

JUDGING SPEECH AND DEBATE



MOBILE GUIDE

Thank You For Taking The Time To Judge



- Your feedback is incredibly valuable!
- Judge the performance – not the uncontrollable factors
- Take notes during performances – either on the Speechwire feedback pulldown or notepad to transfer later
- Write specific comments to praise and help the competitor and their coach to improve
- You may want to write saved feedback on a Google doc and paste into Speechwire feedback pulldown





Important General Information

- Google Chrome required for Speechwire software
- If you have a ballot, it should appear on your screen. It will have the names/codes of the competitors and the start button. Click START
- If you do not have a ballot, stay in the judge lounge until the tab releases standby judges. If your name is called as a replacement and you are not present, your school will be fined.
- Please be aware – all of us have implicit bias... a way that we see the world. Judges need to set this bias aside and listen to the speeches and debates with a fresh and open mind!



Speech Ballots



- Hit the start button to let tabroom staff know.
- Start round at the scheduled time.
- DO NOT wait until all students are present. Many are double-entered.
- If Extemp or Impromptu, they come in one at a time.
- Take notes during performances to provide detailed comments to the kids.
- Rank performers 1st, 2nd, 3rd, and so on... Write detailed comments!
- If the tournament is using speaker points, the range is 90-100. 100 = awesome, 90 = not so much...



Speech Ballot Ranking and Points

Electronic ballot

SFCFL 2 00 Rd. 1 Sect. B
Sat. Nov. 6 at 8:30 AM
Judge: Gissell Del Castillo

[Open NSDA Campus room](#)

Please carefully review the following statement on implicit bias from the National Speech and Debate Association.

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Please remember that the video quality of a student's performance or speech may be impacted by lighting, internet, access to equipment, and other family members' presence in the home. To ensure a more equitable experience for our participants, please be sure your decision-making process and comments are related only to the content and quality of the presentation or speech itself."

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Pos.	Competitor	Comments	Rank	Points
1	K12 [REDACTED]	Edit comments	4	94
2	F5 [REDACTED]	Edit comments	1	97
3	R6 [REDACTED]	Edit comments	3	95
4	T1 [REDACTED]	Edit comments	2	96
5	R16 [REDACTED]	Edit comments	5	90
6	Q9 [REDACTED]	Edit comments	6	90

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Click on comments to write detailed ballot

Give points on a scale of 90-100, Try to avoid ties, unless warranted.

Rank performers - no ties!



Speechwire Speech Judges

- Once you log in to live.speechwire.com, this screen will inform you if you have a ballot
- They will layer as the day goes on.
- Click on the link to start; after the round is over, rank your speakers and give points, and save/submit.

You can revisit your comments section later to add more comments.

SpeechWire online tournaments

These e-ballots have been assigned to you. Click one to start the round and submit your ballot.

Sat. Nov. 6 1:30 PM: SFCFL 2 EXT Rd. 4 Sect. C

Extemporaneous Speaking

Sat. Nov. 6 12:00 PM: SFCFL 2 EXT Rd. 3 Sect. A

Dramatic Performance = DI + HI

Sat. Nov. 6 10:00 AM: SFCFL 2 DP Rd. 2 Sect. A

Sat. Nov. 6 8:30 AM: SFCFL 2 OO Rd. 1 Sect. B

Your account

Log out

[Manage your account on SpeechWire.com](#)

*original
Oratory*

Rounds will appear here one at a time. If underlined, it is completed but you can still add comments -



Speech Ballot Writing Comments

Electronic comments

SFCFL 2 00 Rd. 1 Sect. B
Room , Sat. Nov. 6 at 8:30 AM

Speaker #1 -- K12 [REDACTED]

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Comments:

Great hook.
Causes --> Great pace!
2014 - Justin Bieber, good job with that example.
Stumbled a few times, but phenomenal job recovering.

BIG pause after 4:00 minutes.

2 Categories - good or bad.

For most of your speech you were very clear and super coherent.

Performance time (length): (in format 1:23, where 1 is minutes and 23 is seconds)



Speech Events



Limited Preparation Events

- Extemporaneous Speaking
- Impromptu

Rhetoric Events

- After Dinner Speaking (ADS)
- Informative Speaking
- Original Oratory

Interpretation Events

- Dramatic Interp
- Duo Interp
- Humorous Interp
- Program Oral Interp



Extemporaneous



Speaking What is it?

- 7 minute speech with 30 seconds grace (NO PENALTY)
You should time speech with stop watch on your phone – NOT the wall clock!! Ask the student how they would like you to give time signals.
- Should answer and analyze a question they received 30 minutes prior
- Speaking extemporaneously without notes or script
- They enter one speaker at a time. They may stay and watch after they are finished, but they do not have to.
- They should read the question to you before their speech and hand you the prompt (not hold in hand).



Extemporaneous Speaking



Speech should:

- Answer the question
- Have solid organization that is easy to follow
- Contain cited sources when needed for support

Speaker should:

- Communicate with the audience with eye contact, gestures, and vocal variety including pace, pitch, inflection, and energy
- Use a floor pattern to separate sections of the speech
- Demonstrate clear knowledge of the topic

Judge

- The judge should time the speech, take notes, and write feedback on the pulldown



Ballots For Extemporaneous Speaking

- Students work hard! They need specific feedback so they can improve

Identify what the student did well:

- "Great hook at the beginning of the speech!"
- "Thank you for explaining the background. It gave me a better understanding."
- "Super job previewing the organizational pattern; it was very helpful"
- "Nicely cited sources." "Great use of Tom Friedman to explain econ!"
- Great point on why this is important in the world today"
- Great vocal inflection. Your voice told me what was important!
- Nice use of transitions between each point.



