

Montana Forensic Educators Association

Speech, Drama and Debate

Updated January 2019

# Judges' Handbook

Class

AA

Events

To be used at MHSА 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 LEGI DEBATE

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. You will choose a winner and award speaker points to each individual based on their performance.

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 / LEGI DEBATE BALLOTS**

Read the judging criteria in your packet of events. Specific guidelines and criteria for judging speech and debate events are included on the comment sheets 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.

As each contestant completes their presentation, record the time, speaker rating and rank. As you watch each presentation you will fill out a separate comment sheet. Comments and a holistic rubric are included to help the students improve, and are desired if they are constructive, whether positive or negative. The students will see these after the meet and learn from them.

**Please return your RANKING sheet to the “Judges’ Check-in Table” as soon as you can, even before finishing your comment sheets. All comment sheets will have the following rubric that must be filled out.**

### **Circle the Place (Rank) in this Round (1<sup>st</sup> is best - no ties)**

1<sup>st</sup>    2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>    6<sup>th</sup>    7<sup>th</sup>    8<sup>th</sup>

### **Rate the Speaker in this Round (ties are permitted)**

|                    |                  |             |                |                      |
|--------------------|------------------|-------------|----------------|----------------------|
| <i>Outstanding</i> | <i>Excellent</i> | <i>Good</i> | <i>Average</i> | <i>Below Average</i> |
| 30 29              | 28 27            | 26 25 24    | 23 22          | 21 20                |

**You may turn in the comment sheets later.**

# **SPEECH 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. Please use the holistic rubric to help the student 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. Contestants will use a kitchen timer, setting the timer at 0.00. The timer should start at the beginning of the presentation, timing up. When the presentation is completed, the judge will record the time showing on the timer. The time limits are listed below. No minimum time limit. All events include a 30 second grace penalty. Do not penalize students whose speeches fall within the grace period!

- **Dramatic Interp**-10 minutes max plus a 30 second grace period.
- **Humorous Interp**-10 minutes max plus a 30 second grace period.
- **Duo Interp**-10 minutes max plus a 30 second grace period.
- **Program Interp**-10 minutes max plus a 30 second grace period.
- **Memorized Public Address**-10 minutes max plus a 30 second grace period.
- **Original Oratory**-10 minutes max plus a 30 second grace period.
- **Informative Speaking**-10 minutes max plus a 30 second grace period.
- **Impromptu Speaking**-5 minutes max plus a 30 second grace period.
- **Extemporaneous Speaking**-7 minutes max plus a 30 second grace period.

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 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<br>1 | Speaker<br>2 | Speaker<br>3 | Speaker<br>4 | Speaker<br>5 | Speaker<br>6 | Speaker<br>7 | Speaker<br>8 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
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## **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         | Dramatic Oral Interpretation (DOI) |
| Memorized Public Address | Humorous Oral Interpretation (HOI) |
| Impromptu Speaking       | Duo Oral Interpretation            |
| Extemporaneous Speaking  | Program Interp                     |
| Informative Speaking     |                                    |

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 plus a 30 second grace period.
  - a. **NOTE** -- IMPROMPTU and EXTEMPORANEOUS different 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 Conferring**--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**

### **INFORMATIVE SPEAKING (INFORM)**

The Expository speech is written by the speaker and should inform, demonstrate or enlighten the audience. Expository is an event based on information, organization and speaking ability. Subject matter should be serious in tone and informative in content; this does not exclude the use of humor.

The method of presentation is left to the discretion of the speaker. Notes, manuscripts or memorization is permitted. Visual aids are optional.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, emphasis, variety and enunciation.

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                                     |             |           |      |         |               |
|-------------------------------------|-------------|-----------|------|---------|---------------|
| <b>Inform/Enlighten/Demonstrate</b> | Outstanding | Excellent | Good | Average | Below Average |
| <b>Quality of Writing</b>           | Outstanding | Excellent | Good | Average | Below Average |
| <b>Clear, Coherent Organization</b> | Outstanding | Excellent | Good | Average | Below Average |
| <b>Quality and Use of Voice</b>     | Outstanding | Excellent | Good | Average | Below Average |
| <b>Poise &amp; Presence</b>         | Outstanding | Excellent | Good | Average | Below Average |
| <b>Visual Aids (optional)</b>       | Outstanding | Excellent | Good | Average | Below Average |

### **MEMORIZED PUBLIC ADDRESS WITH ANALYSIS (MPA)**

MPA is an event based on analysis, speech selection and speaking ability. The material used in this event should include only those speeches which have originally been presented by the author as a speech in a speaker-audience situation. The content of the speeches must have statewide, national or international significance.

