

# Judging Instructions for Speech Events

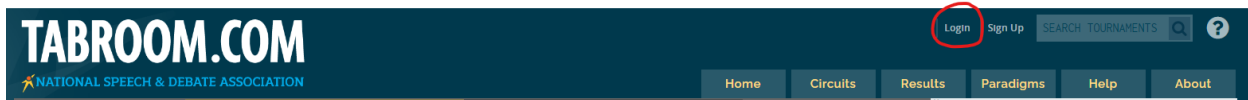
## [Link to Tournament Website](#)

(you will find a schedule and a campus map here.)

Thank you so much for supporting Speech and Debate and committing to judging for us. This document will give you some information about how judging our tournament through Tabroom.com will work.

### **PRIOR to the tournament:**

- All ballots will be on-line, and accessible through tabroom.com. Please make certain you can login with your Tabroom email and password. DO NOT WAIT UNTIL TOURNAMENT TIME TO TRY TO REMEMBER YOUR PASSWORD. RESETS DONE THE DAY OF THE TOURNAMENT ARE NOTORIOUSLY BAD AND WILL LIKELY DELAY YOUR ABILITY TO LOG IN.



- Confirm with your coach your obligation for the tournament. If coaches have not indicated otherwise on tabroom.com, we will assume you are available for all rounds throughout the tournament. If you will only be available for specific days/times, please be sure your coach has relayed this information.
- There are videos available to brief you on the events you may be judging. [Judging IEs \(Speech\)](#)

### **WHAT TO BRING:**

- A pen and notebook to take notes with.
- A laptop or tablet from which to access and complete digital ballots (if not available, phone is fine)
- A stopwatch (the one on a phone is great) or a timing device with a seconds function.
- Something to read/do, in case you finish a round early or have a round off.
- Alertness. We will expect you to be awake and paying attention.
- Glasses, if you need them to see far in class or to write/read.

Tabroom used to have a feature that would text/email judges when a ballot was assigned. For those of you who have relied upon this in the past, please be aware that this feature no longer functions correctly. The programmers are working on it, and at the moment, they have the option to select notifications through the site. **THERE ARE NO GUARANTEES THESE WILL WORK**, but it is in testing and might work for you. At minimum, you should receive messages sent tournament-wide during the tournament. To activate this, click on the red bell on the top right of the page.



## AT THE TOURNAMENT:

- Be in the Judges’ room approximately 30 minutes before each round for which you are expected to be available. Tournament staff will provide you with information regarding the tournament progression (when ballots will be posted, the next time to join the judges’ room, etc.). If you need more detailed instructions, check the tournament schedule on the tournament website for times verbal instructions will be provided.
- Log into Tabroom.com. Click on your email address on the top right side of the page. If you have not yet been assigned a ballot, you should see something similar to this that shows you are linked to the tournament.

### Pattern A at SDIVSL State Quals B Individual Events

*Online Ballots will be available starting Fri March 3 at 3:00 PM PST*

Name	Jennifer Osborn	<b>Your Conflicts</b>
Dates	Mar 3 – Mar 6	<i>School</i> Helix Charter High School
School	Helix Charter High School	

- If you are assigned a ballot for a round, it will appear in your tabroom.com account once the round is published - click on your email address to refresh the page. **IMMEDIATELY HIT “ACCEPT BALLOT”** on your ballot (the sample below says “start”, but yours might say “accept ballot”). This will alert tournament staff that you are aware of your assignment. (Do not rely on texts/emails to alert you to a ballot. Being in the judges’ room 30 minutes before a round is the only sure way to know when to expect ballots.)

- Hitting “Accept Ballot” will generate an electronic ballot in tabroom.com. The top will include some information about the event you will be judging. Please read these instructions and guidelines.

- At the bottom is a list of the students who will be speaking in your room.

