

Wisconsin Forensic Coaches' Association



Judges' Handbook

Judges are essential members of the forensics family of coaches, performers, officials and parents. The positive, friendly, constructive evaluation of performances by knowledgeable, committed and enthusiastic judges is a great source of pride for the Wisconsin Forensic Coaches Association.

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Judging Philosophy and Objectives

One of the most important objectives of the Wisconsin Forensic Coaches Association is to be able to provide students with a challenging and rewarding experience through the forensic activity and the development of strong communication skills.

In order to achieve this goal, we must ensure that students' performances are being evaluated in a fair, constructive and positive manner.

The activity of forensics is dependent on quality judges in order to provide students with the best possible experience. Please take your role as judge seriously.

Because judges, as well as coaches, serve as valuable role models for forensic participants, it is vitally important for all judges to practice ethical standards at tournaments. The similar practice of ethical conduct by all those involved in a tournament will help the event run smoothly and efficiently, and send a clearly modeled signal to our students.

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This guide will provide guidelines for individuals entering the field of judging, as well as providing coaches with suggestions for selecting, developing and maintaining competent judges.

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Tournament procedures and conduct for judges: Before You Go:

Bring:

- ✓ A stopwatch or timing device
- ✓ An legible writing utensil
- Wear appropriate business casual attire.

When You Get There

- Attend the judges' meeting before the tournament begins.
- Carefully read all instructions provided in the judge packet.
- Know the rules being used at each tournament. (Note: Rules may vary between tournaments)

In the Competition Room

- Make an effort to help the contestants feel at ease.
- Do not ask contestants what school they are from.
- Take care of the competition rooms.
- Remind everyone in the room to turn off cell phones before the round begins (including judges).
- Give each performance your full attention.
- Never interrupt or stop a student, unless extreme and dire circumstances warrant it.
- Don't eat or drink during the performances.
- Insist on proper decorum during a round and make note of any disruptive behavior on the student's evaluation sheet.
- Time every performance and write the time on the evaluation sheet.
- Do not give oral critiques.

Keeping the Tournament on Schedule

- Follow the time schedule.
- Fill out the evaluation sheet and the ballot completely.
- Double-check that your rankings on the evaluation sheets and the ballots match.
- Return ballots to the Ballot Drop table immediately after each round. Never take them with you to your next round.
- Remain in Judges' Lounge during standby rounds until dismissed and until all power rounds have begun.
- Contact the Tab Room if you have a concern about a rule violation or disqualification. You may not disqualify anyone.
- Do not judge the same contestant in the same event on the same day.
- Present yourself as impartial. Do not carry on a personal conversation with a contestant that could cause another student to feel you might be biased.
- Evaluate student's performances based on the criteria listed for the category. However, judges may lower the rank due to the use of profanity or vulgarity.

~Above all, forensics is an education activity~

Guide for New Judges

So you're judging at your first forensics tournament?

This will be a rewarding and interesting experience. Come with an open mind and a sincere desire to help students grow and learn, and you'll be great!

Here's what's going to happen:

When You Get There

You will be given a judge code (your identity for the day) and a packet with a schedule of the day, a schematic that has student codes for each section you will be judging, a set of evaluation sheets, a ballot, a map of the facility, and a set of rules. Some tournaments will have a judges' meeting. Other tournaments may have a general meeting for everyone; some do not have a meeting at all. If there is a meeting, you should attend it. The meeting will cover the estimated time schedule for the day, changes in assignments, and locations of competition rooms, the ballot table, the judges' lounge,

Once you receive your packet, you should read everything! Make sure you understand the rules of the categories you will be judging, that you can find your judge code in the sections you will be judging, and that you are not judging anyone from your school. (Mistakes happen)! You may also wish to start filling in the generic parts of the forms. If you have any questions about rules or procedures, NOW is the best time to ask. You will find people will want to help you, so please ask!

In the Competition Room

At least 10 minutes before your round is scheduled to begin, you should go to your assigned room. Take a seat that will give you clear view of the performance area and will give you a good writing area. The contestants will begin to arrive. As the students enter, be pleasant and try to put them at ease. Go over the list of contestant codes to see which students are present (some may be competing in more than one category – double-entered – and will enter later, between performances). It is essential that you try to begin the round on time; do not wait for missing contestants. Remind everyone to turn off cell phones! (If you are using yours to time, silence it!)

If you have students in your section whom you know personally, contact the tab room before starting the round. They will make any necessary adjustments.