The address is the quoted material, while the contestant's original analysis includes the historical background and the author's background and purposes in presenting the speech. The analysis may be included any time throughout the presentation. No particular style of presentation should be demanded of the contestant. Each speaker should be free to organize the analysis according to the individual style and be judged as to how competent the speaker was in analyzing the original speech and how effective the presentation was.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, 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 audience. During the delivery of the presentation, no manuscript may be held or referred to by the contestant. **Memorization is mandatory.**

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                                       |             |           |      |         |               |
|---------------------------------------|-------------|-----------|------|---------|---------------|
| <b>Effectiveness of Analysis</b>      | Outstanding | Excellent | Good | Average | Below Average |
| <b>Significance of Selection</b>      | Outstanding | Excellent | Good | Average | Below Average |
| <b>Clear, Coherent Organization</b>   | Outstanding | Excellent | Good | Average | Below Average |
| <b>Quality and Use of Voice</b>       | Outstanding | Excellent | Good | Average | Below Average |
| <b>Poise &amp; Presence</b>           | Outstanding | Excellent | Good | Average | Below Average |
| <b>Overall Delivery/Total Program</b> | Outstanding | Excellent | Good | Average | Below Average |

*Reason for Ranking/Comments:*

## ORIGINAL ORATORY

Orations are written by the speaker and must be persuasive in nature. Oratory is an event based on analysis, organization, and speaking ability. Persuasion encourages the listener to adapt or reinforce a particular point of view. Speakers should be given wide latitude in the ideas expressed.

During the delivery of an oration, no manuscript may be held or referred to by the contestant. **Memorization is mandatory.** The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, emphasis, variety and enunciation.

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                                |             |           |      |         |               |
|--------------------------------|-------------|-----------|------|---------|---------------|
| Persuasiveness                 | Outstanding | Excellent | Good | Average | Below Average |
| Effective Development of Topic | Outstanding | Excellent | Good | Average | Below Average |
| Quality of Writing             | Outstanding | Excellent | Good | Average | Below Average |
| Clear, Coherent Organization   | Outstanding | Excellent | Good | Average | Below Average |
| Quality and Use of Voice       | Outstanding | Excellent | Good | Average | Below Average |
| Poise & Presence               | Outstanding | Excellent | Good | Average | Below Average |

## EXTEMPORANEOUS SPEAKING

The extemporaneous speech should be an original synthesis of current fact and opinion on the designated topic as presented by numerous sources. The contestant should be held accountable for strict adherence to the precise statement of the topic drawn. The information presented should be pertinent and sufficient to support the central thought of the topic.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, 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 audience.

At the scheduled time for the beginning of the round, the contestants will enter one at a time to speak in the order in which their code numbers have been posed. Before speaking, the speaker must submit to the judge the topic drawn. It is recommended that the judge write the topic on the comment sheet for each individual competitor. The contestant may use a note card to be submitted to the judge at the conclusion of the speech with the contestant's code number clearly indicated. All note cards will be turned in with the ballot. Remember you are judging the contestant's performance, and you are not judging the topic drawn. All contestants shall remain in the room following their performance until all speakers have spoken.

*In semifinal and final rounds only: Each speaker is assigned a speaker order. Each speaker shall pose a question to the next speaker in the order. The first speaker shall give a speech and the last speaker shall take notes and/or listen. At the conclusion of the first speaker's speech, the last speaker shall pose a question of not more than one minute in length. The first speaker will have two minutes to answer. The last speaker shall return to the prep room and the first speaker shall stay to listen to and question the second speaker. The second speaker will question the third speaker, etc. Where there are less than five speakers in a final round, there will be gaps of time between contestants to so that all have equal preparation time. Questioners may make notes during the speaker's speech but not use them in questioning.* **Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                               |             |           |      |         |               |
|-------------------------------|-------------|-----------|------|---------|---------------|
| Answered Question Effectively | Outstanding | Excellent | Good | Average | Below Average |
| Development of Analysis       | Outstanding | Excellent | Good | Average | Below Average |
| Use of Evidence               | Outstanding | Excellent | Good | Average | Below Average |
| Demonstration of Knowledge    | Outstanding | Excellent | Good | Average | Below Average |
| Clear, Coherent Organization  | Outstanding | Excellent | Good | Average | Below Average |
| Quality and Use of Voice      | Outstanding | Excellent | Good | Average | Below Average |
| Poise & Presence              | Outstanding | Excellent | Good | Average | Below Average |

