

**American Association of Teachers of French
Wisconsin Chapter**

**CONCOURS
ORAL
FRANÇAIS**

Judge's Handbook

Instructions for Judging

at Regional and State Level Competitions

- I. Prior to Regional or State Competition dates.
 - A. General Information
 1. Teachers may not judge their own students, but may be required to judge categories wherein they have students participating.
 2. A person may be asked to judge more than one category and/or more than one level.
 - B. Materials from Regional or State Coordinators.
 1. Directions to competition site.
 2. Floor plan of school indicating entry and parking.
 3. Date and time of competition.
 4. Time of judge's meeting before the competition.
 5. Room number/location of judge's room.
 6. This information on judging.
 7. Materials to prepare for judging of the assigned categories.
 - a. Critique sheet samples.
 - b. Copies of the poetry selections.
 - c. Copies of the Théâtre de Chambre selections.
 - d. Copies of the Reader's Theater selections.
- II. Day of Competition.
 - A. Judges are to report to judge's room for a meeting before competition.
 - B. Judges should verify that they have all the appropriate materials.
 - C. During the judge's meeting:
 1. Receive room assignment.
 2. Receive copies of prose selections and extemporaneous conversation situations.
 3. Review judging procedure.
 4. Review critique sheet procedure.
 5. Have role of room monitor explained.
 6. Ask any questions.
 - D. Judging begins after meeting.
- III. Judging Procedures.
 - A. Three judges evaluate each participant's presentation.
 - B. Each judge works separately and independently of the other two. Judges are NOT to confer with one another when assigning ratings.
 - C. The following ratings are to be used:
A = Excellent B = Good C = Fine Effort
 - D. All students at the regional competition who receive 2 or 3 A ratings from the judges, qualify for the state competition.
 - E. Awards at State:
Gold Medal : 2 or 3 A's
Silver Medal: 2 or 3 B's; 1 A with 2 C's
Bronze or Copper Medal: 2 or 3 C's

F. Critique Sheets.

1. Judges will fill out the sheets by category and level.
2. Brief comments are to be made to the students. The idea is to promote achievement and encourage future participation. Please write more than just two or three words.
3. Rating changes must be made before the completion of a category level. Using the same color of ink as the incorrect rating, judges should cross out the unwanted rating, write in the new rating, and initial the change.
4. Room monitors will be the RUNNERS. They will take the critique sheets to a designated area (where awards are being processed) as the judging for a particular level is completed.

G. Judging Terms Defined

1. *Pronunciation*: Produces the elements of spoken language, including an awareness of special sounds, élisions, and liaisons in French. EXCEPTION-- Within the Poetry category, classical pronunciation is not a must. Pronouncing the final "e" is not necessary.
2. *Intonation*: Shows total meaning of the utterance through rise and fall in pitch of the voice.
3. *Memorization*: Accurately reproduces and recalls what has been learned.
4. *Interpretation*: Demonstrates a clear understanding of the author's meaning, intent and emotional content throughout the recitation or reading.
 - a. Use of rise and fall of the voice to indicate statements, questions, and exclamations.
 - b. Use of pauses to show an understanding of how the words are grouped together.
 - c. Theater pieces: Show a clear understanding of the scene's meaning.
 - d. Theater pieces: Show believability of the character via personal interpretation (voice, facial expressions, gestures).
 - e. Théâtre de Chambre: Show believability of the character via costumes.
 - f. Théâtre de Chambre: Use proper blocking; maintain the pace; work towards the climax of the scene.

H. Order of judging importance in each category.

1. Poetry recitation:
 - a. Interpretation
 - b. Pronunciation
 - c. Intonation
 - d. Memorization
2. Extemporaneous Prose reading:
 - a. Interpretation
 - b. Pronunciation
 - c. Intonation
 - d. Delivery

3. Extemporaneous Conversation:
 - a. Communication time
 - b. Vocabulary and grammatical accuracy
 - c. Intonation
 - d. Pronunciation
4. Théâtre de Chambre:
 - a. Interpretation
 - b. Memorization
 - c. Intonation
 - d. Pronunciation
 - e. Introduction time.
5. Reader's Theater:
 - a. Intonation
 - b. Interpretation
 - c. pronunciation
 - d. Introduction and any transitions.