Speaker Order	Entry Code	Title/Question	Rank	Points	Piece Time	Violation	No show?
1st	† LS Callum Rangan	Battling the Forces of Darkness	<input type="text"/>	<input type="text"/>	0:00	<input type="checkbox"/>	<input type="checkbox"/>
2nd	QuaLan Tully Omar	Bad Therapy by Brian Weilert	<input type="text"/>	<input type="text"/>	0:00	<input type="checkbox"/>	<input type="checkbox"/>
3rd	† Modern Grace Ableser-Jaffe	Gnome Is Where the Heart Is	<input type="text"/>	<input type="text"/>	0:00	<input type="checkbox"/>	<input type="checkbox"/>
4th	Alhamb Jacky Zhao	Enter title or extemp question	<input type="text"/>	<input type="text"/>	0:00	<input type="checkbox"/>	<input type="checkbox"/>
5th	West Christian Robledo	The Day the Crayons Come Home,	<input type="text"/>	<input type="text"/>	0:00	<input type="checkbox"/>	<input type="checkbox"/>
6th	SanMar Nicholas Luu	Enter title or extemp question	<input type="text"/>	<input type="text"/>	0:00	<input type="checkbox"/>	<input type="checkbox"/>
Low-Point Ranks?			<input type="checkbox"/>	<b>Submit Ballot</b>			

† These entries are doubled entered in another category this round. Please accommodate their need to leave early, or wait for them to appear late.

- Proceed to the classroom indicated on your ballot immediately, unless otherwise instructed.
- If you are not assigned a ballot, please remain in the judges’ room! You will be dismissed once it is confirmed that all rooms are underway.

## DURING THE ROUND:

### SPEECH

- Do a roll call in the room to determine which speakers are present. (Some students may be double-entered and may join you during the round.)
- Please do your best to have the speakers present in the same order as listed on your ballot, but have students already in the room speak, even if you have to skip a speaker and return to them when they arrive (do not wait for all speakers to arrive).
- Once the round is over, dismiss the competitors. You will then rank the competitors from first place out to however many students were in the round. **Do NOT tell the students any of your decisions, and do not provide verbal feedback.** You can type any comments on your ballot after submitting your ranks and ratings.

When judging, PLEASE do NOT judge based on your own beliefs or personal experience. You are judging and critiquing based on how well a student articulates their point, NOT whether you agree with the point they are making.

- When leaving feedback, there is one section for “everyone”. This is a good place to leave your overall reasoning for rankings. To leave feedback specific to each student, select their code from the pulldown menu.

**Feedback** Comments go to: Everyone (Reason for Ra...  
These comments go to all participants in the round.

Rich text editor toolbar: Undo, Redo, Bold, Italic, Link, Bulleted List, Numbered List, Indent, Outdent, Text Color, Background Color, Link, Unlink, Help.

## **AFTER THE ROUND:**

- Turn in your ballot, immediately. Take a quick break, and go back into the judges room for the next round.
- You will be able to edit your feedback to speakers at any time until the end of the tournament.

**All judges are expected to leave meaningful feedback on ballots. Blank ballots are not acceptable.**

At League #1 B, three preliminary rounds will be held in each event. The top seven speakers in each event, in each division, will break to a final round.

At League #2B, two preliminary rounds will be held in each event. In any event in which there are 28 or more competitors, there will be a break to semi-finals and the top 14 students will advance (there may be more semi-finalists, depending on number of entries). In any event in which there are fewer than 28 competitors, a third preliminary round will be held. The top seven speakers in each event, in each division, will break to a final round. At State Quals, there will be three preliminary rounds, and all events will hold a semi-final round and a finals round. Semi-finals and Finals are also called “break rounds”. All break rounds will have a panel of three judges.

**Awards will start as soon as all results are recorded and tabulated. (There is no awards ceremony for the Opener tournament. For State Quals, awards will be presented following the conclusion of all three tournaments.)**

# THE DETAILED VERSION

## THE SCHEDULE:

The schedule is tight as are the number of available judges for the tournament. Please report to the judges' room a minimum of thirty minutes before you are scheduled to judge. If you are not assigned a ballot for a particular round, please remain in the judging lounge on "stand-by" until dismissed by the judges' room chair.

**ROUNDS:** There are two TYPES of ROUNDS you will be judging

**Preliminary Rounds:** These are the beginning level rounds. The students will perform in two to three preliminary rounds and then have their scores compiled from those rounds to determine who will advance to the out rounds.

**Out Rounds:** These are also called elimination rounds or break rounds (semi-finals & final rounds). Here, the students with the best preliminary scores will compete against one another.

