Vocal Variety  |          | (10)                 |
| <b>Diction</b><br>1. Fluency            4. Enunciation<br>2. Articulation      5. Voice Projection<br>3. Pronunciation   6. Vocal Quality                  |          | (10)                 |
| <b>Movement</b><br>1. Posture            4. Facial Expressions<br>2. Purpose           5. Stage Presence<br>3. Gestures          6. Distracting Mannerisms |          | (10)                 |
| <b>Communication</b><br>1. Mental Rapport with Audience<br>2. Eye Contact<br>3. Mental and Emotional Grasp of Material                                     |          | (15)                 |
| <b>Interpretation</b><br>1. Style<br>2. Expression<br>3. Mood<br>4. Contrast<br>5. Spiritual or Emotional Effect   |          | (15)                 |
| <b>Quality of Selection</b><br>1. Literary Value<br>2. Tasteful<br>3. Appropriate for the Occasion<br>4. Judicious Editing<br>5. Difficulty                |          | (10)                 |
| <b>Memorization</b><br>1. Recall<br>2. Hesitation or Confusion<br>3. Need for Prompting  |          | (10)                 |
| <b>Overall Effectiveness</b><br>1. Delivery<br>2. Poise<br>3. Organization of Thought<br>4. Group Appearance   |          | (10)                 |
| <b>Piece and performance adhere to rules as stated in manual (specifically, interaction as defined in rule 6c, minimum 3-point penalty).</b>               |          | (10)                 |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****DEBATE (High School Only)****Affirmative Team****Negative Team**

School \_\_\_\_\_

School \_\_\_\_\_

City \_\_\_\_\_

City \_\_\_\_\_

Round \_\_\_\_\_

Date \_\_\_\_\_

Check the column on each item which, on the scale listed at the bottom of the page, best describes your evaluation of the speaker's effectiveness.

**FIRST AFFIRMATIVE  
NEGATIVE****SECOND AFFIRMATIVE****FIRST NEGATIVE****SECOND**

1 2 3 4 5

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**ANALYSIS  
REASONING  
EVIDENCE  
ORGANIZATION  
REFUTATION  
DELIVERY**

1 2 3 4 5

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TOTAL \_\_\_\_\_

TOTAL \_\_\_\_\_

TOTAL \_\_\_\_\_

TOTAL \_\_\_\_\_

TEAM RATINGS: **AFFIRMATIVE:** POOR EXCELLENT  
FAIR SUPERIOR  
GOOD

**NEGATIVE:** POOR EXCELLENT  
FAIR SUPERIOR  
GOOD

RANK EACH DEBATER IN ORDER OF EXCELLENCE: FIRST, SECOND, THIRD, FOURTH

**COMMENTS:**

First Affirmative...Rank \_\_\_\_\_

NAME \_\_\_\_\_

Second Affirmative...Rank \_\_\_\_\_

NAME \_\_\_\_\_

**COMMENTS:**

First Negative...Rank \_\_\_\_\_

NAME \_\_\_\_\_

Second Negative...Rank \_\_\_\_\_

NAME \_\_\_\_\_

REASON FOR DECISION \_\_\_\_\_

In my opinion, the better debating was done by the: AFFIRMATIVE NEGATIVE

---

 Judge's Signature

**STATE COMPETITION JUDGING FORM****ARTIST'S IDEA STATEMENT**

(Please Print or Type)

|                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Middle School |
| <input type="checkbox"/> | High School   |

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Category \_\_\_\_\_ Medium \_\_\_\_\_

Title of Entry \_\_\_\_\_

1. How or why did you choose your subject? Where did you get the idea? List any website used as source material.
  
2. The following question applies to all categories except photography categories and digital media.  
Did you use a photograph as a reference or source?
  - ☐ Yes – personal photograph (taken by the artist) \*If you marked yes, you must attach a copy of the photograph to this Artist's Idea Statement.
  - ☐ Yes – non-personal photograph (taken by someone else) \*If you marked yes, you must attach a copy of the photograph **along with** written permission from the owner of the photograph (see Art General Rule 4.a.) to this Artist's Idea Statement.
  - ☐ No
  
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):  
*Note: Describe the help you received.*
  - a. In planning the piece?
  