Starting the Competition

Call the contestants up by code number, in as close to the order they are listed on the schematic as possible. Most students will wait for a nod or signal from you before they begin. Be sure to begin timing as soon as they start.

Be attentive – students report that a good judge reacts appropriately and encouragingly. However, it is common practice to write comments on the

evaluation sheet as the students perform. This balance of watching and writing is an acquired skill. In order to keep the tournament running on schedule, try to have most of your comments written by the time the performance s completed. (Do not wait until the end of the round to write the evaluations; do not write notes on a separate sheet and copy them later). Note that the WFC A ballot has two sides to it: Positive Aspects of Performance and Areas to Improve. Your evaluation sheet should provide a balance of comments on both sides. Also, you are asked to provide a “Key Factor in Rank”. This is where you write (or reiterate) the main reason(s) you ranked the student where you did.

When each student has concluded the performance, stop your timer and applaud. Then, write any final comments. List the time on the sheet, if possible. Do NOT give any oral critiques or comments at the end of any performance, or at the end of the round, unless specifically instructed to by the tournament director. The WFC A wishes for judges to NOT give oral comments.

Once They’ve All Performed

After all the contestants have performed, thank them, give them a couple encouraging words and dismiss them. Now you need to rank the contestants from best to least – a 1 (first place) going to the best performance, a 5 going to the least excellent performance (s). Most tournaments will have you give a tying rank of 5 to the 5th, 6th, 7th place contestants. So you may end up with something like 1, 2, 3, 4, 5, 5, 5 on the evaluation sheets. However, rank all the way through (6, 7, 8 etc.) on the Ranking Ballot (the overall ranking sheet). Write the codes and circle the ranks on the ballot sheet.

Sometimes, you will have a no-show – a student who simply does not show up. Wait a reasonable amount of time and then fill out the ballot. (Be sure to ask when you turn in your papers at the Ballot Table and check to verify that this is indeed a no-show, and not a very late double-entry.)

Once you have completed all the evaluation sheets, and filled out the ballot, do a quick double check to make sure that they match and they do reflect your best judgment. (This generally takes no more than 10 minutes).

Turning In Your Sheets

Take your evaluations and ballot to the ballot drop off. There, someone will double-check your work, making sure that your ranks on the evaluations match the ballot. They may also ask you to provide comments on both sides of the evaluation ‘T’, or to provide a key factor in rank. The best way to keep the tournament running on time is to have all your forms filled out properly before you get to the ballot drop. NEVER take completed evaluations or ballots with you to another round! Always turn them in before you head to your next round.

If something unusual happened in your round, or if there was an issue with a student, or if you suspect someone broke a rule, ask to speak to someone in the Tab Room. Do not penalize a student by lowering a rank without checking with a tournament official first.

On to the Next Round

And, then it's time to run off to your next round! Do not leave the tournament early unless you have permission from the tournament director. If you have a stand-by round, you are expected to stay in the Judges' Lounge until the tournament director gives word that all sections have started. Also, you are expected to stay on-call in the Judges' Lounge until all final round sections have begun.

Judging at a forensics tournament can be a grueling, demanding day. But every contestant in every round deserves your very best attitude and effort!

FAQs for New Judges

Q: Is there anything I should bring to the tournament?

A: You should bring a stopwatch or other timing device (iPod, cell phone, etc.) and a pen. Lunch will be for sale at the tournament, so bring some cash, but if you have special dietary needs you might want to pack one. Sometimes, there is down time between rounds. You may want to bring a book, or some work to do. Also, you should wear appropriate business casual attire.

Q: Is it O.K. for me to judge a student whom I judged at a competition earlier this year?

A: Yes. If you have judged or seen the student's performance at a previous tournament, please judge him/her as if you have never seen the performance before. At a tournament that allows double entries, you may also judge the same student more than once in a day, as long as it is in a different category. However, you must never judge the same student in the same category more than once in the same day.

Q: What do I do if I know a student in the room?

A: If you only know the student in passing (i.e., you have no personal relationship that will interfere with your ability to fairly judge him/her), remain in the room and behave with complete impartiality. However, if this is someone you know well, you should excuse yourself from the room and go to the Tab Room and explain the conflict. Do this quickly, as it will take time to resolve, and may cause a delay in the tournament.

Q: What do I do if there is a fire alarm during a round?

A: If an emergency arises, like a fire alarm or building evacuation announcement, have the students exit the building immediately. They are used to fire drills at school. Students should find their coaches once they are outside the building. You will receive instructions about how to continue the round after the event has cleared.

