

## **GENERAL INFORMATION FOR JUDGES**

First of all, thank you for judging! Without judges, there are no tournaments. Judges are probably the most important logistical aspect of any tournament. You will be expected to judge multiple rounds and often both individual events and debate events. Keep in mind that the schedule may fluctuate so be flexible and please do not leave the tournament until a tournament official indicates that you have fulfilled your judging commitment.

### **Who is qualified to be a judge?**

Generally, anyone who has completed high school can serve as a judge. A judge does not have to have been a competitor or a coach or even have any prior experience in order to judge. Most judges fall into three categories of individuals:

- A. Parents and community volunteers
- B. Former high school competitors.
- C. Coaches

At most tournaments, the first category makes up the majority of the judge pool.

### **Reporting for duty**

1. Please check in promptly to the judging room. You will receive important information regarding your judging assignments.
2. Please bring pencil, paper and a watch or digital timer with you.
3. Please bring reading material or business work to occupy any down time you might have.
4. Listen closely to oral instructions.
5. Ask questions of the tournament official(s) if you do not understand something or would like further clarification.

### **After I receive my ballot**

1. Read over the ballot to familiarize yourself with the specific rules for the event you are judging.
2. Please go immediately to the room to which you are assigned.
3. The students are to enter the classroom with you. You should first call roll to see if all the students are present and make sure that none of them are contestants that you know. If they are, you must at once go back to the judges' room as it is against the rules to judge someone with whom you are familiar. If some of the competitors are not present it is a good idea to wait only a few minutes before starting the round because the absent students may be double entered and will be coming to the round late.
4. If you are judging Impromptu or Extemp, the students will enter the classroom one at a time to give their speeches. In impromptu the student will enter, draw a topic from you, have two minutes to prepare, and give a speech no longer than five minutes. In Extemp, the students will already have their topic. They will enter the room, give you their topic slip, and proceed immediately to speak for they have already had 30 minutes to prepare.
5. If you are judging LD there will usually be two debates (or four students) scheduled for that round. The second set of students is not allowed in the room while the first set is debating.

### **Where should I sit in the room to which I am assigned as a judge?**

Wherever you are most comfortable! If your hearing or eyesight is poor, you will probably want to sit near the front of the room. Keep in mind that some events permit movement around the room and thus contestants may not always be standing in the center. Make sure you have an unobstructed sight line from wherever you want to judge. It is perfectly acceptable to move chairs, desks, and contestants as needed to clear your sight line. Please return desks to their original positions before leaving the room.

### **Should I talk to the contestants in the round?**

Judges should not interact with contestants, other than a polite "Hello" to the students when you enter the room and a "thank you" when the round is done. If you know a competitor you must at once return to the judges room, as it is against the rules to judge someone from your own team or someone you know. It is **NOT** permissible to talk to students after a round about how you voted/ranked their performances. If you encounter a pressuring coach or student, report him/her to a tournament official.

### **Timing**

Please be aware that not all events have the same time requirements. Please consult the rules for each event prior to beginning the round. Time carefully, especially in the events that require time signals—impromptu, extemp, debates. A timer may be provided; if not an observer may be appointed, or you will need to time and provide time signals. If a student goes over the time limit, note the violation on the ballot.

## Filling out the ballot

1. As the students speak, you should take notes. These will help you to make your decision at the conclusion of the round. (See Written Comments)
2. At the conclusion of the round you are to rank each competitor or indicate who won/lost the debate. You MAY NOT TIE any competitors, except for last place. Only one team can win the round, only one student may be ranked first, etc.
3. When you have completed your ballot, check to make sure that it is accurately filled out, and then return it immediately to the judges' room.
4. If you have any questions before or after the round, please do not ask the competitors for clarification of rules or violations. Ask the tournament official(s) for clarifications.

## Making written comments

1. Written comments are a vital part of the educational process. Students and coaches can use these comments to help improve their speeches for future competitions. These comments also help the students understand the ranking that you give them in the round, or why they won or lost a debate. Comments should be constructive in nature. Simply placing the word "good" on a comment form and then ranking the student last in the round will not help that student to improve.
2. While it is acceptable to criticize poor enunciation, one should keep in mind some impediments are beyond a student's control, such as a lisp or a non-English accent. These should not be a reason for a lower ranking unless it presents a significant barrier to understanding the speaker.
3. Students should be in appropriate tournament dress. If you feel a student is not professionally dressed that may affect your decision, especially if you feel the dress is distracting in any manner. However, please keep in mind that not all students have the same economic means to purchase expensive clothing. Neatness is more important than style. Any comments regarding dress or appearance should be clarified as suggestions and not placed as personal attacks.
4. Please do not make personal comments, either in writing or orally, such as "Great legs!" Only make comments that are directed to the student's speaking skills. Neither should you offer your personal coaching services.