  - b. While working on the piece?
  
  - c. In framing or other ways of presenting it?

**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 is to be attached to one of the two judging forms accompanying the artwork. Ten points will be deducted if this form is missing. If answers are incomplete, points may be deducted at the judge's discretion. Use the back of this sheet if you need more space. Type if possible!**

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**ART****(Circle Category)****Calligraphy****Textiles****Watercolor****Mixed Media**
**Sculpture**  
**Polychromatic Drawing**  
**Printmaking**
**Monochromatic Drawing**  
**Crafts**  
**Oil Painting**  
**Acrylic Painting**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Medium \_\_\_\_\_ Title \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>Technique</b><br>1. Is the medium used appropriate?<br>2. Is skillfulness displayed?<br>3. Is there consistency?  |          | (25)                 |
| <b>Originality</b><br>1. Does this work possess creativity?<br>2. Does this work possess individuality?<br>3. Does this work show imagination?<br><b>4. If a source photograph was used, does the work reflect individual artistic interpretation?</b> |          | (25)                 |
| <b>Composition</b><br>1. Is there harmony of composition?<br>2. Is there visual balance?<br>3. Is there form and color coordination?   |          | (25)                 |
| <b>Communication</b><br>1. Does this work reflect both knowledge of and experience with the subject?<br>2. Does this work portray or convey a message?<br>3. Does this work repeatedly stimulate or satisfy?   |          | (25)                 |

**Include Artist's Idea Statement with judging form**

Total: \_\_\_\_\_ /100

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****ART****Garment Construction (High School Only)**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Title \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Technique:</b><br>1. Was appropriate fabric chosen?<br>2. Is skillful construction displayed?<br>3. Is construction consistent?<br><b>Presentation</b><br>4. Are the seams and hems smooth and well-pressed?<br>5. Are there seam finishes on fabric raw edges?<br>6. Are details precise?<br>7. Is the presentation neat and well-finished? |          | (25)                 |
| <b>Originality:</b><br>1. Does this work possess creativity?<br>2. Does this work possess individuality?<br>3. Does this work show imagination?   |          | (25)                 |
| <b>Effectiveness:</b><br>1. Is there harmony of composition?<br>2. Is there visual balance?<br>3. Is there form and color coordination?<br>4. Communication:<br>a. Does this work portray or convey a message?<br>b. Does this work repeatedly stimulate or satisfy?  |          | (25)                 |
| <b>Difficulty:</b><br>1. Does the garment display knowledge and experience with the construction techniques?<br>2. Does the garment display appropriate detail work?  |          | (25)                 |

**Include Artist's Idea Statement with judging form**

Total: \_\_\_\_\_ /100

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM**
☐ Middle School  
☐ High School
**ART**  
**Digital Media**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Software Program Used \_\_\_\_\_

File Name \_\_\_\_\_ PC \_\_\_\_\_ MAC \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>Originality</b><br>1. Does the composition show original design and good planning?<br>2. Does the project display the personality/individuality of the artist?<br>3. Does the method of idea development show student involvement, good planning and skill? (Refer to Idea Statement) |          | (25)                 |
| <b>Technique</b><br>1. Is the general appearance pleasing and well-proportioned?<br>2. Is skillfulness and knowledge of medium displayed?<br>3. Are the techniques/skills used appropriate for this medium?<br>4. Does the artwork display form?   |          | (25)                 |
| <b>Details</b><br>1. Is the artwork printed on an appropriate surface?<br>2. Consider the use of perspective, compositional harmony and visual balance.<br>3. Are art techniques such as shading and highlights used?  |          | (25)                 |
| <b>Appearance</b><br>1. Is the piece properly protected?<br>2. Is the piece free from smudges and fingerprints?<br>3. Are erasures neatly done? Without damage to paper?<br>4. Is the piece balanced?<br>5. Does the composition command attention?                                      |          | (25)                 |

