

Montana Forensic Educators Association
Speech, Drama and Debate

Judges' Handbook

To be used at MHSA sanctioned events

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JUDGES – PLEASE READ FIRST

If no one has told you yet, THANK YOU FOR JUDGING! We absolutely could not make this event happen without you.

If you are judging SPEECH or DRAMA

Your role is to rank the competitors in the round giving a one (1) to the best, a two (2) to the second best, and so on.

Judge the contestant's **presentation**, not whether you agree or disagree with the speaker. Remember to break all ties.

You will be given a ballot to rank competitors with comment sheets attached.

You will find the round number, room number, time and event name written on the ballot.

- The first page is the RANKING sheet. Please complete and return this immediately after the round.
- 1 comment sheet per contestant (max. 8). Please make individual constructive comments that will help competitors improve their performance throughout the season. Take as much time as you like filling these out **AFTER** you have turned in the Ranking sheet.
- Impromptu judges will also receive an envelope with 3 x 5 note cards and a topic/cartoon for each competitor.

If you are judging DEBATE

Your role is to determine the winner of this individual debate. You will choose a winner and award speaker points to each individual based on their performance.

Judge the contestants' **presentation and argumentation**, not whether you agree or disagree with the speaker's position.

Debate judges will receive a BALLOT and paper to use as a flow sheet

- Please complete and turn in the PINK copy immediately following the round.
- Please take your time and provide constructive comments to both teams on the WHITE copy of the ballot **AFTER** turning in the PINK copy. The comments made will transfer onto the yellow giving each team a copy.

SPEECH / DRAMA BALLOTS

First read the judging criteria on your colored ranking sheet. Specific guidelines and criteria for judging speech and debate events are included on the ballot for each event. Please review these prior to judging your round. If you don't understand something, the Tournament Director should be able to answer your questions.

Fill in the list of contestant numbers that are attached to the ranking sheet. As each contestant completes their presentation, record the time remaining next to the contestant's number on the colored ranking sheet, but do not penalize the contestant for going overtime!

As you watch each presentation you will fill out a separate white comment sheet. Comments are desired if they are constructive, whether positive or negative. The students will see these after the meet and learn from them.

SPEAKING CHART

You will notice the Speaking Chart at the bottom of the RANKING sheet. Please fill out that column as the students write their code numbers for you on the board, usually before the round starts. They should also say their code numbers as they start their presentation.

EXCEPTION: During pantomime presentations, nothing should be said.

The next column is for the length of the presentation (see timing instructions below). Remember to record the time remaining on your ballot. If a competitor goes over time, **DO NOT** let this affect his/her placement in the order of excellence rank. Simply mark the time on the ballot; the tabulators will deal with any timing issues.

Speaking and Order Code	Record the Time Remaining (time to nearest second)	Circle PLACE in round (1st is best)							
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th
		1st	2nd	3rd	4th	5th	6th	7th	8th

The final column is for the "place ranking" that you decide to give each competitor. Please circle the ranking of the competitor listed in the first column, (one is best). Ties are not allowed.

Please return your RANKING sheet to the "Judges' Check-in Table" as soon as you can, even before finishing your comment sheets.

You may turn in the comment sheets later.

SPEECH / DRAMA COMMENT SHEETS

Please fill out a comment sheet for each contestant.

General Judging Hints

- Give comments on what they did well and how they could improve.
- Avoid vague comments such as “You need to improve” and “You did a great job! Good speech!”
- Be specific! For example: “You did an excellent job of portraying such and such character.” [Go on to explain what specific interpretation or emotion was effective.] “Your speech was very persuasive. The example about... [Insert example here] was an effective way to prove your point.” “Your posters were hard to read from the back of the room. Consider enlarging the type so everyone in the room can see them.”
- Never leave a comment sheet blank; avoid leaving the students without a way to improve.
- When the round is over, please circle the ranking on all of the contestants’ comment sheets to indicate their place in the round.
- NO verbal comments to the competitors.
- Turn OFF your cell phone!

TIMING

Each speaker is required to time him/herself. They will set their time to their maximum time limit plus 1 second. For example if their maximum time is 10 minutes they must set their timer to 10:01 and show it to you. The timers must be set to count down. **If the timer alarm goes off or reads 0:00, the contestant is overtime.**

The contestants will normally ask if the Judge is ready, state their code number, and start their timer.