## **"I'm hesitant to judge because I'm afraid I'll make the wrong decision. How do I make sure I'm making the right decision?"**

There are no right and wrong decisions! YOU ARE THE JUDGE—the debaters/contestants are responsible for PERSUADING YOU. If they don't persuade you, they lose! Several judges could watch the same round, and no two judges' rankings or reasons for their decisions would likely be the same. Speech and debate is a "human activity;" we are all persuaded or affected by different things. One of the jobs of the debaters/contestants is to adapt to their audience. As the judge, you are the primary audience. Students must adapt their performances to what they think will persuade or entertain you. You are the sole determiner of which speeches are effective, and which speeches are not effective. The only reason a tournament official might question your decision is if you have failed to provide a clear explanation for your decision(s) on the ballot(s) for the round. You should keep in mind that there are rules and standards for each event. At the tournament you will receive a copy of the rules and you will be given further specific instructions for each event. Following these rules—and making sure that student contestants follow them—will keep everyone on a level playing field, allowing you to make easier and more fair decisions. In general, you should try to encourage the competitors with your attitude and attentiveness. Many are participating in Speech and Debate not to win, but to have speaking experience, and so this should be an easy, friendly environment for them. **Once again, thank you for judging!**

### Examples of Judge's Comments

This is just a small sampling of comments that can be made on a speaker's ballot/comment form. Try to use both praise (positive) and constructive criticism (negative).

SPEECH ELEMENT	POSITIVE	CONSTRUCTIVE
Eye Contact	"excellent focus on the audience"	"eyes moved from walls to ceiling"
	"made me feel a part of your speech"	"looked around and over the audience"
Poise	"confident and polished presentation"	"fidgeting with hands"
	"your professionalism impressed me"	"avoid pacing back and forth"
Articulation	"excellent volume and speaking rate"	"some mumbling and slurring of words"
	"good variation of tone and vocal emphasis"	"needed to speak more slowly"
Quality of Material / Choice of Selection	"selection was well-suited for audience" (interp.)	"selection was too... for this audience" (interp.)
	"topic was interesting" (original)	"topic was too... for this event" (original)
Quality of Writing / Skill of Interpretation	"Fine character development" (interp.)	"gestures not true to character" (interp.)
	"great use of metaphor and analogy" (original)	"needed better support for main ideas" (original)

### Examples of Good and Bad Judge's Comments

from Lincoln/Douglas:

**Bad:** "I didn't think the affirmative understood her case very well. I had several problems with her philosophical analysis."

This is a bad comment because the judge is debating the debater. That is not the judge's job. The judge should work very hard to keep his/her personal beliefs and personal reactions from affecting the decision. What matters is whether the affirmative made a convincing case with adequate evidence and whether she was able to answer the refutations of the negative speaker.

**Good:** "The first reason I voted against the affirmative was that she did not answer two major negative attacks..."

This is a good comment because it not only identifies who won but it gives objective reasons why the judge voted the way she did, reasons that have nothing to do with the moral beliefs or politics of the judge.

from Duo Interp.

**Bad:** "You did a good job but Tennessee Williams plays always seem too depressing to me." [team was ranked fourth]

This is a bad comment because what the judge thinks of the literature should not be a factor unless it is a comment on the quality of the literature. Many plays can be depressing. It is not fair to the contestant to have their rank affected by your preexisting emotions and opinions.

**Good:** "You did a good job of separating your characters, but your faces and voices never captured the emotions that are in the words and scene." [team was ranked fourth]

This is a good comment because it gives a constructive compliment and the criticisms are factors within the control of the participants.

## GENERAL JUDGING GUIDELINES FOR INDIVIDUAL EVENTS

### **1. Picking up ballots and preparing to judge**

Pick up ballots early so that you have plenty of time to find your room, read the judging criteria, and begin the round promptly. Remember that you, not the students or contestants, are in charge for this round. Ask the Judges' Coordinator if you have questions, not the students in the room. Observers are always welcome, as long as they are polite, leaving or entering only between speakers.

### **2. Taking roll and "No Show" Contestants**

Begin by taking roll. If the first two or three contestants are present, begin! If a contestant does not show up, go on to the next speaker. As a general rule, wait for a "no show" speaker for ten (10) minutes after the round is over. Fill out "no show" as a rank. Also, list the time that you left the contest room on the ballot. As much as possible, keep the speaker order intact, but do not delay getting the round started promptly.

### **3. Filling out ballots**

Students speak in the order in which they are listed. The students have been assigned a code, so do not ask them what school they represent. Please do not reveal your decision to the speakers/debaters. Remember that the ranking (or decision) is your responsibility and you may not confer. Sign the ballot and return it promptly to the judges' room.