**Include Artist's Idea Statement with judging form****Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM**

|                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Middle School |
| <input type="checkbox"/> | High School   |

**Wood Furniture and Cabinetmaking**  
**REQUIRED ELEMENTS DOCUMENTATION**  
(Please Print or Type)

Name \_\_\_\_\_ State \_\_\_\_\_  
School \_\_\_\_\_ City \_\_\_\_\_  
Category \_\_\_\_\_ Title of Entry \_\_\_\_\_

You must use at least ten of the required elements from this list in the construction of your project. Check the box for each element used in your project and include a photo or a text description of how you used the element in your project documentation. Attach printed photos or text to this documentation page and submit it with the paperwork for your project.

**Machines**

- ☐ Table saw
- ☐ Band saw
- ☐ Jointer
- ☐ Planer
- ☐ Drill press
- ☐ Mortiser
- ☐ Router
- ☐ Random orbital sander
- ☐ Belt sander
- ☐ Disc sander
- ☐ Shaper
- ☐ Chop saw
- ☐ Radial arm saw
- ☐ Scroll saw/jigsaw
- ☐ Lathe

**Joinery**

- ☐ Biscuit joint
- ☐ Butt joint
- ☐ Miter joint
- ☐ Dado/rabbet
- ☐ Box joint
- ☐ Lap joint
- ☐ Dovetail joint
- ☐ Edge glue
- ☐ Spline
- ☐ Doweled joint
- ☐ Finger joint

**Techniques**

- ☐ Pocket hole screws (or other hidden fasteners)
- ☐ Exposed fasteners (decorative screws, decorative nails, etc.)
- ☐ Inlay work
- ☐ Hand carving
- ☐ Dremel carving
- ☐ Clamping
- ☐ Pneumatic fastening (nails, staples, pins, etc.)

WISCONSIN ASSOCIATION OF CHRISTIAN SCHOOLS  
**STATE COMPETITION JUDGING FORM**

|                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Middle School |
| <input type="checkbox"/> | High School   |

**ART**  
**Wood Furniture and Cabinetmaking**

Name \_\_\_\_\_ State \_\_\_\_\_  
 School \_\_\_\_\_ City \_\_\_\_\_  
 Title \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Originality (1–10 points)</b><br>1. Does the provided drawing show original design and good planning?<br>2. Is there sufficient documentation in the form of photos and/or text?<br>-----<br><b>Difficulty (1–10 points)</b><br>3. Was the project extensive or difficult to produce?<br><b>1 2 3 4 5 6 7 8 9 10</b> |          | (25)                 |
| <b>Craftsmanship</b><br>1. Does the piece meet fit and function requirements? (For example, smooth drawer operation, appropriate hinges, and correctly fitted parts.)<br><b>Is the piece assembled well? (Joints fit properly, legs set level on floor, corners square, etc.)</b>                                       |          | (25)                 |
| <b>Detailing</b><br>1. Is grain direction properly used to enhance appearance?<br>2. Are there design elements that add to the overall aesthetics?<br><b>Finish</b><br>1. Is the piece properly sanded?<br>2. Is there any residual glue showing?<br><b>Is the stain and/or finish even and smooth?</b>                 |          | (25)                 |
| <b>Required Elements</b><br>Full points in this category require documenting (photos or text) the use of at least ten (10) of the woodworking elements listed on the Required Elements Documentation.   |          | (25)                 |

**Include Arist's Idea Statement with judging form**

Total: \_\_\_\_\_ /100

**Point Scale**  
 90–100: Excellent  
 80–89: Good  
 70–79: Fair

\_\_\_\_\_  
 Judge's Signature

WISCONSIN ASSOCIATION OF CHRISTIAN SCHOOLS

# STATE COMPETITION JUDGING FORM

☐ Middle School  
☐ High School

## PHOTOGRAPHY ARTIST'S IDEA STATEMENT

(Please Print or Type)