When the round is finished, make sure the times that are left on the timers are noted on your ballot .

DO NOT alter your ranking for time violations. That will be taken care of in the tab room.

SAMPLE JUDGING GRID

There are many ways to keep track of your rankings during the round. This is a sample of one way. You may use the grid below to track the quality of each presentation as compared to the others.

1. Start from the left side with the first presenter's number, then after each succeeding participant speaks you can arrange a prioritized list of all those who have gone so far as you move to the right.
2. Keep moving to the right and rearranging the code numbers until all presenters are finished.
3. When all presentations are completed, circle the appropriate placing (i.e. first, second etc.) for each contestant's ranking on the colored Ranking Sheet and on each comment sheet.

Return the ballots back to the judges' table/counter.

Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Speaker 6	Speaker 7	Speaker 8

OTHER IMPORTANT INFORMATION

**STUDENTS MAY NOT BE IN THE ROOM WITHOUT AN ADULT (YOU OR A COACH) PRESENT!
IF YOU SEE THIS, PLEASE INFORM THE FRONT TABLE!**

If there is more than one judge in the room, please do not confer. Mark your own ballot without consultation.

DO NOT GIVE THE STUDENTS YOUR DECISION. The students will receive a copy of your comment sheet at the end of the meet.

Competitors are to remain in the room until all presentations are completed. If competitors are double entered, students are required to leave AND/OR enter competition rooms at different times in order to participate in more than one event. Competitors must wait outside the door and enter the room between presentations. Double entries should be marked on the ballot. However, the competitor will indicate that they are double entered as well.

In general, Speech and Drama kids are a good bunch, but they are teenagers, so if you see anything going on that shouldn't be (i.e. noise in the halls during rounds, rifling through teachers' desks or rooms, disruptive behavior etc.), feel free to deal with it yourself or get one of the tournament helpers to take care of it.

If a student is disruptive or unruly during competition, please feel free to let that action affect your decision on the ballot and make an appropriate comment concerning this behavior. You can be assured that the individual's coach will read it and firmly deal with the situation.

Please let us know if/how we can make this a more enjoyable experience in the future.

Again, thank you for your time and energy. Have a great day!

JUDGING SPEECH EVENTS

Original Oratory	Expository Speaking Serious
Memorized Public Address	Serious Oral Interpretation (SOI)
Impromptu Speaking	Humorous Oral Interpretation (HOI)
Extemporaneous Speaking	Duo Oral Interpretation

1. **Eye Contact Is Important** -- They should look at their audience at least part of the time, depending upon the event.
2. **Diction**-- Unless the speech is one requiring a dialect, the speaker's diction should be precise and distinct.
3. **Acting Is Not Part Of Speaking**--This is not to preclude dramatic statements or methods of presentation.
4. **Time Limit** -- If a student goes over the time limit, do not change his/her ranking but just note the time on the ballot. Most events have a 10 minute time limit. Students will set their timers to 1 second over time allowed (ex: 10:01).
 - a. **NOTE** -- IMPROMPTU and EXTEMPORANEOUS have minimum and maximum time limits.
5. **Presentation**-- Judge the presentation by the contestant and not whether you agree or disagree with the position taken by the contestant.
6. **No Confering**--If there is more than one judge in the room, please do not confer. Mark your own ballot without any consultation.

NO ORAL CRITICISM

RETURN RANKING SHEET AS SOON AS POSSIBLE

(Complete comment sheets in Judge's room)

JUDGES, PLEASE ADVISE PERSON AT JUDGES' TABLE IF FRIENDS OR RELATIVES ARE COMPETING IN THE ROUND YOU'RE ASKED TO JUDGE!

If you do not feel you can fairly and objectively judge a competitor due to a prior relationship please excuse yourself and let the Judge Table know. We will move you to a different room.

You may only judge a competitor/team ONCE in a tournament!

If you have already seen a competitor or team perform during this tournament please excuse yourself and notify the judge table so we can move you to a different room.

Note – if you saw the competitor in a *different event* you can still judge them in second event. For example if you saw them perform in HOI but are now judging SOI you are ok to judge them again.

THERE ARE THREE JUDGES IN THE SEMI AND FINALS ROUNDS WAIT UNTIL ALL ARE PRESENT TO BEGIN!!!!