## HOW MANY JUDGES WILL THERE BE IN EACH ROUND?

There will be one judge in each of the preliminary rounds. In semi-final and final rounds there will be three judges. It is important to know how many judges you are waiting for and to not start until all judges have arrived. Prior to the round you may speak to the other judges, but we want each judge to make their own decisions and thus we ask that you not confer after the round. It is also a good idea to wait until after all the ballots are turned in to talk to the judges about anything at all as a student may see you talking and assume that you are discussing the round.

## WHAT DO I DO ONCE I RECEIVE MY BALLOT?

When you receive a ballot, please proceed to that room immediately. Up to seven students will meet you there (Except in Extemp where students will arrive one at a time, or students who are double-entered, who may arrive after the round starts). **STUDENTS SHOULD NOT BE IN THE ROOM BEFORE THE JUDGE.**

Please start the round promptly at the scheduled round time, even if some of the students are not present. If all present students have spoken and a scheduled student has not arrived, please wait an additional 10-15 minutes before returning to the judges' room.

## WHAT DO I DO DURING THE ROUND?

**Taking roll:** Start the round by taking roll. Call off each contestant's code to determine who is and isn't present. When ready, call the first speaker to the front. Make sure that you have the right student by asking each what their code is before they speak.

**Time:** Time is important. Please time each speech using an accurate timer. If the students has exceeded the grace period, please mark the appropriate box on your ballot, but DO NOT take any deduction for this.

**Judging:** Be sure to listen attentively to all of the speeches in their entirety. You will find that they will give you a better "show" if they feel like you are enjoying yourself. Feel free to take notes on the ballot or on a separate sheet of paper during the speeches. It is a good idea to rank the students as you go. When the first speaker finishes they are automatically "first place". When the second speaker finishes, rank one "first" and the other "second". When the third speaker finishes, work them into the equation and so on

# HOW DO I FILL OUT THE BALLOT?

**WHEN FILLING OUT THE BALLOT YOU NEED TO RECORD THREE VERY IMPORTANT THINGS:**

## 1) **RANKING:**

- Rank each contestant from 1-7 (or however many students are in the round). **REMEMBER ONE IS BEST!!** The LOWER NUMBER is better. There are no ties..

**2) VIOLATIONS:** If you believe a student has violated one of the rules listed on your ballot, please mark the violation in the space provided on the ballot. When you turn in your ballot, let a member of the judges' room staff know about the perceived violation. Please **DO NOT PENALIZE ANY SPEAKER IN YOUR RANKINGS FOR RULES VIOLATIONS, INCLUDING TIME VIOLATION – for example, if the speaker was the best in the round, please award them first place.** All penalties will be assessed by the tournament officials.

**3. COMMENTS:** Please write DETAILED constructive comments for each speaker on the comments sheet you receive with your ballots.

A comment like "good speech" does little, if any, to help the speaker to improve. The students want your feedback. Tell them specifically what you like and didn't like about their performance. The competitors are students who want to learn to improve. They appreciate the time that you take to write comments and read every word. You should think of these in a way as letting the students know your REASON for ranking them as you did.

### **Sample Helpful Comments ... Interp Speeches:**

- I had a difficulty differentiating your father character and your son character especially in \_\_\_\_ part.
- You are going to be great at this with some more practice. Your speech would have been better if you had...
- Your portrayal of the narrator was creative; be careful of losing the character when you get excited.
- You give away too much in your introduction. Save a little suspense for later.
- I was confused in the part where you ...
- Your accent faded throughout your piece ...(if it faded in a specific spot tell them where)

### **Sample Helpful Comments ...Original Speeches:**

- Your topic may be a bit over done. Perhaps you could put a unique twist on it by... Have you thought about (this) argument. I think it would really help support your points.
- The point that you make about \_\_\_ is interesting, but does little to forward your argument.
- You have a great speech, but were a very poor audience member – be considerate to your fellow competitors
- I was confused in the part where you explained...
- Try adding some research to support ...
- You are going to be great at this with some more practice. Your speech would be better if you...

