

Speech and Debate Judge Instructions

poetry and duo speaker points need adjusting

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General Instructions to Judges

The judge's responsibility is to maintain appropriate student decorum in the contest room, while judging the presentations and material to the best of your ability. Please do not sit at the teacher's desk. Please do not allow students to touch any classroom materials. If any audience member is not being respectful, please ask him/her to change his/her behavior or ask him/her to leave the competition room (this includes use of cell phones) if you think this would be appropriate.

Managing the Room

- Locate yourself in a way that you can clearly observe the competitors.
- Keep audience distractions and extraneous conversations to a minimum.
- Do **not** offer oral critiques, or permit anyone else in the room to do so.

Filling Out the Ballots

- ***Write the contestant's code and last name on each individual ballot;***

This information can be found on the master ballot.

- ***Circle the round you are judging;***

This information can be found on the master ballot.

- ***Rank each presenter in relation to the others in your room;***

The best should be ranked 1st, etc. (and there can be no ties).

- ***Rate each speaker using speaker points;***

This can be done using the grid/rubric given (and there can be ties). These are seldom used to determine placings but they can provide a useful measurement for the competitor's personal evaluation.

- ***Provide feedback on the back of ballots;***

This can include strengths as well as constructive criticism for ways the competitor might improve. The more feedback, the more helpful your ballot is to the development of students' future presentations.

- ***Time each contestant and include this information on the ballot***

- ***Don't forget to sign at the bottom of the ballot!***

General Advice

- Try to start on time.
- **Please do NOT ask the competitors where they are from; this is why we use code numbers.**
- Call the speakers in the order listed on the master ballot; however, contestants may be doubling in another event—so they might come late or leave early (in which case, you may go out of order).
- Stay for one hour and fifteen minutes if you are missing contestants; if they do not show up, write “no show” on the ballot.
- For preliminary rounds, you will be the only judge.
- For semi-final and final rounds, there will be three judges; do not start until all 3 are present.
- For semi-final and final rounds, do not confer with other judges before filling out ballots.
- *If you have any questions or concerns, please check with the judges’ table.*

Guidelines for Appropriate Competition Behavior (In and Out of Rounds)

Speech and Debate is a spectator sport and while some competitors may not feel comfortable speaking in front of new adults, or have specific competitors watch, we need to accept that speakers require an audience (even if it is one that is unexpected).

Therefore, as a speech community, we have set expectations that competitors not be allowed to remove others from the room or deny them entrance into a round unless there is a behavior issue that warrants their removal. *Like any rule, there may be exceptions, but both competitors’ coaches should be consulted first before breaking this expectation.*

While the expectation is that we allow everyone to watch our rounds, we have created guidelines to help define appropriate behavior for spectators. When a competitor does not meet and exhibit the guidelines, s/he could be removed from the round.

Expectations of Observers and Competitors In Rounds

- There should be no talking during a presentation or debate.
- All electronic devices, including cell phones, should be placed on airplane mode and not be used during competitions.
- Observers should give the speaker(s) their full attention, showing the speakers that the observers are engaged by maintaining eye contact and actively listening.
- It is encouraged to laugh at competitors’ humor pieces, even if they are competing against one another. No one ever appreciates another competitor stonewalling.

- Once in a round, observers are expected to stay in the round until it is finished unless there is an emergency (i.e. illness). The judge should be made aware of the circumstance that would require early departure and grant permission.
- Professional / appropriate dress code is required while in a competitive round for both the competitor and the audience.

Expectations of Observers and Competitors Outside of Rounds

- Whisper (especially near the door).
- Always wait between speakers to enter a competition room.
- If doubling, it is helpful (and highly suggested) to let all judges know in each room.
- In Congress, please ask for permission to enter the chamber and respectfully re-enter the chamber in between speeches.

Note Taking

- Note taking in rounds is considered acceptable but leaving the room with debate flows (notes) is discouraged.

Dramatic Interpretation -Instructions to Judges

The art of interpretation challenges students to tell a truthful, dynamic story by delving into the lives and minds of characters. There is often room for varied and subjective opinions.

General Interpretation Rules

- Pieces must be cut from published literature.
- Pieces must include an introduction that identifies the author and title of the cutting.
- Pieces must be between 5 and 10 minutes, with a 30-second grace period. If a competitor is more than 30 seconds over or under time, s/he should be scored one rank lower.

Drama-Specific Rules

Interpreter must be completely memorized

Interpreter is not permitted to make use of costumes or props.

Suggestions for Evaluation

Effective Introduction:

Material choice, including the following:

- o Appropriateness of content
- o Suitability to interpreter
- o Merit of material
- Quality and use of voice, including the following:
 - o Inflection
 - o Enunciation
 - o Emphasis
 - o Pronunciation
 - o Diction
 - o Articulation
- Physical expression
- Strong character choices
- Clear story arch
- Creative staging
- Smooth transitions
- Established setting
- Overall poise

Suggestion for Speaker Points

Points can be used to judge presenters relative to each other.

JACKSON HOLE SPEECH & DEBATE TEAM

Speaker Points
Optional Breakdown

<i>Categories</i>			
Material Choice			20
	Suitable/Appropriate Content		10
	Literary Merit		10
Introduction			10
	Creatively Written		5
	Smoothly Delivered		5
Presentation			70
	Voice Quality		10
	Complete Memorization		10
	Creative Staging		15
	Developed Characters		20
	Smooth Transitions		10
	Overall Poise		5
Total			100

Humor Interpretation - Instructions to Judges

The art of interpretation challenges students to tell a truthful, dynamic story by delving into the lives and minds of characters.

General Interpretation Rules

- Pieces must be cut from published literature.
- Pieces must include an introduction that makes the author and title of the cutting.
- Pieces must be between 5 and 10 minutes, with a 30-second grace period. If a competitor is more than 30 seconds over or under time, s/he should be scored one rank lower.

Humor-Specific Rules

- Interpreter must be completely memorized
- Interpreter is not permitted to make use of costumes or props.

Suggestions for Evaluation

- * Material choice, including the following:
 - o Appropriateness of content
 - o Suitability to interpreter
 - o Literary Merit of material
- *Quality and use of voice, including the following:
 - o Inflection
 - o Enunciation
 - o Emphasis
 - o Pronunciation
 - o Diction
 - o Articulation
- *Physical expression
- *Strong character choices
- *Clear story arch
- *Creative staging/blocking
- *Smooth transitions
- *Established setting
- *Overall poise

Suggestion for Speaker Points

Points can be used to judge presenters relative to each other—which can help remedy situations like a tie or close competition.

JACKSON HOLE SPEECH & DEBATE TEAM

Speaker Points
Optional Breakdown

<i>Categories</i>			
Material Choice			20
	Suitable/Appropriate Content		10
	Literary Merit		10
Introduction			10
	Creatively Written		5
	Smoothly Delivered		5
Presentation			70
	Voice Quality		10
	Complete Memorization		10
	Creative Staging		15
	Developed Characters		20
	Smooth Transitions		10
	Overall Poise		5
Total			100

Poetry Interpretation - Instructions to Judges

The art of interpretation challenges students to tell a truthful, dynamic story by delving into the lives and minds of characters.

General Interpretation Rules

- Pieces must be cut from published literature.
- Pieces must include an introduction that makes the author and title of the cutting.
- Pieces must be between 5 and 10 minutes, with a 30-second grace period. If a competitor is more than 30 seconds over or under time, s/he should be scored one rank lower.

Poetry-Specific Rules

- Interpreter must use script (but may be memorized).
- Interpreter is not permitted to make use of costumes or props. The manuscript may be used for bookwork within the performance if the performer maintains control of the manuscript at all times. Book work in the poetry section shall be defined as any movement with the book or body. Pictures, visuals, or any additional words beyond the manuscript will not be permitted on the inside or outside of the book. Closing books for transition or effect will be permitted

Presentations may be made up of one or more poems.

Suggestions for Evaluation

- Material choice, including the following:
 - o Appropriateness of content
 - o Suitability to interpreter
 - o Merit of material
- Quality and use of voice, including the following:
 - o Inflection
 - o Enunciation
 - o Emphasis
 - o Pronunciation
 - o Diction
 - o Articulation
- Physical expression
- Strong character choices
- Clear story arch
- Creative staging
- Smooth transitions
- Established setting
- Overall poise

Suggestion for Speaker Points

Points can be used to judge presenters relative to each other—which can help remedy situations like a tie or close competition.

JACKSON HOLE SPEECH & DEBATE TEAM

Speaker Points Optional Breakdown

<i>Categories</i>			
Material Choice			20
	Suitable/Appropriate Content		10
	Literary Merit		10
Introduction			10
	Creatively Written		5
	Smoothly Delivered		5
Presentation			70
	Voice Quality		10
	Complete Memorization		10
	Creative Staging		15
	Developed Characters		20
	Smooth Transitions		10
	Overall Poise		5
Total			100

Duo (Duet) Interpretation - Instructions to Judges

The art of interpretation challenges students to tell a truthful, dynamic story by delving into the lives and minds of characters.

General Interpretation Rules

- Pieces must be cut from published literature.
- Pieces must include an introduction that identifies the author and title of the cutting.
- Pieces must be between 5 and 10 minutes, with a 30-second grace period. If the duet is more than 30 seconds over or under time, they should be scored one rank lower.

Duo-Specific Rules

- Interpreters must do the following:
 - o Be completely memorized
 - o Play one or more characters (with equitable division of material)
- Interpreters are not permitted to do the following:
 - o Make eye contact
 - o Touch
 - o Make use of costumes or props

Suggestions for Evaluation

- Material choice, including the following:
 - o Appropriateness of content
 - o Suitability to interpreters
 - o Merit of material
- Quality and use of voice, including the following:
 - o Inflection
 - o Enunciation
 - o Emphasis
 - o Pronunciation
 - o Diction
 - o Articulation
- Physical expression
- Strong character choices
- Clear story arch
- Creative staging
- Smooth transitions

- Established setting
- Overall poise

Suggestion for Speaker Points

Points can be used to judge presenters relative to each other—which can help remedy situations like a tie or close competition.