Name \_\_\_\_\_ State \_\_\_\_\_  
School \_\_\_\_\_ City \_\_\_\_\_  
Category \_\_\_\_\_ Title of Entry \_\_\_\_\_

### Please provide the appropriate information.

#### Recording Medium

- ☐ Film – Negative  
☐ Film – Positive (Slide, Transparency)  
☐ Digital

#### Camera Type

- ☐ Point and Shoot  
☐ SLR (Single Lens Reflex)  
☐ TLR (Twin Lens Reflex)  
☐ View Camera or Press Camera  
☐ Rangefinder  
☐ Mobile device/tablet; (e.g. iPhone 15) \_\_\_\_\_

#### File Format of Original (Digital)

- ☐ RAW (Proprietary to Camera: cr2, nef, dcr, dng...)  
☐ JPG

Processing Software (Digital): \_\_\_\_\_

Lens Used: \_\_\_\_\_

#### Exposure

ISO: \_\_\_\_\_

Shutter Speed: \_\_\_\_\_

F-Stop: \_\_\_\_\_

1. Who printed the final image?
2. How or why did you choose your subject? Where did you get the idea?
3. When was the image captured?
4. When was the print made?
5. What help did you receive from other people (friends, parents, teachers):
  - a. In planning?
  - b. While working on 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 is to be attached to one of the two judging forms accompanying the artwork. Ten points will be deducted if this form is missing. If answers are incomplete, points may be deducted at the judge's discretion. Use the back of this sheet if you need more space. Type if possible!**

# STATE COMPETITION JUDGING FORM

☐ Middle School  
☐ High School

## ART Photography (Circle Category)

Still Life

Landscapes and Architecture

People and Animal

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS | POINTS<br>(possible) |
|---|----------|----------------------|
| <b>Originality</b><br>1. Does the composition show original design, creativity, imagination and good planning?<br>2. Does the photo show original thought, angle, composition, etc.?  |          | (25)                 |
| <b>Content/Technique</b><br>1. Is the subject matter appealing?<br>2. Is the composition pleasing and well-balanced?<br>3. Is there a center of interest/focus?<br>4. Were special lighting, filters, special effects or other techniques/tools used?   |          | (25)                 |
| <b>Details</b><br>1. Focus: Is the center of interest sharp? Is the background muted, blurred or made not to distract?<br>2. Contrast: Is there a pleasing contrast of light and dark areas?<br>3. Did the student have input in the development and exposure of photo? (Refer to Idea Statement)<br>4. Do experimental techniques work well? |          | (25)                 |
| <b>Appearance</b><br>1. Is the piece properly exposed?<br>2. Is there sufficient and appropriate lighting?<br>3. Is the photo enlarged to an appropriate size to enhance the image justly?<br>4. Does this photo command attention?<br>5. Digital photos printed properly?  |          | (25)                 |

**Include Arist's Idea Statement with judging form**

Total: \_\_\_\_\_ /100

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

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 Judge's Signature

**STATE COMPETITION JUDGING FORM****SAMPLE RELEASE FORM**

For use in Videography Competition (High School Only)

I, \_\_\_\_\_ (name of individual), hereby grant permission to \_\_\_\_\_ (name of student or group) and to \_\_\_\_\_ (name of school) and to the Wisconsin Association of Christian Schools and American Association of Christian Schools the rights of my image, in video or still, and of the likeness and sound of my voice as recorded on audio or video, without payment or any other consideration. I understand that my image may be edited, copied, exhibited, published, or distributed; and I waive the right to inspect or approve the finished product wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising from or related to the use of my image or recording.

Photographic, audio, or video recordings submitted for AACCS Videography competition may be used for other purposes, which may include but are not limited to the following:

- Competition
- Presentations
- Online/Internet Videos
- Media
- News (Press)

By signing this release, I understand this permission signifies that photographic or video recordings of me may be electronically displayed via the internet or in a public competition setting.