### **Sample NOT SO Helpful Comments:**

- Best speech in the round, but I had to give you last because I disagree with you.
- Good job.
- Do you have a speech impediment?
- I was confused (but doesn't explain where/how/why)
- You were almost number one (but doesn't explain why they weren't)
- That was boring.

**Specific descriptions and event rules can be found on the individual ballots - the following is an overview to help you. Should you have any questions, feel free to ask a judges' room staff member.**

## Individual Event Descriptions

There are twelve individual events offered at the tournament. They are in three genres: limited preparation (impromptu and extemporaneous), interpretation (dramatic, humorous, program oral interp, declamation and duo) and original (oratory, advocacy and informative). The descriptions of each of the events and a sample ballot follow.

### ORIGINAL EVENTS

These events are labeled "original events" because they are speeches that the students have written themselves. When judging these events, you must consider both the composition as well as delivery. However, as this is a contest in speech rather than essay writing, the emphasis should be placed on the speech aspect. There is no magic or precise formula for balancing these things. You should never, however, judge a student on whether or not you agree with them.

**GENERAL RULES:** All speeches must be the original work of the contestant.

**QUOTATIONS:** No more than 150 words of the speech may be direct quotations from another speech or writing.

**TIME LIMITS:** 10 minutes, 30 second grace period. No hand signals are to be provided

### Original Oratory (OO):

In this event, the student both writes and delivers their speech. The speaker will attempt to persuade you on any issue or topic dealing with society or individuals. The speaker is not expected in any way to solve the great problems of the day. Rather they should be expected to discuss intelligently, with a degree of originality, in an interesting manner and with some profit to the audience, the topic chosen. Any appropriate subject may be used, but the orator must be truthful, and the subject should be appropriate to the speaker and to the audience. Their thesis must be clear and understandable. No props are allowed. Citing sources such as articles, studies, authors, etc. increases the credibility of the speech. Speeches must be delivered from memory. (At some tournaments, speakers in the Novice division may be able to use scripts - judges can use this as a reason for ranking.)

### Original Advocacy (OA):

This event is very similar to Original Oratory with two main exceptions: First, the speaker must give a specific solution to the problem and second, the topic usually deals with local, national or governmental issues. Any appropriate subject may be used, but topics shall be limited to subjects concerning public policy issues of a tangible nature for which the contestant must advocate a specific legislative and/or regulatory governmental action or remedy. Their thesis and solution must be clear and understandable.

### Original Prose and Poetry (OPP):

This event is also a speech written by the speaker. Topics are unlimited as long as the speaker effectively conveys a message or story. Any appropriate subject may be used. The primary purpose of the event is to demonstrate the writing/literary creativity of the contestant. The presentation may consist of prose or poetry or a combination of both. Speakers may use characters, gestures, voices, rhyme, prose or the like in conveying their story. The speech may be humorous, dramatic or both.



Speeches must be delivered from memory. (At some tournaments, speakers in the Novice division may be able to use scripts - judges can use this as a reason for ranking.)

### **Informative (INF):**

This speech should be informative. Any appropriate subject may be used, but the primary purpose of the speech must be to describe, clarify, explain, and/or define an object, idea, concept or process. Topics fabricated by the student may not be used. This is the ONLY event in which props are allowed and encouraged. Visual aids should ADD to the speech, not detract from it. This is a speech to inform, not a performance, and the emphasis should be placed on the oral presentation rather than on audio or visual aids used in support of the informative goal of the speech. The number of visual aids is not important as long as they show a sense of professional presentation. Citing sources such as articles, studies, authors, etc. increases the credibility of the speech. Visual and audio aids may be used during the presentation of the speech. No live animals or other persons may be used as visual aids or to help set up and/or present the speech. The contestant shall wear no costumes unless they are put on and taken off DURING the speech.

## **INTERPRETATION EVENTS**

Interpretation events taken from material that has been previously published. The students will be attempting to recreate the characters in the story, making them alive and real to the audience or to reenact a previously delivered oration. Consider the quality of the student's interpretation - do not downgrade a student for interpreting a piece of literature you do not consider one of your favorites. You may, however, consider the quality, appropriateness and difficulty of the selection. Singing and dancing ARE allowed in all events.