JACKSON HOLE SPEECH & DEBATE TEAM

Speaker Points Optional Breakdown

<i>Categories</i>			
Material Choice			20
	Suitable/Appropriate Content		10
	Literary Merit		10
Introduction			10
	Creatively Written		5
	Smoothly Delivered		5
Presentation			70
	Voice Quality		10
	Complete Memorization		10
	Creative Staging		15
	Developed Characters		20
	Smooth Transitions		10
	Overall Poise		5
Total			100

Program Oral Interpretation (POI) - Instructions to Judges

Program Oral Interpretation is a 5-10-minute performance, with a 30-second grace period, that can include some combination of Prose, Poetry, and Drama. If a competitor is more than 30 seconds over or under time, s/he should be scored one rank lower. All students must have at least two out of the three genres included in their performance. The use of a manuscript is required. The focus of the event is development of a theme or argument through the use of narrative, story, and/or characterization.

Evaluating the Round:

Exposition sets the scene and gives background information. Exposition occurs throughout the cutting and enhances the audience's understanding of what the characters in the program are experiencing. The Inciting Incident sets a conflict into motion and represents the beginning of the Rising Action, which complicates the plot. The Climax is the point of greatest intensity and the turning point of the plot. Falling Action resolves the conflict and Denouement gives a glimpse of life after the conflict.

There are three key areas of a POI that come together to create the performance.

First, programming, or the process of piecing together different types of literature into one cohesive performance. The program should create a compelling performance centered around a theme or idea.

Second, blocking, or the movements a performer makes to convey space, emotion, and action. Blocking should enhance the performance, not distract from the story. Movements should be motivated by either internal or external factors. Internal motivation stems from how the character is feeling, while external motivation comes from a physical reaction to external factors. In POI, the student is allowed to use the manuscript as a prop to enhance blocking as long as they maintain control of the manuscript at all times.

Third, characterization: characterization reveals the personality of the characters through line delivery, vocal, and facial expression, and varying levels of levity and intensity. Each piece of literature in a student's POI should have unique and engaging characters that can be distinguished from other pieces in the program. Additionally, each character should adequately represent the genre of literature from which they are drawn. The student should display command of poetic delivery when performing a selection of poetry, for example.

Filling Out the Ballot:

Performers are ranked on a scale, generally from one to six, with the best performance receiving the one ranking. The judge will also assign speaker points, typically in a range from 80 and 100, with 100 being outstanding. If a performance exceeds the grace period, the student cannot be ranked first. There is no other prescribed penalty. The judge also will write comments to the performers on the ballot addressing different areas of the performance. When critiquing a program, judges ought to reference areas of the Dramatic Structure that were strong or weak and suggest ways in which the student can improve upon the cutting, in addition to focusing on how the student's selections of literature fit with each other. Judges should consider if they could easily identify which selection the student was performing. If the performer's blocking is ineffective, the judge ought to indicate ways the performer can improve. Critiquing characterization requires the judge to consider whether the character's response to a situation is believable. The ultimate goal of blocking, programming, and characterization is to create a fully-realized performance that moves the audience. The performer who combines these three factors the best should receive the one ranking.

JACKSON HOLE SPEECH & DEBATE TEAM

Speaker Points Optional Breakdown

<i>Categories</i>			
Material Choice			20
	Suitable/Appropriate Content		10
	Literary Merit		10
Introduction			10
	Creatively Written		5
	Smoothly Delivered		5
Presentation			70
	Voice Quality		10
	Complete Memorization		10
	Creative Staging		15
	Developed Characters		20
	Smooth Transitions		10
	Overall Poise		5
Total			100

Extemporaneous Speaking - Instructions to Judges

*** 5 to 7 minute speech {30 seconds either way allowed without penalty, then penalize 1 rank per each 30 seconds over - or under - time}.

*** Speaker may use one 3" X 5" notecard but its use is discouraged.

*** Speaker may move around.

*** The judge should write the topic on the participant's ballot.

Please write, on the back of the ballot, as much constructive feedback as you can. both strengths and areas needing improvement. The students receive these ballots at the conclusion of the tournament and use your input to assist them in the development of their performances at future competitions. **Please don't give oral comments.**

**** Make sure you rank students (1 through 5 or 6, with 1 being the best). No ties.

*** You may tie speaker points. A way to do the speaker points:

--divide the areas to be judged and evaluated into a maximum of 100 points. As you listen to the speaker, each of the five areas will have a certain number of points possible.

Introduction.10 possible points

topic/question stated, thesis clear answer to the question, interesting catch (analogy, anecdote)

Thought Development. 30 possible points

analysis of topic/thoroughness 3 main points (not mandatory-just guideline) developed,
organization

Evidence and Logic35 possible points

documentation/source citation for each main point, from current and credible sources

accuracy of information/reasoning and logic

Conclusion... 5 points

summary, wrap up, reference to answer to question/introduction

Delivery20 possible points

clear and correct pronunciation and enunciation, articulate and precise vocabulary,
good posture, smooth and fluent, supportive (non-repetitive) gestures and movement
awareness of audience, eye contact

This should total 100 points. You don't have to use this system, though it might help.

If you have any questions, feel free to ask any of the Jackson speech team students (they are wearing name tags and black Jackson Speech Team t-shirts) or the Jackson coaches, Londe Gagnon or Peggy Gagnon.

PLEASE deliver completed ballots to the JUDGES' TABLE as soon as possible.

Informative Speaking- Instructions to Judges

Informative Speaking is a 5-10-minute presentation written and performed by the student. The purpose of the event is to inform and educate the audience on a topic of significance. Informative requires students to balance that content with delivery and style. Students in Informative must be articulate, engaging, and smooth with their delivery at both a vocal and physical level. Students may or may not employ the use of visual aids in the performance. Students may move around.

While Informatives are all different, the structure should provide a framework for the audience to understand the topic. Each main point should explore a specific aspect of the topic the student is presenting. Research is a very important component in Informative. All claims should be backed up with evidence that verifies the information the speaker is conveying.

Evaluating the Round: There are three key areas to consider when evaluating an Informative.

First, relevance: to assess the relevance of the speaker's Informative, focus on the timeliness of their topic. Consider how the topic is framed within the speaker's introduction. The thesis of the Informative speech should enable you to understand why this topic should be examined.

Second, relatability: The speaker should connect the audience to the topic, giving the audience the sensation that they are affected by the topic. Logical supporting evidence should be given throughout the speech. Judges should examine whether they feel the student educated the audience.

Third, originality: it is important to note that there are few truly original topics. Instead, consider how inventively the speaker addresses the topic. Judges ought to consider whether the presentation is unique, as well as how new, innovative and interesting the approach is to the topic.

Visual Aids: If used, the student is expected to set up visual aids in an expedient manner. Students cannot use electronic equipment or any banned material (guns, controlled substances, etc.) as a visual aid, nor can they use live animals or another person. Visual aids should contribute to the audience's understanding, emphasize information, and provide a creative outlet that augments the content of the Informative speech.

Filling Out the Ballot: Performers are ranked on a scale, generally from one to six, with the best performance receiving the one ranking (no ties). The judge will also assign speaker points, typically in a range from 80 and 100, with 100 being outstanding (ties are allowed). The judge should write on the ballot what the student did well and how the speaker can improve—e.g., eye contact, clarity, emotion, etc. This is an educational activity and all feedback that is constructive is welcome. The students will receive these ballots at the conclusion of the tournament and use your input to improve their performances at future competitions.

A possible way to figure the speaker points is to divide the 100 points into areas to be judged. As you listen, determine what each area is worth and how well the speaker performed in each area.

Topic	10 possible points
Introduction	5 possible points
(establishes background, arouses interest)	
Delivery	20 possible points
(supporting movement & gestures; vocal variety; poise & posture; memorization & fluency; eye contact; effective speed, phrasing & pauses)	

Analysis and Support	25 possible points
(development, logical analysis and arguments, use of evidence)	
Quality of Composition	25 possible points
(grammar, word choice, sentence structure, rhetorical devices)	
Conclusion	5 possible points
Visual aids	10 possible points
(evidence of effort, usefulness in enhancing topic development)	

Original Oratory - Instructions to Judges

- Since these speeches have been written by the contestants delivering them, the judges should consider thought & composition as well as delivery style and clarity. The presentation must be the student's original work. S/he must be truthful and cite sources of borrowed information, facts, words or ideas, with a maximum of 150 quoted words.

The speaker should present a topic with relevance to her/his audience and with originality. S/he should deliver articulately, intelligently, and in an interesting manner.

- Although many oratories propose a solution to a current problem, they may also primarily alert the audience to a threatening danger, create or expand awareness of a cause, circumstance or a situation. Emotional appeals are suitable but orators should support their topics with logic and evidence. The orator should be judged on the effectiveness of analysis, development, organization and presentation of the subject.
- The judge should consider the orator's use of correct grammatical structures, precise and accurate wording, effective metaphors, appropriate analogies, balanced and varied sentences. Mastery of the usual mechanics of speech, in addition to poise, memorization, and fluency, are significant. Vocal variety, gestures, movement, bodily and facial expressiveness, and evidence of passion and sincerity may also enhance delivery.
- Do not give oral critiques. Do not reveal your decisions and rankings. Students will receive your ballots after the tournament is completed, so they really appreciate any helpful comments - both praise and constructive advice for improvement- and the reasons for your ranking decisions. Conferring with the other judges is not allowed.
- Presentations should be 5-10 minutes, with a 30-second grace period allowed. If a competitor is more than 30 seconds over or under time, s/he should be scored 1 rank lower.
- Oratories must be memorized. No manuscripts, notecards, nor visual aids are allowed.
- A possible way to figure the speaker points is to divide the 100 points into areas to be judged. As you listen, determine what each area is worth and how well the speaker performed in each area.