I will be consulted about the use of photographs, video recordings, or audio recordings for any purpose other than those listed above.

By signing this release, I acknowledge that I have completely read and fully understood the above release and agree to be bound thereby. I hereby release any and all claims against any agent of the AACCS for utilizing this material for competition, educational, or promotional purposes.

Full Name \_\_\_\_\_

Street Address/PO Box \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

If this release is obtained from a participant or subject who is under the age of 19, then the signature of that person's parent or legal guardian is also required.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**STATE COMPETITION JUDGING FORM****ART****Videography (High School Only)  
(Check Category)****Live Action/Documentary****Animation**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS | POINTS<br>(possible) |
|--|----------|----------------------|
| <b>Cinematography</b><br>1. Does the video make effective use of framing, lighting, and color?<br>2. Are shots focused properly and/or creatively?<br>3. Is the camera used skillfully to tell the story?<br>4. Is there smooth movement in the tilts, pans, and zooms?<br>5. If special effects are used, are they used creatively and effectively? |          | (25)                 |
| <b>Soundtrack and Music</b><br>1. Is there skillful control of sound and music?<br>2. Is dialogue (if used) clear and understandable?<br>3. If sound effects are used, are they used creatively and effectively?<br>4. If music is used, is it appropriate and helpful to the story/message?   |          | (25)                 |
| <b>Communication/Story:</b><br>1. Does the video grab and hold the viewer's attention?<br>2. Is there a clear message or story?<br>3. Are the topic and/or characters engaging?<br>4. Is the message or story presented creatively?<br>5. Does the video reflect godly values?<br>6. Does the video rise to a level of excellence?                   |          | (25)                 |
| <b>Editing:</b><br>1. Does the pacing enhance the story?<br>2. Are there smooth and effective transitions between scenes?<br>3. Are scenes and sound cut effectively?<br>4. Is the editing technically good, demonstrating a good command of screen direction, continuity, transitions, and competence with the editing software?                    |          | (25)                 |

**Include Arist's Idea Statement with judging form****Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_/100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****ACADEMIC****Creative Writing: Poetry (High School Only)**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ Title \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS | POINTS   |
|---|----------|----------|
| <b>Originality/Content/Communication:</b><br>1. Approach to topic is creative/original.<br>2. Content is organized intentionally.<br>3. Poem captures the reader's interest.<br>4. Theme or main idea is developed and well integrated.<br>5. Word choice is precise, fresh, and free of clichés.<br>6. Poem contains unique details and vivid descriptive language.<br>7. Viewpoint is intentional.<br><br>(50 points possible)  |          | (50 pts) |
| <b>Poetic Devices:</b><br>1. Rhyme<br>a. If the poem is in rhyme, the rhyme scheme is correct.<br>b. If there is no rhyme, there are compensating sound devices (alliteration, consonance, onomatopoeia, etc.) to provide aural appeal. The pattern is broken intentionally.<br>2. Meter<br>a. Meter is consistent throughout and appropriate.<br>b. If there is no meter, phrasing possesses a rhythmic flow to distinguish it from prose.<br>3. Poem is infused with imagery-specific sensory impressions, rather than broad generalities.<br>4. Literary devices such as metaphor or symbol add depth or layers of meaning to the poem.<br>5. Visual appearance: Structure is intentional and meaningfully connected to the content.<br>(40 points possible) |          | (40 pts) |
| <b>Writing Mechanics:</b><br>Writer shows a clear understanding of the rules of capitalization, punctuation, spelling, and grammar/syntax<br><b>OR</b> consistency and intentionality in breaking rules.<br><br>(10 points possible)  |          | (10 pts) |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****ACADEMIC****Expository Writing: Essay (High School Only)**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Time \_\_\_\_\_ Title \_\_\_\_\_