Special Note for Théâtre de Chambre and Reader's Theatre:

For the Théâtre de Chambre category, you, as a judge, should not be reading the plays for the first time as they are being presented. You should be watching the presentation. You were to have received a copy of the script prior to the competition to enable you to become familiar with it

If a student forgets a line or stalls, do not be quick to prompt him/her. Prompting by a judge can make a student even more nervous. Allow some time for the student to think of the line themselves. Part of presenting a play is learning how to deal with such situations and how to recover from them gracefully.

For the Reader's Theater you are to be placed/seated strategically so that you do not focus on the actors. You need NOT look at them at all.

As judges at this *speaking competition*, you have the ability to make or break the competition through the comments you write on the evaluation sheets. Try especially to give suggestions for improvements. If you give a 'B' or 'C' rating, you must give some reasons for doing so. It is only fair that the student receive an explanation. The only ratings you are permitted to give are A, B, or C. When unsure, give the student the benefit of the doubt. Please remember the goal is to invite students to share their talents, to reward them for their efforts and to encourage continued study of French.

Ideas for commentary:

Bien prononcé!

Travaillez les voyelles un peu.

Continuez le français!

Bon travail!

Chapeau!

Attention à la prononciation de....

Bravo!

Très bonne prononciation!

Bien parlé sans trop hésiter.

S'il vous plaît, n'allez pas si vite et un peu plus fort.

Fantastique!

Formidable!

Merveilleux!

Très bonne interprétation des rôles.

Un très bon travail d'équipe!

Il faut prononcer....

Il ne faut pas prononcer....

Vous avez parlé un peu trop vite!

Votre accent est très bon!

Attention à quelques liaisons!

Vous êtes fort en français - continuez vos études !

C'était une jolie présentation avec beaucoup d'enthousiasme et d'expression.

Il faut faire attention aux sons indiqués.

Superbe !

Articulez un peu plus les sons indiqués.

Continuez à étudier le français.

Vous avez du talent !

Ne soyez pas si nerveux !

Vous avez montré beaucoup d'expression.

Bonne interprétation du texte.

Intonation correcte.

Mes compliments sur votre imagination !

Bon vocabulaire !

Votre mémorisation était excellente !

Très joli accent !

Continuez – le français vous apportera tout ce qui est beau dans la vie !

GUIDELINES

Poetry Recitation

From memory, the student will state the name of the poem and its author, then recite the poem designated for their level.

Participants receive A, B, or C ratings at both competitions. The ratings are based on the following:

1. INTERPRETATION - demonstrates a clear understanding of the author's meaning, intent, and emotional content throughout the recitation.
2. PRONUNCIATION - produces the components of spoken language, including awareness of special sounds, élision, and liaison in French.
3. INTONATION - shows total meaning of the utterance through the rise and fall in pitch of the voice.
4. MEMORIZATION - accurately reproduces the selection.

Extemporaneous Prose Reading

Students will read a short prose selection extemporaneously at both competitions. They will have 5 minutes to practice reading the selection in an assigned preparation room. Students cannot consult anyone or anything during the preparation time. Students may mark their practice copies, but must be given "clean" copies for presentation before the judges.

Students receive A, B, or C ratings at both competitions. The ratings are based on the following:

1. INTERPRETATION - demonstrates a clear understanding of the author's meaning, intent, and emotional content throughout the reading. Specifically:
 - a. the rise and fall of the voice to indicate statements, questions and exclamations.
 - b. the use of pause to show an understanding of how the words are grouped together.
2. PRONUNCIATION - produces the components of spoken language; including awareness of special sounds, élision, and liaison in French.
3. INTONATION - shows total meaning of the utterance through the rise and fall in pitch of the voice.

Extemporaneous Conversation

Student groups randomly draw 2 conversation situations and then choose one to present. Conversation situations are based on a variety of topics commonly studied [home life, school, eating out, shopping, etc.] The state coordinator supplies conversation situations. A sample is found at the end of this section.

Students prepare their conversations in a practice room separate from the presentation room. Students cannot consult anyone or anything during their preparation time. Students cannot use their own notes during their delivery before the judges, but, they may use the English copy of their situation to help guide them through the conversation. Students must carry on their

conversation for the amount of time required for their level. A timekeeper, using time cards, will indicate how much time is left during the delivery.

All levels have 10 minutes preparation time. Required delivery times are as follows:

Elementary School	2 minutes
Middle School	2 minutes
Elementary or Middle School Special	3 minutes
High School I, II	3 minutes
High School III, IV, V	4 minutes
High School Special	4 minutes
University I	3 minutes
University II	4 minutes

Each group receives one rating; students are not rated separately. Students receive A, B or C ratings at both competitions. The ratings are based on the following:

1. Communication/time
 - a. Develop, with relative ease, a storyline based on a given situation and reflecting an exchange of information.
 - b. Show ability to introduce, sustain and conclude a conversation for the required amount of time without long gaps of silence.
2. Vocabulary/Grammar
 - a. Use vocabulary appropriate to the situation.
 - b. Use the most complex grammatical patterns and tenses.