Topic	10 possible points
Introduction	10 possible points
(establishes background, arouses interest)	
Delivery	20 possible points
(supporting movement & gestures; vocal variety; poise & posture; memorization & fluency; eye contact; effective speed, phrasing & pauses)	
Analysis and Support	20 possible points
(development, logical analysis and arguments, use of evidence)	
Quality of Composition	20 possible points
(grammar, word choice, sentence structure, organization, transitions)	
Conclusion	10 possible points
Total Effectiveness	10 possible points
(evidence of passion and sincerity)	

Impromptu Instructions to Judges

Students have seven minutes to select a topic, brainstorm their ideas, outline the speech, and finally, deliver the speech. The speech is given **without notes** and should have an introduction, body, and conclusion. The speech can be light-hearted or serious. The speaker draws three prompts from an envelope, which can be based upon single words, questions, quotations, current events, celebrities, organizations, and more. All 7 minutes don't need to be used and the student can divide the time however s/he wishes between preparation and presentation. For instance, s/he could brainstorm and outline ideas for three minutes and then deliver a four-minute speech; or s/he could brainstorm and outline for one minute and speak for six minutes. There is no minimum amount of time required for brainstorming and no minimum amount of time for speaking. The student should work to develop the best possible structure and reasoning. Some students think it's more impressive to speak longer, ideas that aren't clear or well developed can detract from the overall performance. Conversely, a well-thought out but short speech restricts a student's ability to spend adequate time developing the prompt. Therefore, examine which students struck the best balance between preparation and speaking. An Impromptu speech follows a basic structure in which a student presents an introduction, body, and conclusion. Similar to other public speaking events, the introduction should provide adequate context for the trajectory of the speech. If a student has illustrated an example, conveyed their chosen prompt, and provided a thesis statement for the speech, they have created a structurally sound introduction! The most common formulation for the body of the speech is to explore two or three topic areas in greater depth. For example, if a student's thesis focuses on cultivating innovation, they would likely introduce two effective ways to do so and use examples to prove their point. Following this, the student will conclude the speech by reiterating the prompt, thesis, and main arguments.

As a judge, ask yourself if the speaker has created sound arguments, used a structure that was easy to follow, and held your attention for the duration of their speaking time.

When evaluating an Impromptu round, consider three main criteria.

1- Organization: Is there a clear structure to the speech? Are transitions used to move effectively between each part of the speech? Does the development of the speech make sense?

2- Analysis: Does the student directly address the prompt? Does the student develop justifications for their ideas and establish significance to the points?

3. Delivery. Does the student use voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate?

Filling Out the Ballot: Performers are ranked on a scale, generally from one to six, with the best performance receiving the one ranking (not ties). The judge will also assign speaker points, usually from 80 and 100, with 100 being outstanding (there may be ties in speaker pts.).

The judge writes on the ballot what the student did well (e.g., eye contact, clarity, emotion, etc.) and how the speaker can improve. This is an educational activity and all constructive feedback is welcome. No oral comments allowed. Students receive these ballots at the end of the meet.

General Debate Information -Instructions to Judges

Things for Debate Judges to Remember

1. Fill out all the blanks at the top of the ballot. Double check names **and codes** of contestants before filling in ballots. Please write both name and code on the ballot.
2. DON'T FORGET TO FILL IN SPEAKER POINTS. If the debater with the lower speaker points won (you felt he/she won the arguments but the other person was the better "speaker") please write "LOW POINT WIN" on the ballot.
3. An informed decision on the round can be assisted by keeping accurate notes on the debate (flowing the debate). Each argument can be written down and the subsequent arguments made towards this argument by either side can be noted. If the opposing team does not respond to an argument, it is considered dropped ("flows") and should be "credited" to the opposing team. No new arguments can be presented during the rebuttals. A judge should evaluate the round on the clash (direct and specific arguments addressing opponents' arguments) observed during the debate. If one side presents weak arguments, but these arguments are unchallenged by the opponent, these arguments should be upheld ("flowed to" /won by the side who presented them). The judge's personal opinion should not enter into the decision. The competitors debate both sides of the resolution during the tournament and may, in the round observed, not be arguing from their personal point of view.
4. Try to make criticisms as constructive as possible. Avoid destructive comments. Please try to give the student as much written information as possible concerning why you ranked them the way you did. They will most likely be presenting the same case again at future tournaments and will appreciate your suggestions for improvement. The students receive these ballots to read upon completion of the tournament. **Please don't tell students who won the debate nor give oral comments.**
5. Return ballots to the JUDGES' TABLE as soon as you have finished. These often have to be tabulated before the tournament can progress. In order to facilitate this, please make notes on the ballots as much as possible during the round.
6. You will be the only person judging your round if you are judging a preliminary round (rounds 1-4). For semi-final and final rounds there will be three judges in each room. Don't start until all 3 are there. **Don't** confer with other judges before marking your ballots.
7. Time limits are stated on instructions. Make sure the time limits are observed! You may have a timer assigned to time the round but if there isn't one, you may ask an observer to time for you. Debaters may self-time. You may give them permission to use their cell phones to time but they may not use the Internet in competition.
And, most importantly, thanks for judging!!

Lincoln Douglas (LD) Debate - Instructions to Judges

Lincoln Douglas Debate is a form of debate in which a pre-designated topic, in the form of a resolution, is debated by two individuals. The affirmative competitor speaks in favor of the resolution while the negative competitor speaks for negation of the resolution. Unlike cross-examination (C-X) debate, emphasis is placed on issues, ideas, and speaking, rather than on technicalities and evidence. LD debate is based on exploring the underlying values and philosophies that can support or negate the resolution.

*** The speaking order is as follows:

- 6 minutes affirmative
- 3 minutes cross-examination by negative
- 7 minutes negative
- 3 minutes cross-examination by affirmative
- 4 minutes affirmative
- 6 minutes negative rebuttal
- 3 minutes affirmative rebuttal

*** Each participant will get 4 minutes preparation time; the time should keep track of this time. Prep-time, as it is usually called (often in 30 second increments), may be used anytime during the debate, and doesn't all have to be used at the same time.

*** Make sure the time limits are observed! You may have a timer assigned to time the round but if there isn't one, you may ask an observer to time for you. Debaters may self-time. You may give them permission to use their cell phones to time but they may not use the Internet in competition.

*** The object of the round is to determine if the resolution is valid.

*** On the ballot, explain why each debater won or lost each main argument.

*** Debaters **should** be courteous to each other.

*** During cross-examination, the debaters should look at the judge, not at each other.

*** L.D. should be judged by organization, delivery, effectiveness of arguments and logic..

Delivery: Each speaker may use his voice, face and hands in any way s/he chooses to enhance the speech. Both the affirmative case and the negative case should present arguments and philosophies that revolve around a basic value. Often debaters will offer a "criterion" to use to measure whether their value has been upheld. Their arguments should logically build up to a solid conclusion that represents the debater's side of the resolution. Any arguments not specifically brought up by a debater should not be considered a factor in the round. No new arguments may be brought up in the rebuttals of either debater, but ESPECIALLY in the final speech of the affirmative (since the negative has no chance to respond). Such arguments do not warrant consideration by the judge.

Critique: Lincoln Douglas debate should be judged on the arguments, reasoning, philosophies, and values presented and how effectively they are demonstrated by each debater. The personal viewpoint and opinions of the judge should not play any role in deciding a round. Every debater will debate both sides of the resolution over the course of the tournament, so the side represented in any particular round may not reflect the personal opinion of the debater.

Rating: Judges should rate each speaker in two ways. First, the judge should award each speaker an appropriate amount of speaker points (ties are permitted). Secondly, the judge should give the overall decision to the debater that more effectively debated the round. If you give the round to the debater with lower speaker points, please indicate this at the bottom of the ballot.

In writing your ballot, be as specific as possible about your judgment of the arguments presented. Offer positive feedback as well as constructive suggestions on how the debaters can improve their analysis and presentations.

Good debate involves clash (direct and specific arguments addressing opponents' arguments). Both debaters should not only present their values, criteria (what the debaters want the judge to use to weigh the round) and cases (typically consisting of a number of contentions which support the value and criterion of the debater), but should clash with their opponent. The debaters should guide the judge through the argumentation, with clear "signposts" (or "tags" = abbreviated forms of their main points/"contentions", kind of like titles). In their final speeches they often present "voters," that ultimately support the superiority of the debater's value and arguments, as applied to the resolution.

Cross Examination (CX)/ Policy Debate - Instructions to Judges

Each round has two teams of two people arguing for or against a predetermined resolution. Debaters should be courteous to each other. During the debate and the cross-examination questioning, the debaters should look at the judge, rather than at each other. The Affirmative team argues for the need of implementing the resolution while the Negative team argues for the need to negate the action proposed by the Affirmative team. Most Affirmative teams will base their presentation on a plan for implementation of the resolution and four (five) stock issues, which need to be interrelated. They are:

SIGNIFICANCE / HARMS (NEED): The Affirmative team must show there are significant problems under the status quo that indicate the need for remedies. There is no justification to implement a new plan just for the sake of change.

INHERENCY: A condition is inherent if it cannot be solved under the current system (the status quo). Inherency can be structural, which often carries the most weight. Structural inherency arguments imply that the status quo's system of laws and procedures cannot solve the problem. Inherency can also be attitudinal, which implies that the power structure in control of the present system will not take action to solve the problem.

SOLVENCY: The Affirmative team will present a plan to solve for the harms they have identified. This plan must contain solvency, or the ability to actually solve the problems they have earlier identified.

IMPACT/DESIRABILITY: The Affirmative team should demonstrate that the advantages of their plan outweigh any disadvantages that may also accompany the plan.

TOPICALITY: This is often referred to as the fifth stock issue. The Affirmative team is mandated to propose a plan that meets the general requirements of the resolution.

The four/five stock issues have to be well connected. A plan should solve for the specific harms identified by the Affirmative team. The Affirmative team has the burden of proof and should present evidence and/or reasoning supporting the positions it takes. Likewise, the Negative team needs to present evidence that supports their refutations of Affirmative points. Quality of the arguments is as important as the quantity and quality of evidence presented. If a Negative team obviously wins one of the stock issues, they should usually win the round. Conversely, an Affirmative team can lose several minor arguments, while still upholding all the stock issues and thereby win the round.