Q: What do I do if I find a student's piece to be offensive or profoundly in conflict with my views or beliefs?

A. In certain events, such as original oratory and extemp, it is the job of the student to present a plausible argument, backed up by sources and/or analysis. You may not agree with the student's perspective, but the rank you assign should reflect the quality of the analysis, not the position taken.

Interpretive events are less clear. Some students choose to perform thought-provoking, challenging material. This decision may make you uncomfortable. We ask that you do your best to rank the student based upon the quality of the performance rather than the content of the piece. Try to respect the students' choices and to be as objective as possible. Please talk to the tab staff if you strongly feel a piece is inappropriate. No judge is required or asked to be a "moral compass" and please do not presume to do so with your ballot. As hard as it is, please try not to intervene on the student's presentation with your personal biases. As judges – it is our responsibility to be as absolutely impartial in as many aspects as possible.

Q: What do I do if I think a competitor has broken a rule or is behaving inappropriately?

A: If you suspect a rule violation, fill out the ballot and rank the student anyway. Then, notify the Tab Room staff when you turn in your ballots. They will look into the matter.

Q: How do I know if I am making the right ranking decisions?

A. There are no right and wrong decisions! No tournament official, coach, judge or student should ever tell you that you made the wrong decision. You are the judge – the contestants are responsible for persuading you. Several judges could watch the same round, and no two judges' rankings or reasons for their decisions would likely be the same. Speech is a "human activity;" we are all persuaded or affected by different things. As the judge, you are the primary audience and the sole determiner of which speeches are effective, and which speeches are not effective. As long as you **provide a clear explanation** for your decision on the evaluation sheet for the round, your decision should not be questioned by tournament officials (or by coaches or other adults). You should keep in mind that there are rules and criteria for each event. Knowing them—and making sure that students follow them—will keep everyone on a level playing field, allowing you to make easier fairer decisions.

Q: What should I do if I have a question or a problem during the tournament?

A. See if you can find the coach that hired you. He or she is responsible for your training and work product. However, that may be difficult at a large tournament, so always be assured that the people at the Ballot Drop table are there to help you, and even your fellow judges should be willing to assist. Keep in mind, though, that you should never discuss your specific rankings or consult with other judges until the tournament is over (except with tournament staff).

~Adapted from: <http://www.tabroom.com/files/1/resources/speech-judge-manual.pdf> and www.pbcfl.net/floridajudgemanual_allevents_2010-11.doc

Tips for writing a good critique

Writing a critique is a skill that is developed over time. Our goal is to provide the student with the best, most valuable evaluation sheet possible. Like anything worth doing well, this takes practice and commitment. You need to learn to write, watch and listen simultaneously.

Creating a good evaluation sheet can be broken into four basic ideas:

1. **Identify** what works and doesn't work in the performance

As you watch the performance, sometimes what a student is doing well is obvious – great gestures, great pacing, great vocal quality, etc. But sometimes it's difficult to “put your finger on” what it is, exactly, that is or isn't working. That's the “je ne sais quoi”! But you need to learn to identify exactly what “it” is.

This skill can be developed by attending practices and watching coaches work with students, watching videos of former state finalists (available from the WFCFA Program Assistance Chair at program-assistance@wfcaforensics.org), or even watching other types of performances and practicing how to identify key qualities, then thinking of ways to improve them. Refer to the rules and criteria listed in the WFCFA handbook. And be sure to provide a measured balance of “Positive Aspects of Performance” and “Areas to Improve.”

2. **Articulate** your observations

Framing your observations in a manner that will allow the student to benefit from them is crucial. Train yourself to write positive, constructive criticism, rather than harsh or cold comments. And be specific. “Your pacing needs work,” is not as helpful as, “Speed up the pace during the ‘panicky’ moments, and slow it down again as your character realizes what's happening.” Or “Your posters were hard to read from the back of the room. Consider enlarging the type so everyone in the room can see them!”

It is important to remember that criticism is not mere faultfinding. Be truthful *and* helpful. Focus on making constructive suggestions for overcoming areas that need improvement. Never use rude, cruel, unkind or sarcastic comments. The purpose of the evaluation sheet is to help students improve, and all comments made should forward that purpose. Always leave the students with suggestions on how to improve.