SPEECH EVENT JUDGING HINTS

EXPOSITORY SPEAKING (EXPOS)

The expository speech should instruct, demonstrate or enlighten. Subject matter should be informative and well researched. Students have written the speeches they present, therefore it is appropriate to consider such items as writing style and use of language.

A good expository speech will contain all the elements of good public speaking including poise, voice variation, gestures and movement, fluency and facial expression. Although most of the speeches will be memorized, students are permitted to use notes or a manuscript in the event.

Visual aids are optional in Expository Speaking. A contestant should not be penalized for not using them. However, if a student elects to use visual aids, it is fair to evaluate their quality and how well they are used.

Timers shall be set to 10:01.

MEMORIZED PUBLIC ADDRESS WITH ANALYSIS (MPA)

This contest is comprised of orations delivered at some other time and place by their authors. The test of the present orator therefore is the ability to reproduce not only the words, but also analysis of the author's purpose and intention in delivering the speech. It is his/her responsibility to show the judge why the speech he/she has chosen is a significant one.

The speaker must include with his/her speech an analysis of the historical background, the author's background and purpose in giving the speech and the development of the message presented.

The mechanics of speech must be observed faithfully---poise, quality and use of voice, effectiveness and ease of gestures, emphasis, variety and enunciation. In addition, the contestant must be able to interpret the full meaning of the oration and be able to carry the interpretation over to the minds of those who hear him/her.

Timers shall be set to 10:01.

ORIGINAL ORATORY

Since these orations have been written by the contestant delivering them, the judges should consider thought, composition and delivery and research of topic.

Orators are to be given wide latitude in their choice of topic and style. They need not solve any of the great problems of the day. They may simply alert the audience to a threatening danger, strengthen their devotion to a cause or eulogize a person.

Compositions should be considered carefully. Use of English should be more than correct: it should reveal a discriminating choice of words and strong literary qualities.

Delivery should be judged for mastery of the usual mechanics of speech--poise, quality and use of voice, bodily expressiveness and for the qualities of directness and sincerity.

Timers shall be set to 10:01.

EXTEMPORANEOUS SPEAKING (EXTEMP)

Contestants in this event are given 30 minutes to prepare a speech on an item of current national or international importance. It is important, therefore, that the contestant should be held to strict adherence to the precise statement of the topic drawn and should be severely discounted for shifting to some other phase of the assigned topic on which he/she would like to speak. EACH contestant must submit his/her topic to the judge. It is recommended that the judge write the topic on the comment sheet for each contestant.

The best extemporaneous speech is well-organized, interesting and factually correct. The speaker should demonstrate all the elements of good speaking including poise, voice variation, gestures, movement, fluency and facial expression. The extemporaneous speech should be an original synthesis of current facts and opinion on the designated topic as presented by numerous sources.

If a contestant wishes to use notes, he/she may use both sides of a 4X6 note card. These notes must be submitted at the end of the speech and turned in with the ballot.

Time is a very important element of Extemporaneous Speaking. For this reason, a contestant must have his/her full 30 minutes to prepare.

The speech must be a MINIMUM of 5 minutes and no more than 7 minutes. (Timer will be set to 7:01 and count down)

During the semi and final rounds, one student will be in the room to observe and, at the conclusion of the speech, pose a question to the contestant of not more than one minute in length. The contestant will then have two minutes to answer the question.

IMPROMPTU

Impromptu Speaking is a test of a student's ability to analyze and organize information and of his/her speaking ability. The topics are quotations/cartoons that show the author's specific ideas on cultural, moral or social issues.

The speaker should analyze logically the specific intent of the topic and use general knowledge to support his/her conclusions. The speaker should follow a logical plan in developing the speech, utilizing an effective introduction, body and conclusion. The speaker should demonstrate fluent voice control, grammatical structure and precise vocabulary. Appropriate gestures, facial expression, eye contact, body movement and poise should enhance the presentation.

When all the speakers have assembled (unless the speakers for whom you are waiting are double entered), send all but the first speaker out of the room. Give the first speaker a copy of the impromptu topic. Do not allow any contestants who have spoken (unless double entered) or student observers to leave the room before the end of the round.