| FACTORS EVALUATED  | COMMENTS | POINTS   |
|--|----------|----------|
| <b>Content:</b><br>1. Strong thesis statement, defined and clearly articulated.<br>2. Logical arguments that support the thesis.<br>3. Sufficient specific, concrete, and relevant supporting details.<br>4. Avoids emotional appeals.<br>5. Intent is effectively obtained.<br><br>(50 points possible)   |          | (50 pts) |
| <b>Organization:</b><br>Elements support the theme/purpose and contribute to a unified whole. May include but not limited to:<br>1. Effective introduction that prepares reader for thesis.<br>2. Coherent, unified, fully developed, and logical paragraphing with strong topic sentences.<br>3. Logical progression of ideas and effective transitions.<br>4. Conclusion that provides closure for the argument.<br><br>(20 points possible)   |          | (20 pts) |
| <b>Style:</b><br>May include but not limited to:<br>1. Effective vocabulary and word usage: fresh; precise; vivid; and free of clichés, avoids weak repetition, wordiness, or awkward phrasings. Clear explanations.<br>2. Sentence structure: clear, forceful, varied and accurate (subject/verb agreement, subordination, etc.).<br>3. Approach to the topic: creative/original.<br>4. Ideas: consistently original; insightful; demonstrate sophistication and complexity of thought.<br><br>(20 points possible) |          | (20 pts) |
| <b>Mechanics:</b><br>The essay conforms to the rules of capitalization, punctuation, spelling, and grammar/syntax.<br>(10 points possible)   |          | (10 pts) |

**Point Scale**

90–100: Excellent

80–89: Good

70–79: Fair

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Judge's Signature

**STATE COMPETITION JUDGING FORM****PRODUCTION SCHEDULE SHEET**  
**Short Story (High School Only)**

This form is designed to assist you in preparing for your written work. *Judges will refer to it when evaluating the quality of your preparation.* A copy must be submitted to judges along with your original written work.

NAME OF CONTESTANT \_\_\_\_\_

NAME OF SCHOOL \_\_\_\_\_

SCHOOL ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_

ENTRY TITLE \_\_\_\_\_

*List the times your work was supervised or checked for approval.*

| TASK TO BE COMPLETED | TARGET DATE | DATE COMPLETED | COMMENTS BY SUPERVISOR | SUPERVISOR INITIALS |
|----------------------|-------------|----------------|------------------------|---------------------|
| 1.                   |             |                |                        |                     |
| 2.                   |             |                |                        |                     |
| 3.                   |             |                |                        |                     |
| 4.                   |             |                |                        |                     |
| 5.                   |             |                |                        |                     |
| 6.                   |             |                |                        |                     |
| 7.                   |             |                |                        |                     |
| 8.                   |             |                |                        |                     |

I certify that the following indicated project is my original work and authentic work and I received no help in completing this project other than general instructions and supervision. I further certify that the above schedule is accurate and represents my preparation for competing in the WACS Academic Meet.

Total Hours of supervised preparation \_\_\_\_\_

Supervisor's signature \_\_\_\_\_

Entrant signature \_\_\_\_\_

**STATE COMPETITION JUDGING FORM****ACADEMIC****Creative Writing – Short Story (High School Only)**

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Title of story \_\_\_\_\_ Judges Signature \_\_\_\_\_

**I. Overall exposition**

Are several of the following questions answered in the opening paragraphs?

Who? What? When? Where? Why? How? \_\_\_\_\_

Are all of those questions answered by the end of the story? \_\_\_\_\_

Total \_\_\_\_/10

**II. Setting**

Are the time and place clearly established? \_\_\_\_\_

Is the setting appropriate to the plot? \_\_\_\_\_

Are the details in actions, dialect, and physical setting accurate? \_\_\_\_\_

The description does not distract from the plot? \_\_\_\_\_

Total \_\_\_\_/15

**III. Characters**

Does the writer “know” his characters? \_\_\_\_\_

Has the writer created a well-developed background for them? \_\_\_\_\_

Are the characters logical and appropriate? \_\_\_\_\_

Is any dialogue appropriate to a character’s education, social status, etc.? \_\_\_\_\_