A judge should **not** let his or her own opinions enter into the decision. Each debate team argues both sides of the resolution during the tournament, so a team may not be arguing for their own core beliefs in a particular round. A judge should evaluate the round on the clash observed during the debate. If the Affirmative team presents weak arguments, but these arguments are unchallenged by the Negative team, these arguments should be upheld. An informed decision on the round can be assisted by keeping accurate notes on the debate (this is called "flowing the debate"). Each argument can be written down and the subsequent arguments made towards this argument by either side can be noted. If the opposing team does not respond to an argument, it is considered "dropped" and should be "credited to" ("flowed to" or won by) the opposing team. No new arguments can be presented during the rebuttals.

Please indicate on the ballot the specific reasons for the decision as to which team won the debate.. For example, a judge could state: The Affirmative team loses since the studies used to establish its harms were shown, by the Negative team, to have significant flaws. Another ballot might state: The Affirmative team wins since the Negative team focused its attack on Inherency, while the Affirmative team adequately defended its stance that the status quo cannot solve for the Harms it outlined.

Often, debaters will ask judges about their judging philosophy (“paradigm” / preferences) before the round starts. In reality, they seldom modify their approach upon hearing your philosophy and seem to ask the question as a way of posturing and measuring your background. You might indicate your judging experience but this is not necessary. A possible response is that you are a stock issues judge. You could also state that you will be open to any approach they want to take as long as it is consistent, well-documented and argued well. You can tell them you expect a courteous debate, with direct clash (= directly and specifically, addressing opponents’ arguments). You can ask them to not speak too fast.

Presentation: CX debaters have a reputation (aptly earned) for rapid-fire deliveries. Many debaters will present their cases at a speed that prevents total comprehension. Speed alone should not be a reason to judge against a team, but speed at the expense of understanding can be weighed in the decision.

Speaker Points: You will be asked to rank each debater in the round, giving the best debater a "1" and the least effective debater a "4". There can be no ranking ties. You will also be asked to rate each speaker on a scale of 15-30. There can be ties in these points/ratings. It is possible to give the highest speaker points (rating) to a member(s) of the losing team. Please note “low-point win” on the ballot so the individuals tabulating ballots will not think there has been a mistake.

Please do not give oral comments. The debaters will receive your ballots and comments on these at the conclusion of the tournament. Also, do not reveal (disclose) the decision you made to the debaters.

TIME LIMITS FOR CROSS-EX. TEAM DEBATE

1 st Aff.	= 8 min. constructive
1 st Neg.	= 3 min. cross-examination period
1 st Neg.	= 8 min. Constructive
1 st Aff.	= 3 min. Cross-examination period
2 nd Aff.	= 8 min. constructive
2 nd Neg.	= 3 min. cross-examination period
2 nd Neg.	= 8 min. constructive
2 nd Aff.	= 3 min. cross-examination period
1 st Neg.	= 5 min. rebuttal
1 st Aff.	= 5 min. rebuttal
2 nd Neg.	= 5 min. rebuttal
2 nd Aff.	= 5 min. rebuttal
Each <u>team</u> is allowed <u>8</u> minutes of preparation time:	

Public Forum (PF) Debate - Instructions to Judges

PF is designed to bring citizen judges and high school debaters together in an educational and productive encounter. PF emphasizes critical thinking and public presentation skills, so debaters typically communicate an air of professionalism in their demeanor, and delivery. The pro team tries to convince you that the resolution is true while the con team tries to convince you that the resolution is not true.

- You will receive the exact wording of the debate resolution with your ballots..

- Read and follow the instructions on the judging ballot you will receive.

Please do NOT ask the debaters where they are from; this is why we use code numbers.

- Debaters should ***always*** be respectful of one another and of you, and you should set a tone of decorum.

- There is usually a coin toss {to determine the side (PRO OR CON) and the speaking order (1st or 2nd) that each team will take in the debate. The team that wins the toss may choose either the side or the speaking position it prefers. The team that loses the toss makes the remaining choice.

- The team that speaks first in the debate should be listed on the left side of the ballot and sit on the left side of the room as you, the judge, look at the debaters.

- Please pay close attention when recording the team code and side. You can ask teams for this information again if you are uncertain.

- Judges may need to monitor speaking times during the round but may give students permission to time themselves (with their cellphone = but NO Internet usage)

Team A, speaker one 4 minutes

Team B, speaker one 4 minutes

3 minutes cross-fire questioning between A1 and B1 (alternating questions/answers)

Team A, speaker two 4 minutes

Team B, speaker two 4 minutes

3 minutes cross-fire questioning between A2 and B2 (alternating questions/answers)

Team A, speaker one summary 3 minutes

Team B, speaker one summary 3 minutes

3 minutes Grand Cross-fire questioning among all four (teams alternating questions/answers)

Team A, speaker two final focus 2 minutes

Team B, speaker two final focus 2 minutes

Each team has three minutes of preparation time total in each round to use before their speeches.

- Judges should NOT ask questions or otherwise interrupt the round. Debaters should not expect any response from the judge.

- Debaters directly question each other *only* during the Crossfire segments, with the team that spoke first asking the first question.

- Judges are advised that plans and counterplans by either team are **not allowed** and that the Final Focus must deal only with issues previously raised in the debate.

- Judges should be objective and judge the debate on the quality of the arguments made, not on personal beliefs or on the arguments you wish they had made.

AFTER THE DEBATE: Check the codes carefully. This is especially important when **marking the winner of the debate.** Also, assign a rank of 1 through 4 to each speaker (no ties) with 1 being the best.

- Assign points between 20 and 30, indicating the quality of each team as indicated on the ballot. There may be ties in points.
- Judges should **not reveal** their decision at the end of the round nor give any oral comments.
- In your written comments, please be as encouraging and educational as possible.

•Check your ballot carefully before you turn it in. Did you:

1. declare a winner and justify your decision thoroughly
2. assign team speaker points
3. sign the ballot

ADDITIONAL PUBLIC FORUM JUDGING TIPS

- 1. Model professional, respectful behavior at all times.** Treat all students, coaches, and other tournament participants with civility and kindness. Do not tolerate rude or disrespectful behavior from contestants, and report any such behavior to the student's coach and the tab room.
- 2. Recuse yourself from any possible conflicts of interest.** Notify the tab room immediately if you have a possible conflict of interest (past teammate, present/past coach, relative, personal friend)
- 3. Judge the debaters on the quality of the arguments they make, not on your own personal beliefs or on the arguments you wish they had made.** Set aside personal biases as much as possible. Debaters can only respond to the arguments their opponents actually make.
- 4. Prefer balanced, straightforward interpretations of the resolution over unfair or obscure interpretations.** If the debaters offer different interpretations of the resolution, make your decision on the basis of whichever interpretation better fits ordinary English usage and provides grounds for reasonable public debate.
- 5. Assess the bearing of each argument on the truth or falsehood of the assigned resolution.** Arguments unrelated to the truth or falsehood of the resolution should not influence your decision. A good question to ask as you decide each round is, "If I had no prior beliefs about this resolution, would the round as a whole have made me more likely to believe the resolution was true or not true?"
- 6. Prefer quality and depth to mere quantity of arguments.** Reward students who present well-explained arguments. Judge the quality of arguments presented in the round as a whole. To promote quality debate, do not penalize students for failing to address minor points due to time constraints.
- 7. Consider quoted evidence only as support for arguments explained by the debaters.** Well-chosen evidence may strengthen arguments. However, quoted evidence should not replace arguments by the debaters, and all evidence should be relevant.
- 8. Treat clear communication as a major consideration.** Weigh arguments only to the extent that they are clearly explained. It is acceptable to discount arguments that are too fast, too garbled, or too jargon-laden to be understood by an intelligent high school student or a well-informed citizen. Do not penalize a debater for failing to understand his or her opponent's unclear arguments.
- 9. Write constructive suggestions for each team and a thorough reason for decision.** Students and coaches appreciate your comments. The ballot is a valuable educational tool for students and their coaches long after the tournament is over. The students receive these ballots at the conclusion of the meet
- 10. Pursue suspected dishonesty with tournament officials after the round.** If you believe a student is plagiarizing, fabricating, or otherwise misusing research sources, notify the tournament director after the debate and let him/her take the appropriate steps.

Congressional Debate (Student Congress)

Instructions to Judges

Congressional Debate is a mock congressional event where competitors present, argue, maneuver and vote on bills and resolutions, using correct “Parliamentary Procedure.” Participants will be expected to conduct themselves like actual Senators or Representatives.

The greatest respect should be demonstrated to the legislation discussed and toward the other participants. Congress utilizes skills in persuasion, extemporaneous speaking, critical thinking and the ability to compromise. Any action by a participant that tends to obstruct the order of business by improperly using the rules of procedure shall be prohibited. As a judge of Congressional Debate, it is your job to rank the speakers on their speaking abilities and on their argumentation skills, and to assign points to each of the speeches they give.

****The speeches on any one piece of legislation alternate with authorship (the first speech) being affirmative; next would be a negative speech and subsequent speeches alternating affirmative, then negative. The **Presiding Officer** will regulate this. The judge should be able to sit in the background and observe the proceedings. If your chamber has an issue that they cannot resolve, you can ask for a tournament official to come to the chamber.**

****Allow three minutes maximum per speech and appropriate questioning time. The judge does not need to time, as this is the duty of the Presiding Officer. Each competitor should state his/her code and last name at the beginning of each speech he/she gives, so the judge can write this information on a ballot for this student. S/he should not begin speaking until the judge is ready.**

When a participant gives a speech, you will award him/her a score of zero to six points per speech. Assigning each speech a rating of excellent, good, fair or poor on the ballot in the areas of Analysis/Logic, Development, Evidence and Delivery can help you determine the number of points to be awarded. All standard speech conventions should be used. This includes, but is not limited to, use of sources, proper speaking style and etiquette, organization, and logical argumentation. The rating you give the speech does not affect the tournament outcome. These are simply their National Speech and Debate Association points.