### **4. Conflicts**

If you know any of the competitors, or if you have judged the same student in the same event at this tournament, please return to the judges' room immediately.

### **5. Rules Violations**

Mark your ballot and tell the ballot collector if a violation occurs. Let the ballot collector know which students go beyond the maximum time restrictions for the event and how much. Specific violations for each event are noted on the ballot. Do not penalize the students by rank. The tournament Officials will access the penalty.

### **6. Ranking Contestants**

After listening to the speakers in the round, you need to rank each contestant. Determine who is first, second, third, fourth, fifth etc. Every contestant must have a different rank. A rank of 1 is for the best speaker. If you must correct your ballot, make your rankings clear!

### **7. Take notes!**

Take notes during every speech. This often improves the quality of your decision (or ranking) at the end of the round and the students appreciate and expect it to occur.

### **8. Written Comments**

As a judge, you should provide written comments for each contestant. Your ballot has specific suggestions for providing comments. Please review these suggestions before listening to the presentations. Comments should include at least one complement and one suggestion for improvement. Comment sheets are attached to the ballot and extras are available in the judges' room.

### **9. Timing**

Each contestant's speech must be timed. If a contestant's speech is overtime by more than 30 seconds (15 seconds in extemp), note the time overage on the ballot and note that a violation has occurred. (See Violations above) If you do not have a watch with a second hand, use the clock in the classroom or borrow one from a competitor or an observer.

### **10. Double Entered Contestants**

You may have a contestant who is double entered in another event. They may arrive late to your round or need to leave early for another event. Please work them in ASAP and allow them to leave after speaking.

### **11. Turning in your ballot**

Return your ballot(s) promptly. Return to the judges' room while you make your decision and finish your comments so that you can be assigned to the next round.

### **12. Impromptu Speaking**

If you are judging Impromptu, you will be given a copy of the topics for the round, cut into slips of paper, which are designated for each speaker. Give each speaker his/her slip of paper immediately before he/she speaks. Do not pass out the topics to all of the contestants at the same time. After drawing his/her respective topics, each speaker has two minutes to select a topic and prepare the speech. You must time this two-minute preparation period and let each

speaker know when two (2) minutes have elapsed. Likewise, you will need to provide each speaker with time signals during their five-minute speech.

**13. Extemporaneous Speaking**

If you are judging contestants in Extemporaneous Speaking, you will be provided with a copy of the topics for the round. Don't expect the students to be waiting for you when you arrive to judge. They are preparing in another room and will come to you one at a time. You will need to time each contestant's speech and provide him/her with time signals for their seven-minute speech.

## INDIVIDUAL EVENTS DESCRIPTIONS

### **I. Original Oratory**

The Speech is the original work of the contestant. Any appropriate subject may be used, but the contestant must be truthful. Non-factual references, especially personal experiences, should be identified as such. Some direct quotation is allowed, but visual aids are not allowed. NOTE: A solution is not required. The maximum speaking time is 10 minutes.

### **II. Expository**

This speech to inform should describe, clarify, illustrate, or define an object, idea, concept or process. A fabricated topic/speech may not be used. Audio and/or visual aids are allowed, but not required. No other person may be used as an aid. Items of dress necessary to the presentation may be put on and removed during the course of the presentation. The maximum speaking time is 10 minutes, including set up and removal.

### **III. Humorous Interpretation**

Selections must be chosen from published stories, plays, essays, or poems, which are humorous in nature, but not slapstick. Title and author must be included in the memorized introduction. Gestures and pantomime are acceptable, but should be used with restraint. Students may add appropriate introductory and transitional materials, but they may not change the author's intent. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. The maximum speaking time is 10 minutes, including the introduction.

### **IV. Thematic Interpretation**

The contestant is to present a program of literary works based upon a theme of his or her choice. Each program will contain three or more separate selections from different published works. Memorized introductory, explanatory and transitional material must include the author and title of each selection. The contestant must hold a manuscript, but reading is optional. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. The maximum speaking time is 10 minutes, including introduction.

### **V. Duo Interpretation**

Two contestants present a selection from published stories, plays, essays, or poems, Different pieces of literature may NOT be combined. The contestants, may not touch, and may not use props or costumes. Contestants must use off-stage focus and may not make eye contact during the interpretation. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. Maximum speaking time is 10 minutes.

### **VI. Impromptu**

The contestants will enter the room one at a time and draw a slip of paper from the judge. On the slip will be three topic choices. The contestant must choose one of the three. At the conclusion of the speech, the contestant MAY remain in the room to observe the other speakers. After drawing, the contestant has TWO minutes to think prior to speaking. The maximum time for the speech is five minutes. There is no minimum time.