3 minutes of prep time is allowed prior to speaking time. The maximum time allowed for speaking is 5 minutes. The speech must be a MINIMUM of 3 minutes and no more than 5 minutes (Timer will be set to 5:01 and count down)

ORAL INTERPRETATION OF LITERATURE EVENTS

(Humorous Oral Interp---HOI) (Serious Oral Interp--- SOI)

(Duo Interpretation of Literature---DUO) (Spontaneous Oral Interp ---SPOI)

Singing is allowed.

No costumes or props are allowed.

A-B/C only: Manuscripts must be held in hand. Hand and foot movements may not enhance the literature. Binder may not be used as a prop.

Each competitor may take the part of one or more character(s), and characterization is encouraged in voice, facial expression, body position, movement, etc. Consider poise, voice variation, facial expression and the ability to make the material come to life.

The time limit is 10:00 minutes.

➤ **HOI and SOI – Specific Information**

The contestant shall explore a humorous or serious theme by reading from one or more selections taken from one or more of the areas: drama, prose or poetry (including song lyrics). Multiple selections, if used, should be related. Adaptation of pieces may be for purpose of thematic continuity only.

At AA meets ONLY, manuscripts are OPTIONAL. Contestants MUST NOT be penalized for having one.

Author(s) and title(s) should be clearly annotated in the introduction. Any genre of literature may be used—poetry, plays and/or books—but the material should be acceptable to all audiences. Hands are free to gesture and need not hold a manuscript. The competitors may move in a confined area with an approximate four-foot radius.

➤ **DUO – Specific Information**

Two people interpret one or more pieces of literature. Author(s) and title(s) should be clearly annotated in the introduction. As opposed to solo interpretation, the piece is usually memorized. Only very brief transitions between pieces or between parts of the original work may be added for clarity's sake. Original lines for any other reason are strictly discouraged. Any genre of literature may be used—poetry, plays and/or books—but the material should be acceptable to all audiences.

Memorization is encouraged, but not required. Nonetheless, a "polished" duo is definitely memorized, and that is the goal. Therefore, hands are free to gesture and need not hold a manuscript. The competitors may move in a confined area with an approximate four-foot radius.

In Duo, focus may be direct during the introduction (the performers may look at each other) but must be indirect (offstage) during the performance itself, and they may not touch each other.

➤ **SPOI – Spontaneous Oral Interpretation – Classes B/C Only**

Readings have been selected from one or more of the areas: drama, prose or poetry (including song lyrics).

Singing is not permitted.

Selections may include both humorous and serious readings of approximately 1 ½ to 2 minutes in length.

Selections shall be presented in standard 3 ring binders to a judge in each section for use in that section and then returned with judging materials.

Each round shall have a different selection.

Every section in each round will present the same selection.

Contestants must read the entire selection as presented.

The selection may be presented with an original, extemporized introduction.

Competitors may not write presentation notes.

Manuscripts must be held in hand.

The contestant must keep his/her feet stationary during delivery of the literature.

There is no minimum time limit

JUDGING DEBATE EVENTS

Public Forum Debate

Lincoln-Douglas Debate

Policy Team Debate

Legislative Debate

How DO I Decide a Debate Round?

- **Skill In Analysis** – This includes not only the analysis of the proposition, but also analysis of the debate as it progresses.
- **Use of Evidence** – This includes the use of sufficient evidence and proper reference to sources that form conclusions.
- **Validity of Argument** – This includes reasoning and conclusions drawn from the evidence presented.
- **Clarity or Organization** – This includes clear outlining of constructive arguments and easily followed handling of refutation (sign posting).
- **Effectiveness of Delivery** – This includes all matters pertaining to oral presentation with special emphasis upon extemporaneous abilities.

What Should NOT Influence My Decision?

- **The Merit of the Question** – The judge should not be influenced by prejudices in favor of or against the resolution.
- **Partiality** – The judge should not be influenced by the reputation of competing teams, their school or their coach.
- **Pre-conceived Notions on Arguments** – The judge should not allow his/her own ideas of the affirmative or negative arguments or cases to influence his/her decision.
- **Personal Preference on Debating Style** – A judge should not penalize a team if its style, either in case construction or delivery, differs from that which he/she personally prefers, but should evaluate all styles on the basis of effectiveness in winning conviction.

Please note that you may ask to see any evidence you would like after the round. You are **NOT** required to ask for or look at evidence but if it will help your decision feel free to ask the competitors to view it.