The **Presiding Officer** is also given zero to six points (scored as a speech) depending on his/her effectiveness as Presiding Officer. **Presiding officer **MUST** be ranked 1, 2, 3, 4 or 5 in the round. If you don't feel this is reasonable or appropriate, you must explain why on the ballot.**

Judging the Session:

At the end of the session, you need to rank order the top eight speakers, one through eight (no ties). You will have a cover sheet that you can use for these rankings. The best speaker receives a 1 ranking, second best speaker a 2 ranking, etc. Rank the top eight speakers. You must include the Presiding Officer in the top 5. The remainder of the Congress will receive a 9 ranking, which you do not need to indicate. The nomination should be based on the quality of the speech or speeches, and on the participation of the contestant in the session. You should also take into consideration whether the contestant was a positive influence on the progress of the congress.

RESOLUTIONS AND BILLS:

Participants will have original legislation, which the chamber will be debating. Judges should take into consideration the written quality of the legislation in awarding points to its author's speech.

A **resolution** is simply a generalized statement expressing a conviction. A resolution will generally center debate on the broad principles of a concept. Although they are not necessary, a resolution may have *whereas* clauses.

A **bill** is an enumeration of specific provisions, which, if enacted, will have the force of law. A bill will generally center debate on the merits of the specific provision it contains. A bill never has *whereas* clauses.

Any worthwhile national issue may be used as the focal point of any participant's bill or resolution.

FIRST SESSION:

At the opening of the first session, the chamber will be given rules of the day, which will govern the session. These are the National Speech and Debate Association rules which will govern the session. The judge will also have a copy of these rules.

The first order of business is to elect a presiding officer. The judge or someone sent to start the 1st round can conduct this election. Nominations will be taken from the chamber (these should be closed when 3 or 4 members have been nominated). Each nominee is allotted a 1 min speech. The elected Presiding Officer will guide the chamber through committee work, which will establish a docket order for the legislation brought to the chamber.

Committee Work for setting the docket:

- **This process is intended to improve quality of legislation and to eliminate favoritism.**
- Allow 10-15 minutes for this committee work prior to the beginning of the first session
- Divide the chamber into groups of 4-5 members.
- Divide the bills equally and randomly among the groups. Each committee must receive legislation from various schools. If any group receives legislation from a member (members) of their committee, these members must exchange it with another group, for a different piece (different pieces) of legislation.
- The committee then briefly discusses the legislation and orders it, according to a consensus or majority vote, as to the quality of legislation, prioritizing each piece of legislation **based on this discussion (by a vote, not a random coin-flip type process).**
- The chair then takes the top choice from group 1 then from group 2 then group 3, etc. The chair then takes the 2nd choice from the last group, proceeding in the opposite order. The chair then takes the 3rd choice from the second group, proceeding in the opposite order. The chair then takes the 4th choice from the second to the last group, proceeding in the opposite order, and continues in this fashion until legislation submitted is on the docket.

Each session is to run for its allotted time. No competitor may offer a motion to adjourn prematurely nor to extend the sessions (there are other events using the room and competitors are often scheduled to compete in another event).

Non-State Events:

Big Questions Debate Instructions to Judges

Big Questions debating format involves opposing contestants debating a topic concerning the intersection of science, philosophy, and religion. Students are assigned a side of the topic before each round and present cases, engage in rebuttal and refutation, and participate in a question period. Big Questions is designed to pit opposing worldviews against each other. For that reason, the Negative is expected to present arguments that the resolution is actively false.

****Each debater will make an opening presentation, laying out the arguments and reasons to prefer their side of the resolution. These are called the Constructive speeches, and they are five minutes long. The Affirmative side will always speak first.**

****Following these speeches, there is a three-minute question segment.**

During the questioning segment, the Affirmative side will ask the first question. Following the first question, the questioning period is a free-flowing question and answer period where both speakers may ask each other questions. Following the Constructive speeches and the first question segment, each debater will deliver a speech addressing the key claims and contentions of their opponents. This speech will address where there are weaknesses or opposing evidence, identify main areas of clash and how arguments interact with one another, rebuild their own contentions, and offer additional evidence for their position. These speeches are known as the Rebuttal speeches, though their content may not be entirely made up of rebuttal. The Rebuttal speeches are four minutes long and followed by a second question segment, which is identical in form to the first. The Rebuttals and question segment is followed by the Consolidation speeches. These speeches are three minutes long and serve to reduce the debate to its core elements. Debaters will focus on identifying the areas they are garnering the best advantage and strengthening the analysis and argumentation in those areas; the form will not resemble a strict “line-by-line” treatment of the debate. Additional evidence or analysis on existing points of contention will be given, but new arguments are discouraged. Debaters will give a Rationale speech – a three-minute summation of the central argument(s) that prove their side and the reasons they have proven them in this debate. No new arguments are offered in the Rationale speech; the speeches focus entirely on the activity that has taken place earlier in the debate. Both teams will receive a three minute period of prep time to be used at any time (excepting in the middle of a speech which has begun) to prepare their speeches. It is important for debaters to learn how to keep track of arguments in the round, so debaters “flow” the debate.

Affirmative Constructive – 5 minutes

Negative Constructive – 5 minutes

Question Segment – 3 minutes

Affirmative Rebuttal – 4 minutes

Negative Rebuttal – 4 minutes

Question Segment – 3 minutes

Affirmative Consolidation – 3 minutes

Negative Consolidation – 3 minutes

Affirmative Rationale – 3 minutes

Negative Rationale – 3 minutes

Prep Time – 3 minutes allowed for each side

Extemporaneous Debate Instructions to Judges

A one-on-one format, Extemporaneous Debate consists of two students who will argue a specified topic with limited preparation time. Students are given a minimum of twenty minutes to prepare for each debate and are notified if they are for or against the provided resolution. This quick-moving debate takes roughly 20 minutes to complete. Students present arguments and engage in rebuttals, however, unlike other common debate events, students debate a number of topics, as opposed to a single topic for the entire tournament. Each round students are presented with a unique resolution. The use of evidence is permitted, but not a focal point due to the limited time available to prepare a case for the round.

** Using the internet during prep/research time is allowed though not allowed during the actual debate

Students are allowed to speak to each other and receive help from teammates and coaches during the prep time before the round. **Students should model professional, respectful behavior at all times. They should treat all students, coaches, and other tournament participants with civility and kindness. Do not tolerate rude or disrespectful behavior from contestants, and report any such behavior to the tab room. **Judge the debaters on the quality of the arguments they make, not on your own personal beliefs or on the arguments you wish they had made.** Set aside personal biases as much as possible. Debaters can only respond to the arguments their opponents actually make. You should **prefer balanced, straightforward interpretations of the resolution as opposed to unfair or obscure interpretations.** If the debaters offer different interpretations of the resolution, make your decision on the basis of whichever interpretation better fits ordinary English usage and provides grounds for reasonable public debate. **Assess the bearing of each argument on the truth or falsehood of the assigned resolution.** Arguments unrelated to the truth or falsehood of the resolution should not influence your decision. A good question to ask as you decide each round is, "If I had no prior beliefs about this resolution, would the round as a whole have made me more likely to believe the resolution was true or not true?" **Prefer quality and depth to mere quantity of arguments.** Reward students who present well-explained arguments. Judge the quality of arguments presented in the round as a whole. To promote quality debate, do not penalize students for failing to address minor points due to time constraints. **Consider quoted evidence only as support for arguments explained by the debaters.** Well-chosen evidence may strengthen arguments. However, quoted evidence should not replace arguments by the debaters, and all evidence should be relevant. Due to the limited prep time, debaters will not be able to rely as much on research -though they should be presenting some. **Treat clear communication as a major consideration.** Weigh arguments only to the extent that they are clearly explained. It is acceptable to discount arguments that are too fast, too garbled, or too jargon-laden to be understood by an intelligent and well-informed citizen. Do not penalize a debater for failing to understand his or her opponent's unclear arguments. **Please write constructive suggestions for each team and a thorough reason for decision.** Students and

coaches appreciate your comments. The students will receive your ballot at the conclusion of the tournament and it is a valuable educational tool. Oral critiques should not be given

Extemporaneous Debate Time Limits (16 minutes total)

<u>Speech</u>	<u>Time Limit</u>	<u>Purpose</u>
Pro Constructive presents his or her case/position in	2 min	The debater in favor of the resolution support of the topic.
Cross Examination of Pro debater questions.	1 min	Con debater asks the pro
Con Constructive and the pro case presents his/her case	2 min.	The debater against the resolution
Cross Examination of Con debater questions.	1 min.	Pro debater asks the con
MANDATORY PREP TIME to prepare their rebuttal arguments	1 min.	Both debaters have one minute
Pro Rebuttal the con and	2 min.	The pro debater refutes the main ideas of supports their own main ideas
Con Rebuttal ideas of the pro and	2 min.	The con debater refutes the main supports their own main ideas
MANDATORY PREP TIME to prepare their rebuttal arguments	1 min.	Both debaters have one minute
Pro Rebuttal round for the judge and tries to	2 min.	In this final speech, the pro crystallizes the establish sufficient reason for a vote in favor of the resolution.
Con Rebuttal crystallizes the round for the judge and tries to	2 min.	In this final speech, the con establish sufficient reason for a vote against the pro case/the resolution

World Schools Debate

World Schools Debate is a three-vs-three format. While a given team may consist of five members, only three students from a team participate in a given debate. Resolutions come in two types: prepared motions and impromptu motions. Teams will be assigned one of two sides in each round- either the government team proposing the motion or the opposition team advocating the rejection of the motion. Debaters present their position on a topic, refute their opponents, and respond to questions throughout the course of the debate.

World Schools Debate features a dynamic form of debate encouraging debaters to focus on specified issues rather than debate theory or procedural arguments. This highly interactive style of debate allows debaters to engage each other, even during speeches. This challenging format requires good teamwork and in-depth quality argumentation.

A team shall have at least three (3) and no more than five (5) members.