**GENERAL RULES:** No selection shall be the contestant's own work; the contestant shall suggest the thoughts, emotions, the ideas and the purposes of the author. No costumes or props (the use of something extraneous to the body) shall be permitted in interpretation, with the exception of program oral interpretation, which requires the student to hold a manuscript. Although gestures or pantomime may be used, they should be used with restraint.

**IDENTIFICATION OF THE SELECTION:** The title of the selection, name of the author, and appropriate source cites shall be given by the contestant when the selection is introduced.

**TIME LIMITS:** 10 minutes, 30 second grace period. No time signals are to be provided.

**AIDS:** The interpretation must be delivered from memory. No notes, prompting, or scripts are permitted (exception - Program Oral Interpretation). (At some tournaments, speakers in the Novice division may be able to use scripts - judges can use this as a reason for ranking.)

### **Humorous Interpretation (HI):**

The speaker will give a presentation of a humorous story, play, poem, novel or other published literary material. The student will attempt to interpret the story through the use of characters, voices, gestures and facial expressions. They must state the title and author. Consider the quality of the student's interpretation. Please remember, humorous interpretation does NOT mean that the funniest speech wins. The first place should go to the student who does the best job of interpretation. Both one-character monologues and multiple characters may be used.

### **Dramatic Interpretation (DI):**

Similar to humorous interpretation except that the selection is of a serious nature. Remember, that dramatic interpretation does NOT mean that the most dramatic piece wins. The first place should go to

the student who does the best job interpreting their selection. Both one-character monologues and multiple characters may be used.

### **Program Oral Interpretation (POI):**

This event relies on the performer's ability to portray a wide range of characters and literature all held together under a common theme. Each program must contain at least two of three genres (poetry, prose, drama). Students should focus on making an interesting argument that is supported in different ways by each piece of literature they select. Competitors are required to hold their manuscript during their performance.

### **DUO Interpretation (DUO):**

In this interpretive event, each of the two speakers will play the parts of one or more characters to interpret a story, play, poem, novel or other literary work. The piece may be humorous or dramatic, or combine both tones depending on the selected work. . During the performance, the students must give the title and author of the piece. The students will attempt to interpret the story through the use of characters, voices, gestures and facial expressions. Consider the quality of the students' interpretation. The first place should go to the students who do the best job interpreting their selection. Duo partners may not make eye contact with one another during the interpretation. Eye contact during the introduction is optional, but allowed. Introductory and/or transitional material may be presented by either or both contestants. The partners may react to each other's verbal and/or non-verbal expressions, but they may not touch each other. Physical contact between the partners during the introduction is optional. Each of the two performers may play one or more characters as long as the speaking time is as balanced as possible between the two. If the selection is prose or poetry and contains narration, either or both of the performers may present the narration.

### **DECLAMATION (DEC):**

In this event, students will interpret a speech that was given at some point in time (i.e. the Gettysburg Address, "I Have A Dream", Bill Gates commencement address). The speech may be dramatic, humorous or formal. The first place should go to the student who does the best job interpreting their selection. The selection must be from a published speech given by a real person and which shall have originated as a public address. Selections may be cuttings or excerpts of the author's speech. The author, title if available, occasion, place and date of the original delivery of the speech shall be given by the contestant when the selection is introduced; some speeches may not have titles.

### **SPONTANEOUS EVENTS**

Spontaneous events: Impromptu, national extemp and international extemp, require students to compose their presentations "on the spot". When judging these events, you must consider both the composition as well as the delivery. However, the emphasis should be placed on the speech aspect. Use of notes during the speech is not permitted in either division.

#### **Impromptu (IMP):**

**NOTE: Students should remain in the room while the other contestants are speaking. Exceptions can be made for double entered students.**

In this event, the student actually prepares the speech during the round. The judge will call the first contestant and hand her/him a piece of paper containing three predetermined topics. The student will have two minutes, from the time s/he is handed the paper, to prepare their speech on one of the topics. The student then gets five minutes to deliver their speech once they begin speaking. This means that

the total time for each contestant is seven minutes (2 minutes for preparation and 5 minutes to speak). Students should speak, in an organized manner, on ONE of the three topics given to them.