Elementary School I, II	present tense
Middle School I, II	present tense
High School I	above, plus future tense with <i>aller</i>
High School II	all above, plus <i>passé composé</i>
High School III	all above, plus <i>imparfait</i>
High School IV & V	all tenses and moods, including subjunctive
Special	all tenses and moods, including subjunctive
3. Intonation - Show an understanding of the meaning of the utterance through the rise and fall of the voice.
4. Pronunciation - Produces the components of spoken language, including an awareness of special sounds, élision and liaison in French.

SAMPLE:

Imagine that a friend has invited you both for dinner at his house. Discuss the occasion for the dinner; what the menu could possibly be; your likes and dislikes; what you plan to wear; what time you must be there; how you will get there; who else might be there; the last time you were invited and how you think this occasion will compare with the last time.

You may choose to use all these elements or only some. These are just suggestions. Judges will allow you to digress provided you don't branch out into something completely different for the greater part of your dialog. Do try to use the most difficult way to express yourself while staying in correct French . . . BONNE CHANCE!

Théâtre de Chambre

A student group consisting of two to six members acts out a scene or cutting of French literature (prose, poetry, drama) . Each group:

Chooses its own scene or cutting.

Memorizes all the lines of the scene and the introduction.

Prepares and presents an introduction in French, including the name of the scene, the author's name, the characters' names and any transitions.

Blocks the scene properly so the actors' movements are like that of a fully produced play.

Costumes, make-up and props ARE PERMITTED but not required.

A clean copy of the script or cutting must be emailed as an attachment to the appropriate coordinator (regional first, then, another copy to state if proceeding to state level) at least **two weeks before** the competition date. Groups who do not submit scripts on time will be disqualified.

The entire presentation, including introduction, set-up, and strike is to be accomplished within 15 minutes.

Each group receives one rating; students are not rated separately. Each level is judged separately, with more proficiency expected from students in advanced levels than those in lower levels. Students receive A, B or C ratings at both competitions. The ratings are based on the following:

1. INTERPRETATION - Shows a clear understanding of the scene's meaning. Shows believability of the characters via costumes and/or personal interpretation (voice and facial expression). Uses proper blocking, maintains the pace, and works towards the climax of the scene.
2. MEMORIZATION - Accurately reproduces the scene.
3. INTONATION - Shows total meaning of the utterance through the rise and fall in pitch of the voice.
4. PRONUNCIATION - Produces the components of spoken language, including awareness of special sounds, élision and liaison in French.
5. INTRO/TIME - Presents an introduction as required and does not exceed the 15-minute time limit.

Reader's Theatre

Please note that **Reader's Theatre is not the same thing as Théâtre de Chambre with a script in hand.** A student group consisting of two to six members presents a cutting from French literature (prose, poetry, drama) . Each group must convey meaning and emotions through their voices. The group is performing a radio show. They are not meant to be seen. Each group :

Chooses its own scene or cutting and assigns parts.

Prepares and presents an introduction in French, including the name of the scene, the author's name, the characters' names and any transitions.

Costumes and decor are not necessary because the judges will not be looking at the group.

Only props to help with sound effects are allowed.

A clean copy of the script or cutting must be emailed as an attachment to the appropriate coordinator (regional first, then, a second copy to state if proceeding to state level) at least **two weeks before** the competition date. Groups who do not submit clean scripts on time will be disqualified.

The entire presentation, including introduction, set-up, and strike is to be accomplished within 15 minutes.

Each group receives one rating; students are not rated separately. Each level is judged separately, with more proficiency expected from students in advanced levels than those in lower levels. Students receive A, B or C ratings at both competitions. The ratings are based on the following:

1. INTERPRETATION - Shows a clear understanding of the scene's meaning. Shows believability of the characters via personal interpretation (voice). Maintains the pace, and works towards the climax of the scene.
2. INTONATION - Shows total meaning of the utterance through the rise and fall in pitch of the voice.
3. PRONUNCIATION - Produces the components of spoken language, including awareness of special sounds, élision and liaison in French.
4. INTRO/TIME - Presents an introduction as required and does not exceed the 15-minute time limit.