## IMPROMPTU

Impromptu is an event based on analysis, organization and speaking ability. The topics are selected cartoons or quotations that denote the author's specific ideas on cultural, moral or social issues.

The speaker should analyze the specific intent of the topic and use general knowledge to support conclusions. The speaker should follow a logical plan to develop the speech, with an effective introduction, body, and conclusion.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, 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 audience.

*When all speakers have assembled, send all but the first contestant out of the room. Give the first speaker a copy of the impromptu topic and note card. Each speaker will set his/her timer for 3 minutes (counting down) of preparation time. When the timer sounds off at the end of 3 minutes, the contestant will reset the timer to 0.00 (counting up) and begin speaking.*

*When the speaker has concluded his/her speech, the next contestant will be admitted and will follow the same procedure. Do not allow any contestant who has spoken or student observers to leave the room before the end of the round unless the contestant is double-entered in another event. Remember, you are judging the contestant's performance, not the topic.*

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                                   |             |           |      |         |               |
|-----------------------------------|-------------|-----------|------|---------|---------------|
| Analysis of Prompt                | Outstanding | Excellent | Good | Average | Below Average |
| Originality and Insight           | Outstanding | Excellent | Good | Average | Below Average |
| Development and Support of Thesis | Outstanding | Excellent | Good | Average | Below Average |
| Clear, Coherent Organization      | Outstanding | Excellent | Good | Average | Below Average |
| Quality and Use of Voice          | Outstanding | Excellent | Good | Average | Below Average |
| Poise & Presence                  | Outstanding | Excellent | Good | Average | Below Average |

## DRAMATIC INTERP & HUMOROUS INTERP

The speakers shall explore a theme by presenting one or more sections taken from one or more of the following areas: drama, prose or poetry (including song lyrics). If more than one selection is used, the selections should be related; they should deal with the same general idea or theme.

The title and author(s) of the selection(s) must be given. The material may be memorized, read and/or extemporized. Contestants are allowed gestures, movement and singing, though contestants must limit movement to a 4-foot radius.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, 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 audience.

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                                |             |           |      |         |               |
|--------------------------------|-------------|-----------|------|---------|---------------|
| Creation of Mood & Character   | Outstanding | Excellent | Good | Average | Below Average |
| Vocal Expression               | Outstanding | Excellent | Good | Average | Below Average |
| Physical Expression            | Outstanding | Excellent | Good | Average | Below Average |
| Audience Appeal                | Outstanding | Excellent | Good | Average | Below Average |
| Overall Delivery/Total Program | Outstanding | Excellent | Good | Average | Below Average |

*Reason for Ranking/Comments:*

## DUO ORAL INTERP

The speakers shall explore a theme by presenting one or more sections taken from one or more of the following areas: drama, prose or poetry (including song lyrics). If more than one selection is used, the selections should be related; they should deal with the same general idea or theme.

The title and author(s) of the selection(s) must be given. The material may be memorized, read and/or extemporized. Contestants are allowed gestures, movement and singing, though contestants must limit movement to a 4-foot radius. 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.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, 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 audience.

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                                |             |           |      |         |               |
|--------------------------------|-------------|-----------|------|---------|---------------|
| Creation of Mood & Character   | Outstanding | Excellent | Good | Average | Below Average |
| Vocal Expression               | Outstanding | Excellent | Good | Average | Below Average |
| Physical Expression            | Outstanding | Excellent | Good | Average | Below Average |
| Partner Interaction            | Outstanding | Excellent | Good | Average | Below Average |
| Audience Appeal                | Outstanding | Excellent | Good | Average | Below Average |
| Overall Delivery/Total Program | Outstanding | Excellent | Good | Average | Below Average |

*Reason for Ranking/Comments:*

## PROGRAM INTERP

Program Oral Interpretation is designed to test a student's ability to intersplice multiple types of literature into a single, cohesive performance. Using selections from Prose, Poetry (including song lyrics) and Drama, students develop an interesting argument or theme that is supported in different ways by each piece of literature they select. Program relies on the performer's ability to portray a wide range of characters and literature all held together under a common theme.