In a debate there are two teams. One team **proposes** the motion for debate; the other team **opposes** it. The Proposition must prove that the motion is true as a general principle and/or in the majority of circumstances. The Opposition must cast more than just a reasonable doubt in the Proposition case. Even when the motion is expressed as an absolute, the Opposition must show it is false in a (at least) significant minority of cases. In other words: both teams have an equal burden of proof in WS style debating.

For each debate, there are three speakers per team. Before a debate begins, each team must inform the judge of the names of their three speakers, which is the Reply speaker, and the order in which they will be speaking.

The only persons who may speak in a debate are the three speakers for each team announced at the start of that debate.

Each speaker gives only one constructive (substantive) speech.

After each speaker has spoken, the first or second speaker for each team gives a reply speech, with the opposition reply going first and the proposition reply second.

Timing of Speeches

The speaking time for substantive speeches is 8 minutes

The speaking time for reply speeches is 4 minutes.

The students might ask the judge to provide time signals for each speech.

In addition to the time signals provided by the judge, team members may give time signals to a speaker provided that the signals are discreet and unobtrusive.

Speakers may also keep their own time, but the timing of the judge is the official time.

Allocation of speaker points: the norm is for constructive speeches to receive between 60 and 80 points with 70 points being the average you expect at the tournament. Generally, points will fall in the 66-74 range. Reply speeches should receive between 30 and 40 points with the general range falling between 32-38 points.

The WS judging rubric: allocates 40% for content (“the matter”), 40% for style (“how the

matter is presented”) and 20% for strategy (“how the matter is utilized”). The team with the higher total points wins the rounds. There are no tied team points, nor low point wins based on team points. Judges should use a holistic, comparative focus in determining the winning team.

Interruptions- During a substantive speech (an 8-minute speech) a competitor from the opposite team may verbally interrupt or indicate that they wish to offer a Point of Information.

A Point of Information may be a question or a statement.

The first full minute of a substantive speech and the last full minute of a substantive speech are considered protected time. No Points of Information may be given during this time. **The speaker may choose to accept a Point of Information or to reject or waive down a Point of Information.** Rejection can take the form of an obvious hand gesture or a verbal comment from the speaker. Speakers are discouraged, though not prohibited from offering Points of Information that exceed 15 seconds or rising more frequently than every 20 seconds during unprotected time to offer Points of Information.

There are no other interruptions in the flow of debate. Teams have no preparation time once the debate begins, nor is there any time dedicated to questioning speakers or providing cross-examination.

Communication: Debaters who are speaking in that debate may communicate with one another via whatever means they deem appropriate (instant messaging, texting, etc).

During a debate, speakers may not communicate with their coach, other team members who are not speaking in that debate, or any person in the audience.

Speech	Time Limit
Proposition Team Speaker 1	8 minutes
Opposition Team Speaker 1	8 minutes
Proposition Team Speaker 2	8 minutes
Opposition Team Speaker 2	8 minutes
Proposition Team Speaker 3	8 minutes
Opposition Team Speaker 3	8 minutes
Opposition Rebuttal	4 minutes
Proposition Rebuttal	4 minutes

ASYNCHRONOUS EVENTS (RECORDINGS) :

Prose

Prose combines multiple elements of oral interpretation of published literature. Prose corresponds to usual patterns of speech — that which you would find most every day in a particular space and time (in contrast to poetic form and language). Prose typically has a narrative with its related rises and falls. Prose may feature character development and dialogue. Prose may have humorous elements and serious elements embedded. Prose Interpretation is very wide open, and choices of published material may vary. The presentation has a time limit of **5 minutes**, with a 30 second grace period, and a manuscript is used.

Editorial Commentary

Editorial Commentary, often simply called Commentary, is an original speech with a maximum time limit of **5-minutes** (with a 30 second grace period) created as a result of a prompt such as a question, statement, or single word/short phrase. Topics for the prompt are drawn from historic, social, political, and popular contexts. For the Jackson Tournament, students pick any current event topic they have an interest in for their presentations.

Students must present from a seated position and typically speak with a table or desk in front of them. The emphasis of Commentary is centered upon advocacy and argumentation. Much like a TV news commentary or editorial, students present an opinion or viewpoint which takes a position on the topic presented and defends that position with analysis and supporting material. The speech is presented from memory, without notes.

Storytelling

Storytelling consists of sharing a story with an audience, performed as if the audience were a group of young children. The story has a five minute time limit (with a 30 second grace period). There are many different types of stories that can be performed.

Stories need to be from published works and need to be memorized.

Students may use a full range of movement to express themselves and may incorporate a chair in a variety of different ways. Students may be seated but most commonly performers use a full range of space available to them.

Original Spoken Word Poetry

In this event, students write and perform original poetry to express ideas, images, experience, or emotions through the creative arrangement of words according to their sound, their rhythm, their meaning. The maximum time limit is 5 minutes, with a 30-second grace period. The delivery must be memorized, and no book or script may

be used. No more than 150 words of the original poetry may be direct quotation from any other speech or writing. A successful performer will craft a piece that elicits critical thought, reflection, or emotion. As opposed to traditional Poetry, Spoken Word Poetry is created to be performed aloud and may feature rhythmic flow, vivid imagery, word play, gestures, lyrical elements, and repetition. The students should be exploring ways to express thoughts and experiences through poetry.

Judge Guide for Tabroom

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Event Guide



Thank you for signing up to judge for our tournament and volunteering your time for these amazing students! If you are judging on Tabroom for the first time--fear not--this guide will help walk you through each important step. If you run into any problems, or you still can't figure out how to do one of the steps, don't hesitate to reach out to the tournament officials. Someone will be available to help!

Contacts: Catherine Kellick (307) 259-8984 catherine_kellick@natronaschools.org
 Jen Beagles (307) 277-4415 jennifer_beagles@natronaschools.org

PLEASE USE GOOGLE CHROME AS YOUR BROWSER! IF YOU DO NOT ALREADY HAVE IT INSTALLED DOWNLOAD IT HERE: [DOWNLOAD CHROME](#)

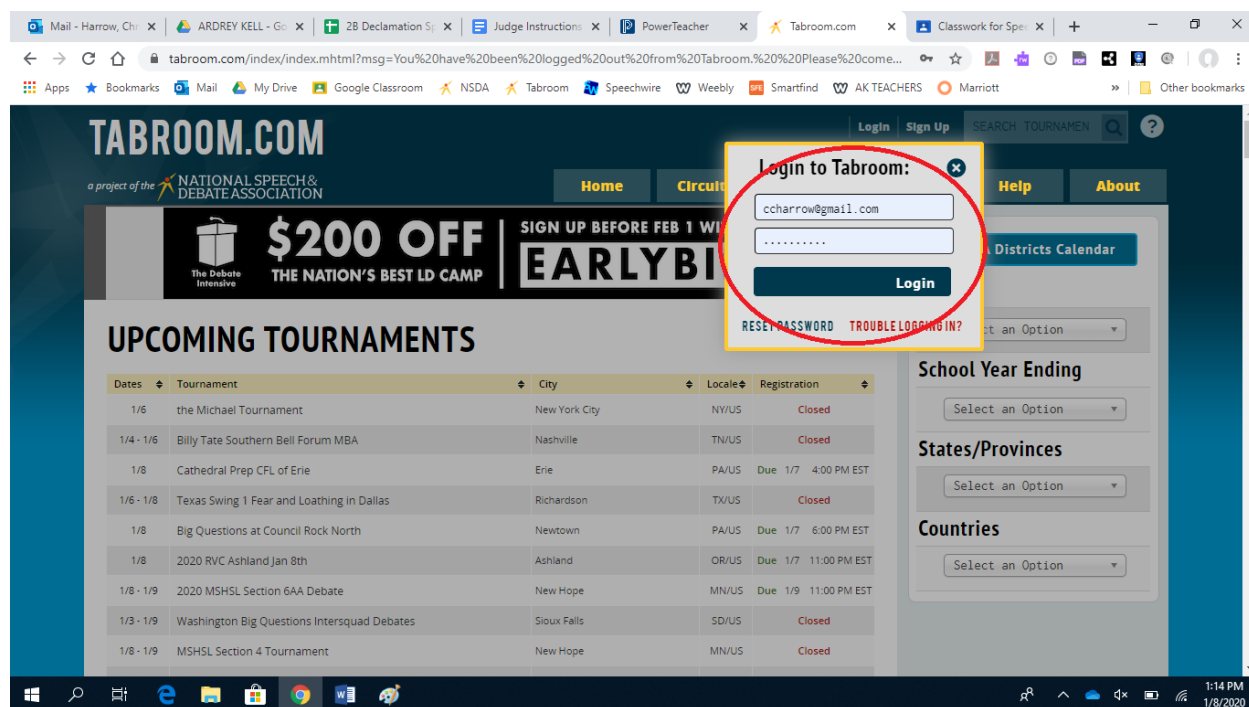
How to sign in

Go to [Tabroom.com](https://www.tabroom.com). Click the Login button at the top-right corner of the Tabroom.com home page.

The screenshot shows the Tabroom.com website interface. At the top right, there are buttons for 'Login' and 'Sign Up'. The 'Login' button is circled in red, and a yellow arrow points to it. Below the navigation bar, there is a promotional banner for '\$200 OFF THE NATION'S BEST LD CAMP' with the code 'EARLYBIRD'. The main content area features a table of 'UPCOMING TOURNAMENTS' and a sidebar with filters for 'Circuit', 'School Year Ending', 'States/Provinces', and 'Countries'.

Dates	Tournament	City	Locale	Registration
1/6	the Michael Tournament	New York City	NY/US	Closed
1/4 - 1/6	Billy Tate Southern Bell Forum MBA	Nashville	TN/US	Closed
1/8	Cathedral Prep CFL of Erie	Erie	PA/US	Due 1/7 4:00 PM EST
1/6 - 1/8	Texas Swing 1 Fear and Loathing in Dallas	Richardson	TX/US	Closed
1/8	Big Questions at Council Rock North	Newtown	PA/US	Due 1/7 6:00 PM EST
1/8	2020 RVC Ashland Jan 8th	Ashland	OR/US	Due 1/7 11:00 PM EST
1/8 - 1/9	2020 MSHSL Section 6AA Debate	New Hope	MN/US	Due 1/9 11:00 PM EST
1/3 - 1/9	Washington Big Questions Intersquad Debates	Sioux Falls	SD/US	Closed
1/8 - 1/9	MSHSL Section 4 Tournament	New Hope	MN/US	Closed

Your login information is your email address and password.