#### General Guidelines

- Compare the speakers to each other and give each a rank of First, Second, Third, Fourth, and so.
- In general, coaches are expected to make sure that contestants are following the rules of the event they have entered. Evaluate a contestant's performance. Don't police the event.
- The specific rules of each event are on the back of the ballot. If you have a question, report to the judges' station. Please do not ask the students about the rules

## **VII. Extemporaneous Speaking**

Prior to coming to the round, contestants draw three topics, choose one and are given 30 minutes to prepare an appropriate speech on a topic of significant contemporary interest discussed in major national news magazines during the weeks prior to the tournament. Contestants have been permitted to use books, magazines, library aides, etc., but not to consult with other persons. Contestants **MUST** speak in their assigned order, as they arrive at the room. At the conclusion of the speech, the contestant **MAY** remain in the room to observe the other speakers. Students must speak on the topic they have drawn. The maximum speaking time is 7 minutes. There is no minimum time.

## **VIII. Dramatic Interpretation**

Selections may be chosen from published stories, plays, essays, or poems which are serious in nature. Title and author must be included in the introduction. Gestures, pantomime, and singing are acceptable, but should be used with restraint. Students may add appropriate introductory and transitional materials, but they may not change the author's intent. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. The maximum speaking time is 10 minutes, including introduction. There is no minimum limit.

## **IX. Original Advocacy**

The speech is the original work of the contestant. Any appropriate subject may be used, but the contestant must be truthful. Non-factual references, especially personal experiences, should be identified as such. Some direct quotation is allowed, but visual aids are not allowed. **NOTE:** All students in this event must present a specific legislative solution to the problem they address. The maximum speaking time is 10 minutes. There is no minimum limit.

## **X. Oratorical Interpretation**

The contestant chooses a published speech delivered originally by a real person. This is not meant to be an impersonation. The interpretation should recreate the meaning of the selection through the use of voice, gestures, eye contact, and facial expression. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. Maximum speaking time is 10 minutes. There is no minimum time limit.

## **XI. Original Prose and Poetry**

The prose-poetry presentations are the original composition(s) and ideas of the contestant. No props or costumes are permitted. Singing is permitted. The contestant may use up to 150 words quoted from other sources. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. Maximum speaking time is 10 minutes. There is no minimum time limit.

**REMEMBER:** Sign all ballots to make it official. Return ballots to the judges' room promptly.

## GENERAL JUDGING GUIDELINES FOR DEBATE

### 1. Picking up ballots and preparing to judge

Pick up ballots, find your room, read the judging criteria, and begin the round promptly. Remember that you, not the students or contestants, are in charge for this round. Ask the Judges' Coordinator if you have questions, not the students in the room.

### 2. "No Show" Contestants

If a contestant does not show up, send the timer to the tab room immediately. Do not delay getting the round started promptly.

### 3. Observers/ Double-flighted events

You may be asked to judge a double-flighted event (LD, Public Forum, and Parliamentary Debate). In such a situation you will be judging two debates during one round, one after the other. While the two speakers in the first debate are speaking, the speakers for the second debate are to remain outside the room. At the conclusion of the first debate, those debaters must leave the room. Your judging obligation is to listen to BOTH debates. The only individuals who may take notes during a debate are the debate teams debating the round and the judge.

### 4. Conflicts

Do not judge a debater whom you have already judged *in debate* at this tournament. Return to the judges' room with your ballot immediately. Additionally, you must not judge a student from the school that you are representing today.

### 5. The "judging preference" question

Students might ask you about your judging preferences or judging paradigm, before the round begins. Don't be confused or take offense. They are merely checking to see how much experience you have had so that they can adapt and better communicate their arguments. If you don't like a fast debate, this is the time to tell them.

### 6. Timing

If you do not have a watch with a second hand, most debaters have their own timers and are more than willing to time each other and allow you to "check their work".

### 7. Take notes!

Take notes during every debate. This improves the quality of your decision at the end of the round and the students appreciate and expect it to occur. If you need paper, talk to us at the judges' check-in.

### 8. Filling out ballots

The students have been assigned a code to hide their school affiliation and their name. Please do not ask them what school they represent. Please do not reveal your decision to the speakers/debaters. If you know any of the competitors, please return to the judges' room immediately. Remember that the decision is your responsibility and you may not confer. Sign the ballot and return it promptly to the judges' room.

### 9. Written Comments

As a judge, you must provide a written reason for your decision. Students work very hard preparing for tournaments and deserve written feedback regarding their presentations and your decision.

### 10. Debate Judges and Oral Critiques

No matter how wonderful you think they are, oral critiques take time. The comments do not get back to the coach, so they sabotage the process. If any student asks you for comments, please tell the student that oral comments are against the rules and that your comments will be written on the ballot. We expect compliance or please remove your name from judging debate.