Return the evidence to the teams it belongs to when you are finished with it.

NO ORAL CRITQUES are allowed

Public Forum Debate

Flights: Because Public Forum Debates are shorter, we ask that you judge 2 debates in the same round. You will receive 2 ballots. Debaters will enter the room and debate then the next set of debaters will enter the room to debate. Please **MAKE YOUR DECISION** before the second debate starts. After the second debate, make your decision on that debate and bring **BOTH** ballots to the judges' table. You may turn in the **PINK** copy and then finish your comments.

Speeches and Times

1 st Speaker – Team A	4 minutes
1 st Speaker – Team B	4 minutes
Crossfire	3 minutes
2 nd Speaker – Team A	4 minutes
2 nd Speaker – Team B	4 minutes
Crossfire	3 minutes
Summary - 1 st Speaker Team A	2 minutes
Summary - 1 st Speaker Team B	2 minutes
Grand Crossfire	3 minutes
Final Focus – 2 nd Speaker Team A	2 minutes
Final Focus – 2 nd Speaker Team B	2 minutes

1. The teams should flip a coin once you arrive, one team flips the coin, and the other team calls it.
 - a. Whoever wins the toss gets to choose **EITHER**
 1. The side of the topic they want to defend **OR**
 2. The speaking position they wish to have (to begin the debate or to end the debate)
 - b. When the winners choose their favorite option (i.e. they choose to have the last speech) the other team makes their choice (i.e. pro or con)
 - c. **Ask the debaters to fill out the ballot** with teams on the appropriate sides and individuals named in their speaker positions.
2. Then, the debate begins.
 - a. You may take notes of the points made in the debate.
 - b. Each team should set their timer with the correct time for the speech and show it to you before beginning and finish speaking when it stops, the other team may also choose to keep time as well.
 - c. In Public Forum, a plan or counter plan is defined as a formalized, comprehensive proposal for implementation. **Neither the pro or con side is permitted to offer a plan or counter plan;** rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.
3. When the debate is over, thank the teams. Please **DO NOT** give oral critiques or feedback to the teams. If the students ask, say that you will provide comment on the ballot.
4. Bring your ballot back to the judges' table after you have filled in the decision on who won, and the points each student received. Turn in the **PINK** copy. You may then take your time making comments on the white copy for the students and return to the table later.

Lincoln-Douglas Debate

Flights: Because Lincoln Douglas Debates are shorter, we ask that you judge 2 debates in the same round. You will receive 2 ballots. Debaters will enter the room and debate then the next set of debaters will enter the room to debate. Please **MAKE YOUR DECISION** before the second debate starts. After the second debate, make your decision on that debate and bring **BOTH** ballots to the judges' table. You may turn in the **PINK** copy and then finish your comments.

Speeches and Times

Affirmative Constructive speech	6 minutes
Cross-examination by negative	3 minutes
Negative Constructive speech	7 minutes
Cross-examination by affirmative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal and Summary	6 minutes
Affirmative Summary	3 minutes

Lincoln Douglas debate involves two contestants. One fulfills the affirmative case responsibilities and the other, the negative. The affirmative debater should present a case in favor of the resolution (topic statement being debated), definition or explanation of terms, a value and criteria for determining if the resolution is true, and the issues involved in the resolution. The negative is free to develop any type of case or no case at all, but must clash with the affirmative and meet the issues stated in the resolution given.

The statement of Lincoln Douglas topic is a resolution of value rather than of policy such as in team debate. A statement of value eliminates the necessity of the affirmative presenting a case to enact his/her solution to the problem. A statement of value also emphasizes the use of logic, theory, and philosophy to prove the side the student is debating. Because of time limits, a wealth of evidence may not be used, but research supported by good background reading is necessary.

Effective delivery is also important; however, as this is a debate event, argumentation should be the first consideration. One of the aspects of an LD debate is that a value is used to prove that the resolution is true or false. Those values could include concepts like Liberty, Freedom, Safety, etc. Then the debaters try to prove through the concept that the resolution is either true or false. A criterion is also used in LD. The criterion helps to show or indicate that the value chosen is either improved or enhanced, additionally it helps to define what the value is all about. Examples could be the view on a value by a philosopher, a philosophy like nationalism, utilitarianism, the categorical imperative, etc.

Follow the time format above.