How to find your ballot

You should get an email blast notification from the system that will tell you that you have been assigned to judge. Please make sure your phone/tablet/whatever has notifications turned on. If you have signed up to judge a round, PLEASE check your tabroom account even if you have not received a notification.

Your email address is in the top right. This is your “Home” button while using Tabroom. If you get stuck and can’t figure out how to find something, click this button to return to the start.

You will see a page that may not look exactly like this, but will definitely have two things:

1. Your “Judging” menu. If you see this, congrats! You’ve done it right.
2. The “Upcoming” button you can click to ensure you see the ballots you have been assigned.

The screenshot shows the Tabroom.com website interface. At the top, there's a navigation bar with the Tabroom.com logo and a project of the National Speech & Debate Association. Below this is a header with navigation tabs: Home, Circuits, Results, Paradigms, Help, and About. The main content area is titled 'YOUR JUDGING' and features a section for the 'Laird Lewis Invitational at Myers Park High School'. This section includes a table with the judge's name (Colleen Odegaard), dates (1/10 - 1/11/2020), and school (Ardrey Kell), along with an 'Enter Conflicts' button. On the right sidebar, there's a 'Judging' section with buttons for 'Upcoming', 'History', 'Standing Conflicts', and 'Paradigm'. Below this is a 'Your Account' section with links to edit updates, create a new school/team, request a new tournament, link the account to a judge, and link the account to a student. Red circles and yellow arrows highlight the 'Profile' link in the top right and the 'Upcoming' button in the sidebar.

How to start the round

FIRST, Click on the **BLUE** ballot icon to open your ballot. This will open a new tab.

Judge View

Current Rounds

Judge	Round	Room	Starts	Entries	
102	HI Round 1		Sat 3:00 PM EDT Sat 2:00 PM CDT	1: 500 2: 511 3: 501 4: 502 5: 503 6: 504	BALLOT

ONCE YOU HAVE OPENED YOUR BALLOT IN A NEW TAB HIT THE GREEN “START ROUND” BUTTON. This is a very important step. Do not skip it. If you skip it, the tab staff will have to contact you and ask you to press the button.

For debate rounds, you will see a page that looks something like this:

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Logout Profile codegaard2@gmail.com SEARCH TOURNAMENTS

Home Circuits Results Paradigms Help About

ONLINE BALLOTS

DEBATE EXAMPLE

Upcoming Rounds

Round	Room	Starts	Entries
PF TEST	LA-101	Fri 12:00 PM EST	Aff Lake & Zhang Neg Layman & Liu

START ROUND

Event Room Time of the Round Contestants

THE IMPORTANT BUTTON THAT YOU HAVE TO PRESS

Judging

Upcoming	History
Standing Conflicts	Paradigm
Offer Hired Judging Rounds	

Your Account

- Edit Live Updates/Parent Memos
- Create a new school/team
- Request a new tournament
- Link your account to a judge
- Link your account to a student

For speech rounds, you will see a page that looks something like this:

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Logout Profile codegaard2@gmail.com SEARCH TOURNAMENTS

Home Circuits Results Paradigms Help About

ONLINE BALLOTS

SPEECH EXAMPLE

Upcoming Rounds

Round	Room	Starts	Entries
DUO TEST	LA-102	Fri 12:00 PM EST	1. 313 2. 308 3. 303 4. 307 5. 302 6. 305

START ROUND

FOR SPEECH BALLOTS YOU WILL SEE ALL CODES FOR THE CONTESTANTS IN YOUR ASSIGNED SECTION

Judging

Upcoming	History
Standing Conflicts	Paradigm
Offer Hired Judging Rounds	

Your Account

- Edit Live Updates/Parent Memos
- Create a new school/team
- Request a new tournament
- Link your account to a judge
- Link your account to a student

How to judge the round

As a judge you are asked to decide a winner (in Debate) or rank the performances of each participant (in Speech) and also to provide feedback. Both of these tasks are done on the screens shown below. Once ratings or rankings are entered, the Ballot should be submitted. You can go back and add feedback later. Submitting Ballots in a timely fashion will allow the tournament to run smoothly and on time. Take notes separately during the performance. This will assist you in providing feedback.

Our [EVENT GUIDE](#) provides help for judging each individual event.

When you click the green **START** button, your page will open to one of the examples below. In either example, you will see your name, the names of the contestants, and their codes as seen in the pictures below:

You WILL have time to add more feedback later. Submitting ballots in a timely fashion allows the tournament to run smoothly, so please submit your ballot **IMMEDIATELY** after marking the winner or rankings.

Example of a Debate Ballot:

In **DEBATE** you will have to tell the system which team is debating on which side. Please do this before the debate begins, and check with the students to make sure that you have it right.

You will need to assign a winner of the debate (except in congress where competitors are ranked).

You will not fill out the decision/points or ranks/points until after the round is over.

Room: LA-101 Colleen Odegaard PF TEST

Topic: Resolved: The United States should end its economic sanctions against Venezuela

Points: Range: 20-30. Ties are OK. Steps of 0.1

Side	Speaks	Code	School	Name	Speaker	Points
Aff	Pick	1019	Cary Academy	Lake & Zhang	Andrew Lake:	
					Han Zhang:	
Neg	Pick	1055	Peddie	Layman & Liu	Louis Layman:	
					Dennis Liu:	

Winner: ☐ Aff ☐ Neg ☐ Low-Point Win? ☐

Feedback

Reason for Decision: 1019 1055

This round Start: 12:00 PM

Round: TEST

Room: LA-101

Full Pairing/Schematic

Timers

If you refresh or navigate away, these timers will reset

04:00

1019 Prep

03:00

1:58 PM 1/8/2020

Example of a Speech Ballot:

In **Speech** you will have to rank competitors.

Room: LA-102 **Colleen Odegaard** **DUO TEST**

Points: Range: 80-100. Whole points only. No ties. Ranks and points must agree.

Speaks	Code	Sch Code	Name	Title/Question	Rank	Points	No show?
1st	313	AW	Palermo & Wigent	Enter title or extemp question			☐
2nd	308	BD	Bayard & Whitaker	Answering 911: Life in the Hot S			☐
3rd	303	AD	Herndon & Carlinnia	Front Porch Chronicles			☐
4th	307	AJ	Tate & Lozano	Aladdin			☐
5th	302	BN	Kundu & Sachdeva	Enter title or extemp question			☐
6th	305	AK	Saenz & Pallander	Snow White and the Gucci Stillet			☐

Submit Ballot

Feedback Comments go to:

MPHS
MOUNT PLEASANT HIGH SCHOOL

This round **Start: 12:00 PM**

Round: TEST
Room: LA-102

[Full Pairing/Schematic](#)

Timers *If you refresh or navigate away, these timers will reset*

10:00

Other ballots

In **DEBATE** your feedback section will look like this.

The screenshot shows the Tabroom.com judging interface. At the top, there's a navigation bar with 'Winner', 'Choose Winning Entry', 'Side: Aff Neg', and 'Low-Point Win?'. A 'Submit Ballot' button is in the top right. Below this is the 'Feedback' section, which is circled in red. It has three tabs: 'Reason for Decision', '1019', and '1055'. The 'Reason for Decision' tab is active. Below the tabs, there's a text area for feedback. A red circle highlights the 'Save Feedback' button. To the right of the feedback area, there's a 'Timers' section with countdowns for '1019 Prep' and '1055 Prep'. A red text overlay reads: 'YOU MUST, AT MINIMUM, FILL IN A REASON FOR YOUR DECISION WHEN JUDGING DEBATE ROUNDS'.

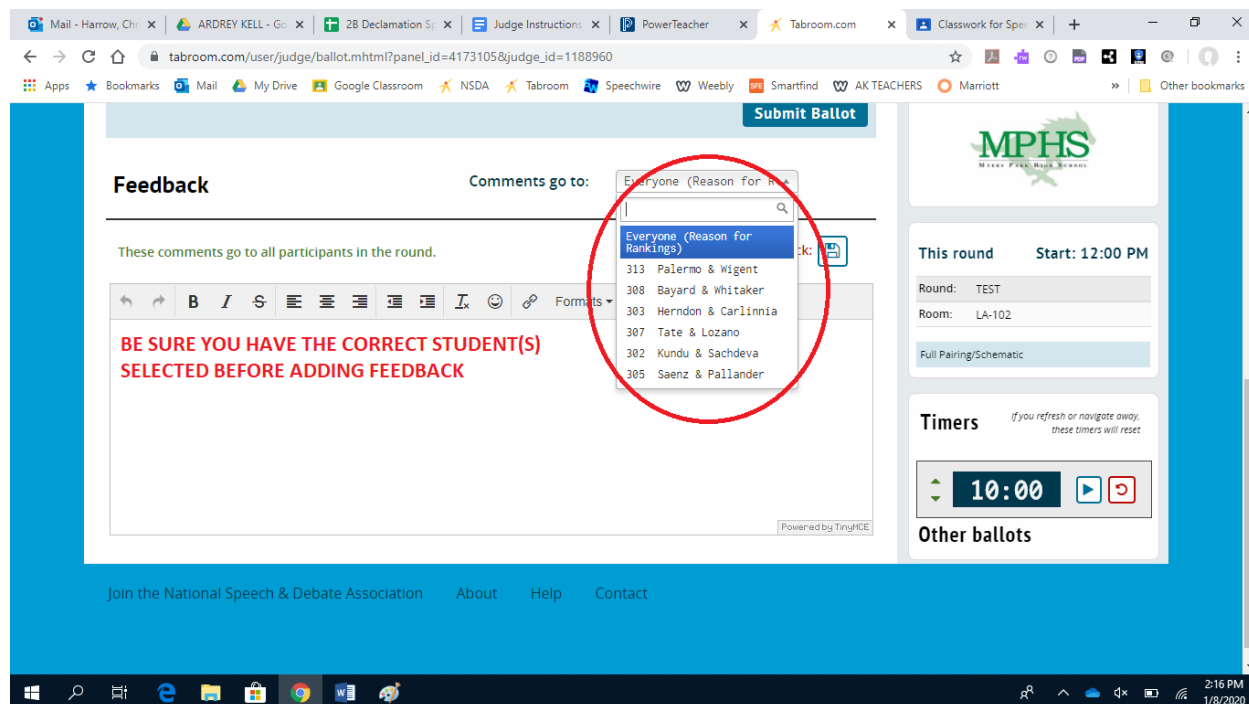
You have 3 tabs - the **REASON FOR DECISION** tab is where you can record feedback that will go to both teams and their coaches. Please enter your **REASON FOR DECISION** before you submit your ballot. You can use the save button at any point to save your work, or to switch between tabs.