#### **11. Making a Decision**

Do not confer with the timer or other judges before marking and returning your ballot. Do NOT request or accept evidence from debaters, except when the opposing debater in the round challenges the evidence as invalid.

#### **12. Turning in your ballot**

Return your ballot(s) promptly. We need them to tabulate and, often, to schedule upcoming rounds. Return to the judges' room while you make your decision and finish your comments so that you can be assigned to the next round.

## POLICY DEBATE JUDGING INSTRUCTIONS

### **WHAT IS POLICY DEBATE?**

Policy debate is two debaters attempting to support the resolution and two debaters attempting to argue against the resolution.

### **TOPIC**

Ex: (Changes every year)

Resolved: That the United States Federal Government should substantially increase its transportation infrastructure investment in the United States.

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

### **FORMAT**

Each debate team has an equal amount of time

First Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
First Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
Second Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
Second Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
First Negative Rebuttal.....	5 minutes
First Affirmative Rebuttal.....	5 minutes
Second Negative Rebuttal.....	5 minutes
Second Affirmative Rebuttal.....	5 minutes

Each TEAM is allowed 5 minutes of preparation time during the debate

### **SPECIFIC RULES**

No new arguments may be raised in the rebuttal speeches except in the first affirmative rebuttal, when responses to second negative arguments are permitted. However, debaters may present new evidence in support of their original position during the rebuttal speeches.

False or manufactured evidence is grounds for a loss being given to the offending team.

Each speaker must deliver a constructive and a rebuttal and give one cross-examination and receive one cross-examination.

### **JUDGING CRITERIA**

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues.

TOPICALITY: Does the affirmative plan reasonably adhere to the limitations of the topic?

SIGNIFICANCE: Is there a justification to change from the present system?

INHERENCY: Is there a clear barrier, which prevents the present system from solving the problems, presented by the affirmative?

SOLVENCY: Can the proposed plan solve the problems better than the present system?

DISADVANTAGES: Do the advantages of the affirmative proposal outweigh the disadvantages presented by the negative?

### **PLEASE NOTE\*\***

The Affirmative Team has the burden of offering and defending a specific plan for change. The Negative team has the burden of showing there is no need for a change, that the Affirmative Proposal would not work, or that the proposal would be disadvantageous. Judging should be based on effective presentation and defense of one teams' side of the resolution, taking into account direct clash of issues, organization, logic, analysis, evidence, sportsmanship, and persuasiveness.

Please return your ballot as soon as possible to the judges' room so that new parings can begin immediately.

### **ABSOLUTELY NO ORAL CRITIQUES**

No matter how wonderful you think they are, critiques take time. The comments do not get back to the coach, so they sabotage the process. If any student asks you for comments, please tell the student that oral comment are against the rules and that your comments will be written on the ballot. We expect your compliance or please remove yourself from judging debate today.

## LINCOLN-DOUGLAS JUDGING INSTRUCTIONS

### WHAT IS LINCOLN-DOUGLAS DEBATING?

Lincoln-Douglas debate is “one-on-one” argumentation in which the debaters attempt to convince the judge of the acceptability of their side of a proposition of value.

### DEBATING A PROPOSITION OF VALUE

Lincoln-Douglas debaters do not advocate establishing any new policy or advocate changes in existing policy. Instead, they present and defend a value.

### TOPIC

RESOLVED: EX: Targeted killing is a morally permissible foreign policy tool. (changes often)

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

### FORMAT

Each speaker in the debate has an equal amount of time to persuade the judges.

Affirmative Constructive.....	6 minutes
Cross-Examination by Negative.....	3 minutes
Negative Constructive.....	7 minutes
Cross-Examination by Affirmative.....	3 minutes
First Affirmative Rebuttal.....	4 minutes
Negative Rebuttal.....	6 minutes
Second Affirmative Rebuttal.....	3 minutes

Each speaker is allowed three minutes of preparation time during the debate

### DUTIES OF THE SPEAKERS

- A. The affirmative speaker, in the first affirmative speech, is required to present a position supporting the resolution.
- B. In the first affirmative rebuttal speech the speaker must address the negative argument.
- C. In the first negative speech the speaker may:
  1. offer a straight refutation of the affirmative position
  - OR
  2. offer a combination of both a negative position and refute the affirmative
- D. BOTH SPEAKERS BEAR THE BURDEN OF CLASH IN REBUTTAL SPEECHES: that is, each must speak to his/her opponent’s position in the debate.