Preparation time may be utilized by the affirmative and negative speakers, but shall not exceed two minutes total per contestant during the course of the entire debate.

Policy Team Debate

Common Terms And Arguments In Policy Debate?

Inherency explains why the Affirmative plan has not yet been done. The Affirmative must prove that either their plan has not been done or that there is an obstacle to its implementation. Inherency is best thought of as a barrier to the Affirmative plan, something blocking its implementation.

Harms are really straightforward; they are something bad in the status quo (current situation). The Affirmative needs to prove that there are real harms, in order to justify implementation of their plan. Without harms, there is no reason to act. Harms can be shown in a harms contention or in scenarios.

Solvency refers to the ability of the affirmative to either eliminate or at least mitigate the harms presented in the debate. To win, an Affirmative must show that their plan is comparatively better than either the status quo or the Negative's alternative.

Disadvantages: Disadvantages are arguments that are designed to show unintended negative consequences of enacting the Affirmative plan. If the negative disadvantage outweighs the Affirmative case benefits/solvency, then the Negative should win the debate.

Topicality is the argument that suggests that the Affirmative needs to present a case that fits under all aspects of the resolution. Their case must fit under the umbrella of the topic. One useful analogy is that the case must fall under the jurisdiction of the resolution. If it does not belong or does not fit, then no matter how convincing the case, it should be rejected by the judge.

Counter Plans are used by the Negative to show that there is a better option available for solving the Affirmative harms. A counter plan is a strategic option chosen by the Negative when they feel they have developed a better way to solve the problems of the status quo, or one that avoids disadvantages. Running a counter plan does not mean that the Affirmative cannot win the other issues in the debate.

Kritik: A kritik is a philosophical argument advanced in a debate round that suggests that there is something deeply flawed about either the assumptions that the Affirmative or the resolution make. A kritik avoids the substantive issues of the debate, and argues that we need to take a deeper look at the issues of the resolution. A kritik focuses not on the substance of the Affirmative arguments, but the discourse they use or attitudes they embrace. It seeks to examine the debate in the context of more issues than the Affirmative can address. Because of any of these things, the Negative team would argue that we should not consider voting for the Affirmative case.

This list of arguments you might hear in a debate is not exhaustive. One of the most exciting things about debate is that the debaters are involved in developing the theory and style of argumentation. If you hear something unfamiliar, treat it as any other issue in the debate, and decide whether or not you are persuaded by it.

Speeches and Times

1st Affirmative constructive	8 minutes
2nd Negative cross-ex	3 minutes
1st Negative constructive	8 minutes
1st Affirmative cross-ex	3 minutes
2nd Affirmative constructive	8 minutes
1st Negative cross-ex	3 minutes
2nd Negative constructive	8 minutes
2nd Affirmative cross-ex	3 minutes
1st Negative rebuttal	5 minutes
1st Affirmative rebuttal	5 minutes
2nd Negative rebuttal	5 minutes
2nd Affirmative rebuttal	5 minutes

Legislative Debate

In Legi Debate, students are taking the role of congress. They have been given a Foreign and a Domestic Topic. Each round alternates between the topics except for Finals in which the topics mix. Each student has written a piece of legislation in the form of a one-page bill or resolution.

The round should begin with the judge collecting one bill from each student present. The judge will have no more than 10 minutes to select the order of bills discussed in the round. Once selected, the bills should remain in the judge's folder – and the order should not be revealed to the students. Each round will last no longer than 75 minutes, to be timed by the judge. At the end of 75 minutes, the judge will announce the end of the debate and the current presiding officer will immediately close the session.

Semifinal and final rounds will be 90 minutes.

Each presiding officer will serve an equal number of minutes. The order of presiding officers will be determined by posting order. At the end of time, the current speech will be allowed to end, and the next PO will begin his/her assignment. Procedure rules shall be drawn by Roberts' Rules of Order. Allowed motions are main, second, point of order, previous question, amendment and voting.

Each bill will be debated using the following format:

Authorship speech:	5 minutes maximum
Open cross-examination controlled by author:	3 minutes maximum
Affirmative and Negative alternating speeches:	3 minutes maximum
Open cross-examination controlled by the speaker of each Aff/Neg speech:	1 minute maximum
Rebuttal speech:	2 minutes maximum

Each competitor should:

- Provide relevant and useful evidence and examples to support points;
- Stay focused on important and relevant issues;
- Effectively evaluate competing arguments;
- Be organized, establish eye contact, use vocal variety and engage the audience;
- Effectively question his/her opponents;
- Effectively defend his/her bill (if brought to the floor);
- Be an effective presiding officer.