### **National Extemp (NX):**

**Topics are themed by round.**

This speech is written by the speaker. The students will be given a question in a preparation room 30 minutes before they arrive in the classroom to give their speech. They will use the 30 minutes to prepare a speech on one of three national current event topics given to them. One student will arrive in your classroom every seven minutes and they might hand you the paper containing their topic. The speech should be well-organized and pertinent to the question asked. Citing sources such as articles, studies, authors, etc. increases the credibility of the speech. Students may stay in the round after they have spoken, if they so choose.

### **International Extemp (IX):**

Rules are exactly the same as national extemp except the topics are questions of international importance.

## **TIME SIGNALS**

As noted above, students participating in these events compose their speech "on the spot." Therefore, students need a way to monitor their time in order to help them shape and organize their speech into the time constraints. Students are permitted to time themselves. If there is more than one judge in the room, one judge must serve as a timer and provide time signals. If you are the only judge, please time the speech yourself and note the time on your ballot. If you have questions, feel free to ask the judging room staff or one of the students. PLEASE use a stopwatch (the one on a phone is perfect) or a digital watch with a second function. The clock on the wall is not an accurate timing device. If you do not have a timing device, ask to borrow one from one of the competitors. If you will be providing the competitors with time signals, please use the following guidance.

#### **Impromptu:**

While the student is preparing, call out the amount of time they have remaining in 30 second intervals. For example, "minute-thirty remaining" then "one minute remaining", then "thirty seconds remaining".

#### **Impromptu and Extemp.:**

During the speech, use your hand to give the students visual time signals as to how much time they have left to speak. Hold up one finger for each minute they have remaining. For example, if the speaker has four minutes remaining, hold up four fingers to indicate this. When the student has only 30 seconds left, form your hand into a "C" to alert the student. During the last ten seconds of the speech, give the student a ten second countdown, using your fingers.

## **FREQUENTLY ASKED QUESTIONS:**

#### **What should I do if I believe a violation of the rules has occurred?**

If you believe a student has violated one of the rules listed on your ballot, please mark the violation in the space provided on the ballot, submit your ballot, then return to the judges' room and let a member of the judges' room staff know about the perceived violation. Please **DO NOT PENALIZE ANY SPEAKER IN YOUR RANKINGS FOR RULES VIOLATIONS, INCLUDING TIME VIOLATION – for example, if the speaker was the best in the round, please award them first place.** All penalties will be assessed by the tournament officials.

**Can I talk to the competitors?**

We ask that you not talk to the competitors unless it is to ask or answer a specific question about the round. For example, a student may ask you what their time was after completing their speech or ask you how you plan on giving time signals. Students are not allowed to tell you information about themselves such as what school they are from. Please do not ask them so that we can remove any notions of favoritism that do not exist.

**Who do I ask if I have a question about the rules?**

At all times during the tournament there will be a staff of people in the judges' room to answer any of your questions. Please feel free to ask them anything.

**Where should I report once the round is over?**

The ballot is very important. One late ballot can put the tournament back for hours. Once you are finished watching the competitors please submit your rankings right away. Comments to the students can be added later.

**What should I double-check before turning in my ballot?**

- A. Did you remember to give the best speaker the "one" and the worst speaker the "seven" (or lowest ranking)?
- B. Are you sure you have the right code number with the right speech?
- C. If two students had the same speech or subject, are you sure you didn't mix them?

**Should I give the students feedback after the round or tell them their scores?**

While some students are interested in immediate feedback about how they performed in a given speech round, we endorse a policy of non-disclosure. PLEASE DO NOT INFORM STUDENTS ABOUT THEIR SCORES, nor provide any verbal feedback regarding their performance. This would take too much time and put the tournament seriously behind schedule.

**What's better the 1 or the 5?**

**THE ONE IS BEST!** You are essentially giving the speaker the first place. Much like golf, the lower the score the better!

**What if a speaker doesn't show up?**

If all present students have spoken and a scheduled student has not arrived, please wait an additional 10-15 minutes before returning to the judges' room. Inform the judges' room about the missing student before submitting your ballot.

**Does it matter what order the students speak in?**

As much as possible, students should speak in the order they have been assigned, especially in Extemp. If a student does speak out of order for some reason, please make sure you assign the correct ranking to each student. There is no penalty for speaking out of order.