Is the story built around an appropriate character? \_\_\_\_\_

Total \_\_\_\_/20

**IV. Narrative Voice**

Is there a well established and consistent point of view? \_\_\_\_\_

Is the narrator’s voice or persona convincing and compelling? \_\_\_\_\_

Does the point of view fit the narrative purpose of the story? \_\_\_\_\_

Total \_\_\_\_/20

**V. Plot**

Does the story have an interesting and arresting beginning? \_\_\_\_\_

Does the story create any suspense or interest? \_\_\_\_\_

Does the story “show” rather than tell? \_\_\_\_\_

Are the central character(s) believable and sympathetic? \_\_\_\_\_

Do the main characters contribute to the development of conflict? \_\_\_\_\_

Does the story line build to a climax? \_\_\_\_\_

Is there a successful resolution? \_\_\_\_\_

Total \_\_\_\_/20

**VI. Mechanics**

Is the story typed and double-spaced? \_\_\_\_\_

Is the story within suggested guidelines of 5 – 7 pages? \_\_\_\_\_

Are spelling and grammar errors kept to a minimum? \_\_\_\_\_

Is use of writing conventions such as punctuation of dialogue and paragraphs done correctly? \_\_\_\_\_

Have clichés been removed? \_\_\_\_\_

Is it obvious that the writer has revised and edited the draft? \_\_\_\_\_

Total \_\_\_\_/15

TOTAL POINTS \_\_\_\_/100

\_\_\_\_\_  
Judge’s Signature

## STATE COMPETITION JUDGING FORM

☐ Middle School  
☐ High School

## SCIENCE FAIR (Circle Category)

## Biological Science

## Physical Science

Name \_\_\_\_\_ State \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Title \_\_\_\_\_ Project # \_\_\_\_\_

| FACTORS EVALUATED   | COMMENTS | POINTS   |
|---|----------|----------|
| <b>Creativity and Scientific Thought</b><br>1. Is the project unique? Is the approach practical, and is the apparatus and/or testing method appropriate?<br>2. Is the procedure well thought through, and is the hypothesis testable?<br>3. Is the project realistic and the solution beneficial?<br><br>(20 points possible)   |          | (20 pts) |
| <b>Research and Experimentation</b><br>1. Did the student conduct enough background research to be qualified to conduct the experiment?<br>2. Was sufficient data collected? Does the data appear to be accurate and realistic?<br>3. Was the experiment controlled, repeated, and/or did it contain sufficient population to yield accurate results?<br><br>(30 points possible)     |          | (30 pts) |
| <b>Presentation and Documentation</b><br>1. Does the Log Book contain sufficient information in order to reconstruct the project?<br>2. Does the presentation of material and/or student interview reflect a well-balanced knowledge of the project?<br>3. Does the research paper meet all requirements? Are all required and applicable forms complete?<br><br>(25 points possible) |          | (25 pts) |
| <b>Thoroughness and Technical Skill</b><br>1. Are all areas of the project thoroughly covered and discussed?<br>2. Is the apparatus or testing procedure well-constructed, and did the student do his own work?<br>3. Does the student have recommendations as to further or alternate methods to do additional projects based on the results?<br><br>(15 points possible)            |          | (15 pts) |
| <b>Clarity and Dramatic Value</b><br>1. Is the presentation clear and easy to follow? Are the conclusions and findings appropriately presented?<br>2. Is the presentation professional in appearance and appropriate for the project?<br>3. Is the information correctly presented, and is data presented in a correct, easy-to-follow manner?<br><br>(10 points possible)            |          | (10 pts) |

## Point Scale

90–100: Excellent

80–89: Good

70–79: Fair

## 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.

Total: \_\_\_\_\_ /100

\_\_\_\_\_  
Student's Signature\_\_\_\_\_  
Judge's Signature