3. **Rank** the performances

This is often the most challenging moment. Keep in mind that there are no right or wrong answers: YOU are the judge. Remember that a rank of 1 is given to the best speaker, 2 is for the second best speaker, and so on. No ties may be given except for the rank of 5. Give any students ranking 5 or beyond a 5 on their personal evaluation sheets, but rank all the way through (6, 7, 8 etc.) on the

Ranking Ballot (the overall ranking sheet). Refer back to the rules and criteria of the category in the WFCB handbook if you are struggling.

4. **Justify** the rank

WFCB students who were interviewed have stated that this is the most necessary aspect of the sheet, and yet, is often the most overlooked by judges. Coaches, too, report frustration with sheets whose comments do not support the rank. The infamous “Great job. Tough Round. 5.” comes to mind. When identifying “Key Factor in Rank,” summarize in one or two brief points the most important reason(s) for your decision. It is acceptable to compare performances, as long as it is done in a constructive manner, i.e. “Higher ranked speeches provided better analysis and organization.” Never leave a comment sheet blank; there is nothing worse than getting a “1” and not knowing why - or getting a “5” and wondering what you did wrong or need to improve on.

Make sure the critique you write is a critique you would like to receive as a contestant!

Completing the Evaluation Sheets and Ballot

- WFCB Ballots and Evaluation Sheets are to be completed and returned to the designated tabulation (Tab) room immediately following each round.
- Completing information correctly is crucial to helping officials address discrepancies and issues.
- Fill in your name, school, code, signature and round. These can be completed before the round begins.
- During your round, you will also fill in the speaker code, title, time length, and rank of each presentation.
- Do not ask students for their full names or school affiliations, though writing in students’ first names in the category of Group Discussion is how you will identify them.
- When determining how all the contestants in the round ranked against each other, the best ranks as number 1, the second best as number 2, the third best as number 3 and number four as the fourth best. Give any students ranking 5 or beyond a 5 on their personal evaluation sheets, but rank all the way through (6, 7, 8 etc.) on the Ranking Ballot (the overall ranking sheet).
- There can be no ties except for fifth, and only on the student Evaluation Sheets. Be certain to include no-shows on the ballot.
- Remember performances that exceed the 15-second time grace period or the 30-second vocal music time limit may not be ranked first. If all selections exceed these limits, there will be no first in the round.

Sample Evaluation Sheets

The following examples represent varying degrees of quality:



★ Excellent Evaluation Sheet

Moments in History Evaluation Sheet

Please print legibly and completely fill out the following:

Speaker Code:	Title: <i>Voyager</i>	Time: <i>4:27</i>
Judge Name:	Judge School:	Judge Code:
Round: 1 2 (3) _____	Rank: Best (1) 2 3 4 5-Least	Signature:

PLEASE FAMILIARIZE YOURSELF WITH THE CATEGORY RULES AND EVALUATION CRITERIA.

Positive Aspects of Performance

Areas to Improve

- Wonderful tone. It's very pleasant to listen to you.*
- Casual, comfortable movement with transitions.*
- Great, effective eye contact. This will get better, too with the script out of your hand.*
- Great pacing.*
- Very nice structure. I like how you bring us into your topic with the attention getter, and then keep you speech organized. It was very logical and easy to follow.*

- Don't use "half-gestures." Commit to full, meaningful gestures. Raise them up above your waist.*
- Use more relevant gestures to reach out and help engage or include your audience.*
- Emphasize more of the points that really make this topic interesting, like the figures and facts about how tough it was to break the record. Tell us a little more about that, and maybe add a couple visual aids that will help us "see" what you are talking about.*
- Work on enunciation. Could be clearer.*

Key Factor in Rank:

You commanded the audience with a strong and confident presence. Make sure to emphasize the really important parts of the story. Your facts lacked the power of the first place speaker. Consider adding or improving visual aids for greater impact.



A Very Good Evaluation Sheet
Interpretation of Prose Evaluation Sheet

Please print legibly and completely fill out the following:

Speaker Code:	Title: <i>Cask of Amontillado</i>	Time: <i>6:47</i>
Judge Name:	Judge School:	Judge Code:
Round: 1 2 (3) _____	Rank: Best-1 2 3 (4) 5-Least	Signature:

PLEASE FAMILIARIZE YOURSELF WITH THE CATEGORY RULES AND EVALUATION CRITERIA.

Positive Aspects of Performance

Good piece selection.
Effective use of gestures.
Your facial expressions were engaging.
Good distinction between characters.
You have a great deal of enthusiasm!