### JUDGING CRITERIA

- A. Only debaters participating in the debate and judges shall be allowed to take written notes or “flow sheets” during the round.
- B. Debaters may not give the judge any written material.
- C. EVIDENCE: Value debating is more subjective (feelings) than policy debating which is more objective (factual). That does not mean the Lincoln-Douglas debater does not have to utilize evidence in presenting arguments. In Lincoln-Douglas debate, logic and persuasion are stressed. As in all debates, evidence (quoted material from a nationally published source) should be used in supporting arguments.
- D. Only those arguments and/or issues raised in constructive speeches may be discussed in rebuttals. New evidence and reasoning may be used in rebuttals to support those arguments and/or issues.
- E. Making a decision: Since neither side can absolutely prove a value position, the decision should go to the debater who best upholds his/her side of the resolution by offering effective analysis, evidence and reasoning, refutation, and delivery. NEVER SHOULD A DECISION BE MADE ON THE BASIS OF THE JUDGE’S PERSONAL CONVICTIONS REGARDING THE TOPIC. REMEMBER THAT THE DEBATERS HAVE NO CHOICE ABOUT WHICH SIDE OF THE RESOLUTION THEY MUST UPHOLD. THE BALLOT ASKS: “WHO DID THE BETTER JOB OF DEBATING?”
- F. The rules and ballots for LINCOLN-DOUGLAS DEBATE are NOT the same as those for policy debate. The specific rules for LINCOLN-DOUGLAS debate are on this sheet. You should read them carefully while you are waiting to receive your ballot. If you have questions, please ask them before you leave the judging room and/or when you return from the round. DO NOT QUESTION STUDENTS ABOUT THE RULES.

- G. RULES FOR HIGH SCHOOL LINCOLN-DOUGLAS DEBATE ARE OFTEN DIFFERENT FROM COLLEGE OR OTHER CONTESTS. JUDGE ACCORDING TO THE HIGH SCHOOL LINCOLN-DOUGLAS RULES.

**GENERAL PROCEDURES**

- A. You will be judging two Lincoln-Douglas debates during one round. While the two speakers in the first debate are speaking, the speakers for the second debate are to remain outside the room. When you are ready to begin the second, the speakers from the first debate should leave the room. YOUR JUDGING OBLIGATION IS TO LISTEN TO BOTH DEBATES.
- B. PLEASE give FULL AND UNDIVIDED attention to each speaker at all times.
- C. NO ORAL CRITIQUES. They take time. The comments do not get back to the coach. If any student asks you for comments, please tell the student that oral comments are against the rules.
- D. Judges should NOT confer before marking and returning their ballots.
- E. Judges are NOT allowed to request evidence from debaters, except when the opposing debater in the round challenges the evidence as invalid.

## PUBLIC FORUM DEBATE JUDGING INSTRUCTIONS

### **I. WHAT IS PUBLIC FORUM DEBATE?**

The intent of Public Forum Debate is to encourage an extemporaneous style of argumentation. This is not to suggest that evidence is not part of this debate, but a policy is not required. Two debaters will attempt to support the resolution and two debaters will attempt to argue against the resolution.

### **II. TOPIC**

RESOLVED: EX: **The United States should suspend all assistance to Pakistan. (changes monthly)**

### **III. FORMAT**

Length and order of speeches:

Team A Speaker 1 Constructive	4 minutes
Team B Speaker 1 Constructive	4 minutes
<i>Crossfire</i>	<i>3 minutes</i>
Team A Speaker 2 Constructive	4 minutes
Team B Speaker 2 Constructive	4 minutes
<i>Crossfire</i>	<i>3 minutes</i>
A1 Summation	2 minutes
B1 Summation	2 minutes
<i>Grand Crossfire</i>	<i>3 minutes</i>
A2 Last Shot	2 minute
B2 Last Shot	2 minute

Each TEAM is allowed a total of two minutes of total preparation time, never in preparation for cross-examination.

All rounds are locked sides. If a flip is necessary, the winner of the flip may choose either to be the first speaker or to defend a particular side of the debate (affirmative or negative).

- EVIDENCE:** The intent of Public Forum is to encourage an extemporaneous or impromptu style of argumentation. The use of “outside materials” is allowed within the following parameters:
  - Teams may consult published works or prepared notes.
  - Teams may confer with their partner.
  - Debaters make take notes and use notes during the debate.
- ORAL PROMPTING:** Oral prompting by the speaker’s colleague while the speaker has the floor in debate should be discouraged, and may be considered by the judge as a factor in deciding the debate.
- CONSTRUCTIVE SPEECHES/SUMMATIONS:**
  - All arguments a team intends to present during the debate may be presented in any constructive speech.
  - Summations are a team’s formal response to opponent arguments from constructive speeches or an extension of their own arguments.
  - No new arguments may be introduced in summations. However, new analysis supporting arguments are allowed in summations.
- CROSSFIRE:**
  - Cross-fire begins with the first question directed to the speaker who has just completed his/her speech.
  - Either speaker may pose questions during the crossfire period, but neither questioner should monopolize the cross-fire period.
  - The respondent may decline to answer.
  - During single cross-fire periods, oral prompting by a participant should be discouraged, and may be considered by the judge as a factor in deciding the debate. However, during the Grand Cross-fire period both members of a team may participate.
  - During cross-fire periods, debaters must demonstrate courtesy and respect in their questions, their answers and their demeanor.
- LAST SHOT:**
  - Each side presents the single argument considered essential to winning the debate.
- JUDGING CRITERIA**