The other two tabs are for individual comments that will only go to that specific team or student.

When judging **DEBATE**, at minimum we ask that you fill out the Reason for Decision tab with some indication of why you made the decision that you did.

In **DEBATE** you will need to include “speaker points” for each debater. This is part of what is used to break ties. 30 speaker points is the maximum, but anything below 25 is reserved for SIGNIFICANT deficiencies. It is fine to make speaker points correspond directly with each speaker’s rank, e.g. Rank 1 = 30pts, Rank 2 = 29pts. etc.

In **SPEECH** it looks a little different. You have a drop-down menu with each contestant, along with an option that will give feedback to each competitor individually. Make sure you have selected the right student, and use the save button before switching to a different student.



In **Speech** you will still give feedback to each competitor, so it is helpful to take notes as you watch each performance so you can just write those notes down in their feedback.

You will rank each competitor based on your impression of their performance. A rank of 1st is the best.

Room: LA-101 **Colleen Odegaard** PF TEST

Topic: Resolved: The United States should end its economic sanctions against Venezuela

Points: Range: 20-30. Ties are OK. Steps of 0.1.

Side	Speaks	Code	School	Name	Speaker	Points
Aff	1st	1019	Cary Academy	Lake & Zhang	Andrew Lake:	30
					Han Zhang:	29
Neg	2nd	1055	Peddie	Layman & Liu	Louis Layman:	28.5
					Dennis Liu:	28.5

Winner: 1019 Side: ☒ Aff ☐ Neg Low-Point Win? ☐

Submit Ballot

Feedback

Reason for Decision: 1019 1055

These comments go to all participants in the round. Save Feedback: [Icon]

Timers (If you refresh or navigate away, these timers will reset)

04:00 [Play] [Reset]

1019 Prep

03:00 [Play] [Reset]

1055 Prep

2:03 PM 1/8/2020

After the debate ends, or every student in a speech round has presented, it's time to submit your decision.

It is important that you do this AS SOON AS THE ROUND IS OVER. If you are not finished writing feedback that is ok, there is a way to do that later!

How to submit your ballot

Once the competitors have finished, and you have completed required fields, e.g. rankings, win/loss, speaker points, hit **SUBMIT BALLOT**. Please submit your ballot EVEN IF you are not finished with feedback. The tournament needs your results ASAP, and you can edit your feedback after you submit.

In either speech or debate, after clicking **SUBMIT BALLOT** you will be taken to a confirmation page like the examples shown below.

You voted for

1019 on the Aff
(Lake & Zhang: 0th speakers)

1019 (Lake & Zhang)		1055 (Layman & Liu)	
Andrew Lake:	30	Louis Layman:	28.5
Han Zhang:	29	Dennis Liu:	28.5

Please check the accuracy of the information above & confirm.
You cannot change confirmed ballots online.
 You may write further feedback until the end of the tournament.

NO! RE-ENTER BALLOT **YES! CORRECT! CONFIRM IT**

RFD
 Great debate! Here are the reasons why I voted for the ____ team:
 Feedback here

MAKE SURE EVERYTHING HERE IS ACCURATE. THEN HIT THE BIG GREEN BUTTON!!

DEBATE ASSOCIATION

Please confirm your ranking of this round:

Rank	Points	Code	School	Name	Title/Question	Spoke
1	98	305	AK	Saenz & Pallander		6th
2	97	308	BD	Bayard & Whitaker		2nd
3	95	313	AW	Palermo & Wigent	title here	1st
4	92	307	AJ	Tate & Lozano		4th
5	89	302	BN	Kundu & Sachdeva	title here	5th
6	85	303	AD	Herndon & Carlinnia		3rd

Please check the accuracy of the information above & confirm.
You cannot change confirmed ballots online.
 You may write further feedback until the end of the tournament.

NO! RE-ENTER BALLOT **YES! CORRECT! CONFIRM IT**

RFD

ALRIGHT FRIENDS, THIS SCREEN HAS A HISTORY OF CONFUSING FOLKS.

WHEN CONFIRMING THE INFORMATION HERE, DO NOT CONFUSE THE "SPOKE" COLUMN AT THE FAR RIGHT (YELLOW ARROW) WITH THE "RANK" COLUMN AT THE FAR LEFT (BLUE ARROW)

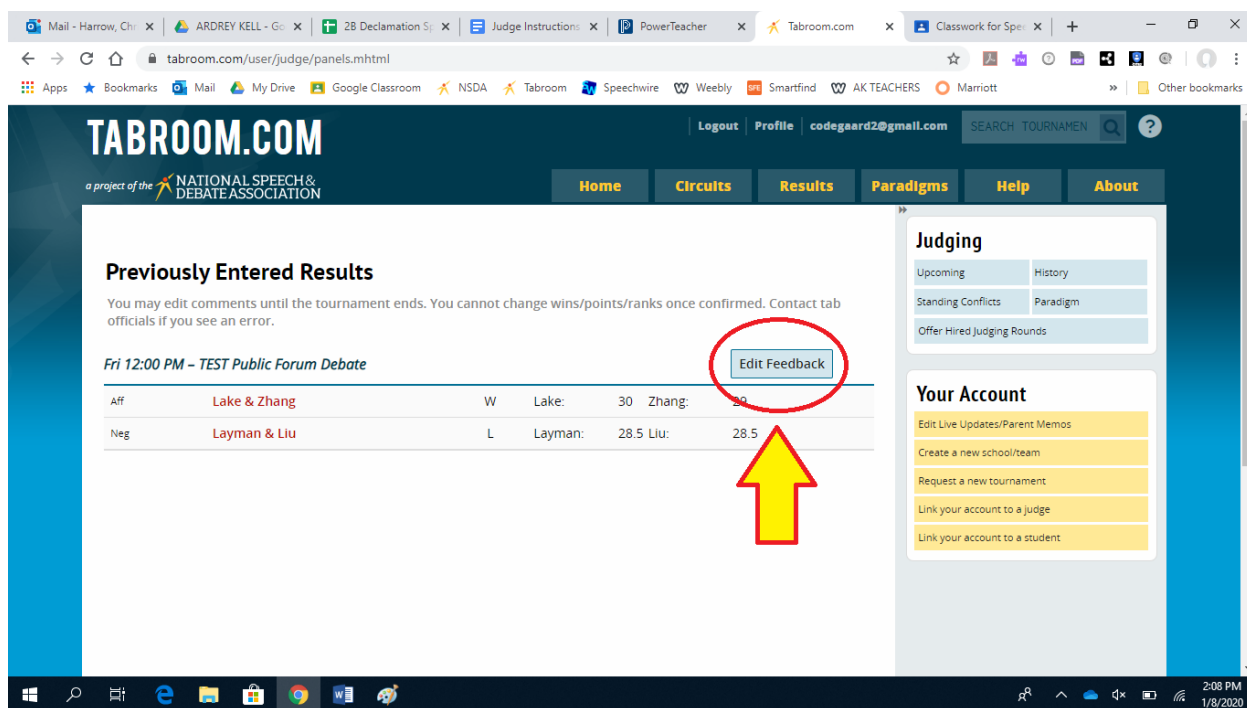
YOUR RANKINGS AND ASSIGNED POINTS ARE LISTED ON THE LEFT

Check the information, then hit **CONFIRM**. If you don't hit confirm, tab staff will have to come find you.

How to edit the ballot

Editing is only for feedback, decisions or rankings cannot be changed once the ballot is submitted and confirmed.

If you did not get to finish feedback before the round ended, use these steps from your home screen by clicking on your email address in the top right of the screen to add more stuff, or to clean up / fix what you had.



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Logout Profile codegaard2@gmail.com SEARCH TOURNAMENTS ?

Home Circuits Results Paradigms Help About

Previously Entered Results

You may edit comments until the tournament ends. You cannot change wins/points/ranks once confirmed. Contact tab officials if you see an error.

Fri 12:00 PM - TEST Public Forum Debate

Aff	Lake & Zhang	W	Lake:	30	Zhang:	29	Edit Feedback
Neg	Layman & Liu	L	Layman:	28.5	Liu:	28.5	

Judging

- Upcoming
- History
- Standing Conflicts
- Paradigm
- Offer Hired Judging Rounds

Your Account

- Edit Live Updates/Parent Memos
- Create a new school/team
- Request a new tournament
- Link your account to a judge
- Link your account to a student

2:08 PM 1/8/2020

Be sure to save your progress periodically to prevent the loss of feedback.

The screenshot shows the Tabroom website interface. At the top, there's a navigation bar with various icons and a search bar. Below this, the main content area is divided into two sections: 'Comments for 1019 - Cary Academy - Lake & Zhang' and 'Comments for 1055 - Peddie - Layman & Liu'. Each section has a comment box with a red text overlay: 'YOU MAY USE THIS SCREEN TO ADD MORE FEEDBACK TO CONTESTANTS UNTIL THE END OF THE LAST ROUND OF THE TOURNAMENT.' The 'Save RFD & Comments' button is circled in red.