Areas to Improve

Don't shift your weight.
Be careful not to fidget with your tie during the intro - it let's us know you are nervous.
Volume could be a bit louder.
Rather than throwing your head back when you stumble, pause and collect yourself before continuing.
Slow down a bit. When you rush, your diction suffers.
Don't be so quick with your eye contact. Sustain it for a few seconds before shifting focus.
There is great imagery here, and if you slow down, you can really pain the picture for the audience.

Key Factor in Rank:

I can tell you really like this piece and there are flashes of some great interp from you. Work on slowing down and using more of your time and this will be great. With practice, you'll have a great season!



Very Good Evaluation Sheet
Play Acting Evaluation Sheet

Please print legibly and completely fill out the following:

Speaker Code:	Title: <i>Romeo & Juliet</i>	Time: <i>7:30</i>
Judge Name:	Judge School:	Judge Code:
Round: 1 2 (3) _____	Rank: Best-1 2 (3) 4 5-Least	Signature:

PLEASE FAMILIARIZE YOURSELF WITH THE CATEGORY RULES AND EVALUATION CRITERIA.

Positive Aspects of Performance

Areas to Improve

- *Very funny intro*
- *Good job with Juliet's voice - it's not too falsetto, not distracting*
- *I like that you ask the audience "Shall I speak now?"*
- *Nice job with the Shakespeare tempo and wording → this can be quite difficult.*
- *"Exchange for love..." great gesturing → collar tug*
- *I've seen this play quite a bit... I liked you take on it → quite humorous!*

- *slow down a bit during intro*
- *A little fast @ times → difficult to comprehend the words*
- *Even more facial expression since it's where most of the interpretation comes from*
- *Pause when Juliet goes in briefly before Romeo speaking.*
- *Romeo's voice is a bit high → could be loftier to convey being love-struck*
- *Slow down as you approach the end → Give a signal that the end is nearing*
- *Vary pausing + intonation toward the end of the piece. The tempo is getting predictable → keep us engaged.*

Key Factor in Rank:

Funny, lacks dramatic dynamics, Shakespeare can be difficult at times, nice job w/it!



A Weak Evaluation Sheet
Radio Announcing Evaluation Sheet

Please print legibly and completely fill out the following:

Speaker Code:	Title:	Time: 4:47
Judge Name:	Judge School:	Judge Code:
Round: ① 2 3 _____	Rank: Best-1 2 ③ 4 5-Least	Signature:

PLEASE FAMILIARIZE YOURSELF WITH THE CATEGORY RULES AND EVALUATION CRITERIA.

Positive Aspects of Performance

Areas to Improve

* I like the organization

* Speak up

* Watch slip ups

Key Factor in Rank:



Code of Conduct

The code of conduct establishes the expected behavior of participating coaches, judges and students in order to help build a better world through communication.

Student Conduct

1. All participants should dress appropriately for competition. Students can use school expectations as a guideline. Finalists are expected to remain in their contest attire for the awards presentation.
2. Behavior should be attentive, courteous and supportive at all times.
3. Students should refrain from mouthing words, shuffling papers, making negative comments, or putting their heads down during other competitors' performances.
4. Students should clap, laugh, listen attentively, and support fellow competitors.
5. Students should be quiet in hallways and should enter contest rooms only before a round or during breaks between competitors.
6. The use of non-sanctioned recording devices, activated cell phones, or pagers and other distracting devices is prohibited in hallways, contest rooms, or preparation rooms unless they are part of a demonstration speech. The common courtesy of quiet behavior during rounds is expected.

Team Conduct and Awards Ceremonies

Participants are expected to remain at the festival/tournament until the conclusion of the awards ceremony. Attendance at power rounds and the awards ceremony are an integral part of the educational and social process that is forensics. The awards ceremony is a time to honor the accomplishments of fellow competitors and celebrate the hard work and growth we all strive to achieve. Contestants should honor decorum requests of the tournament hosts. Teams are expected to sit together when possible, and coaches are encouraged to be with their teams. Supporting teammates and sharing the excitement is part of the fun that draws us to participate in forensics. Over-exuberance, directing negative sentiment toward other schools, presenting oneself in an undignified manner, taunting, being unsportsmanlike, or engaging in group cheers are actions considered inappropriate.