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues:

**A. Argumentation – Did each team:**

  - ✓ Sufficiently address the topic in an organized and consistent manner?
  - ✓ Present logical, reasonable, and convincing arguments?
  - ✓ Clearly and effectively discuss, analyze and evaluate the arguments offered during the debate?
  - ✓ Respond directly to opposing arguments, interpretations, and/or analyses, with clear explanations of the weakness of opposing arguments?
  - ✓ Demonstrate an age-appropriate understanding of the social, political, and/or economic issues involved in the debate?

**B. Evidence – Statistics, facts and references to authority, and/or items of common or general knowledge.**

- ✓ Shows connections between particular events or issues and large social, economic, and/or political concerns, trends or developments.
- ✓ Supplies appropriate and sufficient evidence to support arguments, and applies that evidence clearly and logically.
- ✓ Explains and or analyzes the evidence offered during the debate.

**C. Presentation**

- ✓ Clear, organized, understandable
- ✓ Highest standards of language usage, style and vocabulary, avoiding slang, poor grammar and mispronunciations.
- ✓ Effective body language – poised with gestures, facial expression, and eye contact.
- ✓ Effective volume, diction, speed of delivery, understandable and persuasive.
- ✓ Respectful and courteous to opponents.

**\*PLEASE DO NOT IMPOSE YOUR PERSONAL OPINION IN THIS DECISION\***

## PARLIAMENTARY DEBATE JUDGING INSTRUCTIONS

### **WHAT IS PARLIAMENTARY DEBATE?**

Parliamentary debate is extemporaneous debating on topics that change with each debate. There are two speakers per team, and two teams in a debate. One team is called the proposition team. This team supports the motion for debate by making a specific case for the motion. The other team is called the opposition team. This team opposes the proposition team's case for the motion.

### **TOPIC**

Contestants debate a wide variety of topics drawn from current events, contemporary culture, domestic and international issues, politics and philosophy. The proposition team has the burden of making and defending a specific case for the motion for debate. The opposition team argues against that case by showing that it is wrong, dangerous, ill-informed, or some combination thereof.

### **FORMAT**

Each team has equal time, with no preparation time after the debate begins.

1st Proposition Constructive:	7 min.
1st Opposition Constructive:	7 min.
2nd Proposition Constructive:	7 min.
2nd Opposition Constructive:	7 min.
Opposition Rebuttal:	5 min.
Proposition Rebuttal:	5 min.

Points of Information can be offered only after the first minute and before the last minute of any speech.

### **SPECIFIC PROCEDURES/RULES**

#### **Preparation Time:**

A motion is presented to both teams twenty minutes prior to the start of the round. The teams have 20 minutes and may consult their partner, dictionaries, reference materials, digital files, and prepared notes during the preparation period. There is no preparation time once the debate commences.

At the end of twenty minutes of preparation time, the First Proposition begins.

A different topic is used for each round of debate.

#### **Evidence:**

The intent of Parliamentary Debate is to encourage an extemporaneous or impromptu style of argumentation. Reference to "outside materials" should be limited; instead, students should rely on general knowledge, common sense, and application of logic and analysis. Fabricated evidence and statistics are never allowed in a debate. The use of "outside materials" is allowed within the following parameters:

No prepared materials may be brought into the debate, after the speeches begin.

Debaters are not permitted to read published material in the speeches of the debate to support their argument claims.

Debaters may take and use notes during the debate.

Oral Prompting/Heckling: Oral prompting by the speaker's colleague while the speaker has the floor in debate should be discouraged, and may be considered by the judge as a factor in deciding the debate. Heckling is not allowed.

Proposition Speeches:

All arguments a team intends to present during the debate may be presented in either proposition speech.

Rebuttals are a team's formal response to opponent arguments from proposition speeches or an extension of their own arguments.

No new arguments may be introduced in rebuttals or summations. However, new analysis is allowed in rebuttals.

Points of Information: These are common practice in parliamentary debating and serve to make for interactive and challenging debates. A Point of Information is a request by one or more debaters on an opposing team to the speaker holding the floor to yield a portion of his/her speaking time for a brief statement or clarifying question. To make a point of information, a member of the opposing team rises and announces "Information" or "Point of Information". The speaker then has the discretion to accept or refuse the point. If the point is accepted, the opposing team member directs a statement or question to the speaker.