When ranking the competitors, ***please consider the entire round***. Some students may not speak as much as others, but please be aware that each debater has the same ***opportunity*** to speak.

At The End Of The Round:

Please rank each competitor 1-8 (1 being best) and turn in the Ranking Sheet to the Judges' Table as soon as you can, even before finishing comment sheets.

Feel free to take your time writing additional comments to the competitors on the comment sheets.

NO oral critiques are allowed.

JUDGING DRAMA EVENTS

Humorous Duo Acting Humorous
Serious Duo Acting
Classical Duo Acting

Solo Acting
Serious Solo Acting
Pantomime

Evaluate the following:

- Projection of the plot or theme and the play's meaning
- Bodily movement, gesture, and facial expression
- Voice and diction (except for Pantomime)
- Originality of presentation
- Interpretation
- Interaction of characters in Duo events.

In Pantomime you should consider the ability of the actor to communicate to you with the physical body. **The actor may not speak.** Background music, costumes, makeup and a chair are permissible here. Emphasis should be placed on how the individual conveys meaning and expression using his/her body as an instrument as opposed to relying on extraneous items to convey the mime. Eye contact is permitted but not required.

Serious and humorous acting should be judged on the ability of the actor to fit the character, use of voice, use of body, stage movement and gestures. Are these appropriate for the part? Is the acting consistent with serious or humorous presentations? Did they create a clear character? Costumes and props are permissible.

Humorous and serious duo acting should be judged similarly to solo acting. Consider the duo in terms of matching actors. If one member of the duo is carrying the scene, this is weak acting. Costumes and props are permissible. Eye contact is permitted but not required.

Judge the presentation by the contestant and not whether you agree or disagree with the position taken by the contestant. If the material presented was offensive please note this and please also note if it was a factor in scoring.

If a student goes over time, do not change his/her ranking. Just note the time remaining on the ballot.

If there is more than one judge in the room, please do not confer. Mark your own ballot without any consultation.

NO ORAL CRITICISM
RETURN RANKING SHEET AT ONCE
(Complete comment sheets in Judges' room)

Please advise person at judges' table if friends or relatives are competing in the round you're asked to judge.

If you do not feel you can fairly and objectively judge a competitor due to a prior relationship please excuse yourself and let the Judge Table know. We will move you to a different room.

THERE ARE 3 JUDGES IN THE SEMI AND FINAL ROUNDS.
WAIT UNTIL ALL ARE PRESENT TO BEGIN!!!

DRAMA EVENT JUDGING HINTS

PANTOMIME (MIME)

No spoken introduction, title or narration from any source may be used. A brief title should be presented.

Costumes, makeup, chair and instrumental music may be used. Wigs and props may not. A good mime consists of all of the following: a character, a situation, a mood, recognizable action and controlled and creative movements. Did you always know what the mime was doing?

SOLO ACTING (SERIOUS OR HUMOROUS)

Students should be judged on the ability of the actor to fit the character, use of voice, use of body, stage movement and gestures. Are these appropriate for the part? Is the acting consistent with serious or humorous presentations?

Costumes are optional but are not to be considered as a major factor in judging. Hand props directly relating to the characterization may be used. No use may be made of stage lighting, stage make-up, wigs or temporary hair color. Special attention should be paid to the believability of the characters.

DUO ACTING (SERIOUS OR HUMOROUS) & CLASSICAL THEATER (DUO ACTING)

Duos should be judged similarly to solo acting. Consider also how well the two actors interact with each other and how well they are matched. If one actor is carrying the scene, this makes the overall performance weaker.

Costumes are optional but are not to be considered as a major factor in judging. Hand props relating directly to the characterization may be used. No use may be made of stage lighting, stage makeup, wigs or temporary hair color. Time limit in Classical Duo is 10 minutes.

Remember that you are judging the actors, not the writers. Special attention should be paid to the believability of the characters and the interaction between actors (in duo only). Emphasis should be placed on character development rather than the humor or sensationalism of the material. If the material presented was offensive please note this on the comment sheet and please also note if it was a factor in scoring.