Judge/Coach Conduct

1. Business casual is the expected dress for coaches and judges.
2. Follow all instructions and requests of the tournament host and adhere to the tournament schedule.
3. Do not give oral critique to competitors, but provide constructive written comments for all competitors.
4. WFCFA time limits should be strictly enforced (allowing a 15-second grace period). Entries exceeding the grace period may not be ranked first in a round. A contestant going overtime does not warrant disqualification. All judges should have a stopwatch for the timing of performances.
5. There shall be no distracting noises or devices, activated cell phones or pagers in hallways, contest rooms, or preparation rooms. The common courtesy of quiet behavior during rounds is expected.
6. Small children are not to be allowed in the coaches'/judges' rooms during festivals and tournaments sanctioned by the WFCFA.

Violations

1. On the spot: The Tournament Director will talk with parties involved with infraction of rules or unethical conduct. Should circumstances warrant, the chairperson of the Tournament Practices & Procedures (TPP) Committee should follow up the incident with a telephone call.
2. TPP Committee: If unethical behavior continues, a referral to the TPP Committee will occur. The committee will send a letter to the coach.
3. Executive Committee: If the matter is still not resolved or if the matter is deemed severe and in need of immediate attention, the Executive Committee will send a letter to the coach, principal and offending person (if she/he is not the head coach).
4. Probation: Schools and/or coaches placed on probation by the Executive Committee will be excluded from WFCFA participation for one forensic season. *(Adopted September 21, 2002 in Bylaws, Article III)*

TOP TEN THINGS FORENSICS JUDGES SHOULD NOT DO!

(All of which have been done during a tournament!)

10. Misspell common forensics terms on the evaluation sheets, such as "character", "pronunciation," or "piece."
9. Write in pink pen on pink paper (or green pen on green paper, etc.).
8. Bring small children with you to a tournament.
7. Clip your nails during a performance. Or fall asleep.
6. Criticize a student for not wearing a suit.
5. Announce that you have never judged the category before or that you hate the category.
4. Munch on a bag of chips during a round.
3. Have a conversation with one of the contestants you are about to judge about the party you saw them at last weekend.
2. Write that something is against the rules, when it isn't, or penalize someone for going overtime, when they didn't.
1. Answer your cell phone and have a conversation while a contestant is performing. (At least tell them you'll call them back!)

Coaches' Guide to Selecting Competent Judges

Head coaches are responsible for the judges they hire. Therefore, it is important to point out that a team's judging staff reflects the quality of a program as much as the students and coaches do. Please give the following guidelines strong consideration in selecting and developing the judges that will ultimately represent your school and forensics team.

1. A good approach to take when hiring judges is to hire the type of informed and qualified judges you would want to evaluate your students. Good sources include but are not limited to: assistant coaches, former coaches, drama and speech teachers, former forensic competitors, college forensic students, area coaches, community members with a background in forensics, Toastmasters, and/or community theatre.
2. Coaches should select judges that have an adequate background and experience to judge high school level performances and this may include recent high school graduates with experience in forensics.
3. The judges you hire should show ability and willingness to provide students with positive, constructive critiques.
4. The judges you hire should be knowledgeable of tournament/festival policies and procedures, and show a willingness to adhere to these specified procedures.
5. It is recommended that the judges you hire not judge students against whom they competed. (If a conflict occurs, tell your judges to contact the tournament director before the round begins.)

Training and Maintaining Competent Judges

1. Provide each judge with the rules and criteria of each category.
2. Provide each judge with a copy of the Judges' Handbook.
3. Have each judge view the WFCA Judging PowerPoint.
4. The coach should provide the new judge with training and practice opportunities, such as:
 - The coach and the new judge could view a student's performance (live or videotaped) together, and have each write a critique, followed by comparing notes, comments, etc. The coach should provide feedback with suggestions for improvement.
 - The new judge could go through a mock tournament setting or shadow an experienced judge at a meet.
 - The new judge could attend a Judges' Training workshop, hosted by one of several WFCA schools.

5. Prior to the first tournament, the new judge should also be made aware of the fact that certain policies, such as speaker points, ranks, variations on the critique sheets and ballots may occur at different festivals/tournaments.
6. Coaches are encouraged to use a variety of sources for judge training and development. This may include the WFCA clinics, WHSFA Speech Adjudicator Workshop program and WFCA Spring Convention workshops, if applicable.

Maintaining A Competent Judging Staff

Head coaches are responsible to make sure their judges have been updated on any new categories, rules and policies that may be going into effect for the upcoming season. A good resource for this is the WFCA Judging PowerPoint.

It is recommended that head coaches hold occasional post-tournament discussions with their judges.