A manuscript is required and may be used as a prop within the performance if the performer maintains control of the manuscript at all times. Performances can also include an introduction written by the student to contextualize the performance and state the title and the author of each selection. Each program must contain at least two of the three genres (Prose, Poetry, Drama) and students are encouraged to include all three and to devote approximately equal times to each of the genres used in the program.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, emphasis, variety and enunciation.

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|                                |             |           |      |         |               |
|--------------------------------|-------------|-----------|------|---------|---------------|
| Creation of Mood & Character   | Outstanding | Excellent | Good | Average | Below Average |
| Vocal Expression               | Outstanding | Excellent | Good | Average | Below Average |
| Physical Expression            | Outstanding | Excellent | Good | Average | Below Average |
| Partner Interaction            | Outstanding | Excellent | Good | Average | Below Average |
| Audience Appeal                | Outstanding | Excellent | Good | Average | Below Average |
| Overall Delivery/Total Program | Outstanding | Excellent | Good | Average | Below Average |

*Reason for Ranking/Comments:*

# **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 <sup>st</sup> Speaker – Team A             | 4 minutes |
| 1 <sup>st</sup> Speaker – Team B             | 4 minutes |
| Crossfire                                    | 3 minutes |
| 2 <sup>nd</sup> Speaker – Team A             | 4 minutes |
| 2 <sup>nd</sup> Speaker – Team B             | 4 minutes |
| Crossfire                                    | 3 minutes |
| Summary - 1 <sup>st</sup> Speaker Team A     | 2 minutes |
| Summary - 1 <sup>st</sup> Speaker Team B     | 2 minutes |
| Grand Crossfire                              | 3 minutes |
| Final Focus – 2 <sup>nd</sup> Speaker Team A | 2 minutes |
| Final Focus – 2 <sup>nd</sup> 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 COMMENT SHEET

In Legislative Debate, students (debaters) are taking the role of congress. They have been given a Foreign and a Domestic Topic. Each round alternates between the topics except for the Final Round in which the topics mix. Each debater has a written 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 bill should remain in the judge's folder-and the order should not be revealed to the debaters. Each round will last no longer than 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 90 minutes.

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

Each debate will be debated using the following format:

Authorship Speech (5 minutes max)  
 Open Cross Examination controlled by the Author (3 minutes max)  
 Affirmative and Negative alternating speeches (3 minutes max)  
 Open Cross Examination controlled by the speaker of each AFF/NEG speech (1 minute max)  
 Rebuttal speech (2 minutes max)

When ranking debaters, please consider what happened during the entire round. Some debaters 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, rank each debater (1-8) (1 being best) and turn in cover ballot to the Judges' table as soon as possible, even before finishing this comment sheet. No oral critiques are allowed.

**Presentations should be appropriate for all audiences.**

*Please use this holistic rubric to give appropriate feedback to the contestant.*

|  |             |           |      |         |               |
|--|-------------|-----------|------|---------|---------------|
| Effective Presentation/Evaluation of Arguments       | Outstanding | Excellent | Good | Average | Below Average |
| Development of Analysis & Use of Supporting Evidence | Outstanding | Excellent | Good | Average | Below Average |
| Respectful Engagement within the Committee           | Outstanding | Excellent | Good | Average | Below Average |
| Effectively question, defend and clash               | Outstanding | Excellent | Good | Average | Below Average |
| Poise and Presence                                   | Outstanding | Excellent | Good | Average | Below Average |
| Time Spent as Presiding Officer                      | Outstanding | Excellent | Good | Average | Below Average |

## Circle the Place (Rank) in this Round (1<sup>st</sup> is best - no ties)

1<sup>st</sup>    2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>    6<sup>th</sup>    7<sup>th</sup>    8<sup>th</sup>

## Rate the Speaker in this Round (ties are permitted)

*Outstanding*    *Excellent*                      *Good*                      *Average*    *Below Average*  
 30 29                      28 27                      26 25 24                      23 22                      21 20