Points of Information must be concise statements or questions, lasting no more than fifteen seconds. The speaker accepts a single point; the opposing speaker is not permitted to make follow-up questions or arguments unless again recognized by the speaker holding the floor.

Points of Information can only be offered after the first minute and before the last minute of any speech. The judge or designated timekeeper announces that one minute of each speech has elapsed and that one-minute of each speech remains, so that the participants know when Points of Information may be presented.

### **JUDGING CRITERIA**

These are guidelines only, not rules; they should be used only when appropriate to the debate. These guidelines are based on the Standards of the California Frameworks for Social Studies/History and English/Language Arts. Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

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<p><u>Argumentation:</u>  Did each team sufficiently address the topic in an organized and consistent manner?  Did each team present logical, reasonable, and convincing arguments?  Did each team clearly and effectively discuss, analyze and evaluate the arguments offered during the debate?  Did each team respond directly to opposing arguments, interpretations, and/or analyses, with clear explanations of the weakness of opposing arguments?  Did each team apply clear evaluative criteria to the arguments, interpretations, and/or analyses offered during the debate?  Did each team demonstrate an understanding of the social, political, and/or economic issues involved in the debate?</p>	<p><u>Evidence:</u>  Evidence refers not only to statistics, facts, and references to authority, but also to items of common and general knowledge.  Did each team show connections between particular events or issues and large social, economic, and/or political trends and developments?  Did each team supply appropriate and sufficient evidence to support its arguments, and apply that evidence clearly and logically?  Did each team adequately explain and/or analyze the evidence offered during the debate?</p>
<p><u>Presentation:</u>  Did each debater communicate in a clear, organized, and understandable manner, presenting an easy listening path to follow?  Did each debater exemplify the highest standards of language usage, style and vocabulary, avoiding slang, poor grammar, and mispronunciations?  Did the speaker use effective body language (poised stage presence, appropriate gestures, facial expression, sufficient eye contact)?  Did the speaker use effective oral presentation skills (volume, diction, speed of delivery, understandable and persuasive delivery)?</p>	<p><u>Courtesy:</u>  Was each debater respectful and courteous to opponents and judges?</p>

## CONGRESSIONAL DEBATE JUDGING INSTRUCTIONS

Congressional Debate is a type of group discussion, making use of the debate techniques of argumentation, persuasion and cross-examination. Parliamentary Procedure is used to facilitate the debate, but must not become the focus of the event. Topics are sent to each participating school one month before the event, so students come prepared and may use notes, take notes and present evidence and/or briefs.

The sessions are. The same judges may judge the entire session. Seating may be re-arranged at the discretion of the tournament host. There may be three judges in each room. **They do not confer to make their selection of outstanding congresspersons.**

The students will be seated by means of a random seating chart. The judge will be given a copy of the seating chart prior to the first round. Students may use priority cards to gain recognition to speak. The judge does not run the congress or act as parliamentarian. Judges should be prepared to take notes. The sessions follow this general procedure:

1. Student "author speeches" are limited to **four minutes**. Each author speech is followed by **two minutes of cross-examination**. The author speech is counted as an affirmative speech. Student "congressional speeches" are limited to **three minutes**. Each speech is followed by **one minute of cross-examination**. The speakers are expected to answer the questions asked of them in cross-examination. A timer will be provided. A parliamentarian will be provided.
2. For each speech given by a congressman, the judge awards the speaker 1,2,3,4, or 5 points. **Five points is high**. Points should be awarded on this scale:
  - 5 points - **superior** speech
  - 4 points - **excellent** speech
  - 3 points - **good** speech
  - 2 points - **fair** speech
  - 1 point - **poor** speech
3. The criteria for awarding the above points should be:
  - **Organization**
  - **Reasoning**
  - **Evidence**
  - **Clash**
  - **Delivery**
  - **Fluency in asking and answering questions**
4. At the end of the sessions, the judge ranks the speakers 1-9. All of the other speakers tie for 10<sup>th</sup> place.
  - Rankings should be based on **quality, not quantity** of speeches. In other words, a congressperson with three excellent speeches would be ranked above a congressman with five fair speeches.
  - A congressperson is expected to **participate throughout all sessions**. A congressperson who speaks on only one resolution is probably not well prepared on all.
  - A congressperson should **further the debate**, rather than repeat someone else's arguments.
  - A congressperson should **challenge opposing arguments** with logical argumentation.
5. After the first round the students are reseated and the judges may be repanelled. The entire process is repeated, through the final round, also called the Super Congress.

**Note:** If you have any questions consult the Judges' Coordinator and/or the coach who asked you to judge today. Thank you for your time.