Ballots For Extemporaneous Speaking

Identify what the student did not do well or that needs work:

- “You asked the question but didn’t really answer it in your analysis”
- “Can you explain or give an example in your second point?”
- “I am not following the logic of your argument. Needs to be better thought out.”
- “Do you need your hand gestures throughout? They are a little distracting. Be okay with leaving them at your side.”
- “Try to vary your tone (monotone). Try to entertain your audience.”
- “Vary your intensity, not everything has the same importance.”





Impromptu Speaking What is it?



- Students have 7 minutes to select, analyze, organize, and present a speech from start to finish.
- There is no perfect balance between prepping and speaking (2 minute prep/5 speak, 4/3, etc)
- Judge will be given Impromptu prompts to provide to students for their selection process.
- Student speaks extemporaneously without notes or script
- They enter one speaker at a time. They may stay and watch after they are finished, but they do not have to.
- They should read the prompt to you before their speech and hand you the prompt (not hold in hand).





Impromptu Speaking

Speech should:

- Address the prompt
- Have a solid organization that is easy to follow

Speaker should:

- Communicate with the audience with eye contact, gestures, and vocal variety including pace, pitch, inflection, and energy
- Use a floor pattern to separate sections of the speech
- Demonstrate clear knowledge of the topic

Judge

- The judge should time the speech, take notes, and write feedback on the pull-down
- See the section on Extemp Ballots for ideas of what to write on a ballot.



After Dinner

Speaking What is it?



- ADS is an informative and entertaining memorized speech of 8 minutes
- with a 30-second grace period (no penalty). The primary purpose is to entertain.
- The speech should have serious undertones with a thesis and demonstrate clear organization.
- No notes or script may be used.
- No visual Aids are allowed.
- Humor is very subjective. Please be open-minded, but if you find something overtly offensive or inappropriate, let them know in your comments... NOT by telling them they are BAD!
- Be sensitive to the fact that these are young people trying a NEW event!





Informative Speaking and Original Oratory



- Ten-minute speech with 30-second grace (no penalty!!)
- OO should persuade the audience of something that is important to the speaker. Sometimes, it is an issue or problem regarding the world or society. But the topic is totally up to the performer.
- **Info** should inform the audience of something that is important to the speaker. The topic can be anything! It is the presenter's job to make the topic interesting and fascinating to the audience. The presenter may (or may not) use non-electronic visual aids to clarify, illustrate, and/or show the audience various aspects of the topic. Props are also allowed.



ADS, Informative Speaking, and Original Oratory

Speech should:

- Be organized and easy to follow
- Be relatable to the audience
- Reference sources when needed for support (not rigidly cited)

Speaker should:

- Communicate with the audience with eye contact, gestures, and vocal variety including pace, pitch, inflection, and energy
- Use a floor pattern to separate sections of the speech
- Demonstrate clear knowledge of the topic

Judge

- The judge should time the speech, take notes, and write feedback on the pulldown





Ballots for ADS, Info and OO



Identify what the student did well:

- "I love the opening energy you bring to your topic!"
- "This is fascinating! Thank you for voicing your concerns so persuasively!"
- "Super job previewing the organizational pattern; it was very helpful."
- "Great use of experts who support your thesis."
- "Great point on why I should care!"
- "Your solutions were clear and well thought out."
- "Wonderful job tying back to your introduction at the end! Nice!"





Ballots for ADS, Info and OO



Identify what the student did not do well or needs work:

- “I’m a little confused. You are at the two-minute point, and I am not sure of your topic. Can you present the thesis earlier?”
- “Instead of connecting everything to suicide or crisis, are there different levels of consequences of the problem?”
- “Can you explain why people act that way? Is the problem psychological or physical?”
- “Hand gestures are important, but you seemed to get stuck just hanging up there like claws! Can you relax your hands? Keep them at your sides?”
- Varying for tone and inflection would help polish the presentation.”



Interpretation of Literature Events

The purpose is to transport the audience into the world of the literature and reveal a greater truth! Entertainment with an artistic argument! Memorized with movement.

- Dramatic Interp (DI)
- Humorous Interp (HI)
- Duo Interp (DUO)
- Program of Oral Interp (POI)
- 10 Minute performances with 30-second grace (no penalty)



Interpretation of Literature Events

Performance should: :

- Follow a clear storyline. The story arc builds to a climax.
- Be relatable to the audience.
- Have emotional appeal – good DI includes humor, and good HI includes serious messages!

Performer(s) should:

- Use the tools of vocal variety (pitch, pace, etc), accents, sound effects, character voices, and silence for effect
- Use physicality and movement to maximize the message
- Connect with the audience to transport them to the world of the literature



Interpretation of Literature Events

- Program of Oral Interp (POI) – the performer uses a binder/script. It can be used as a prop. Movement and use of space are a plus.
- POI – presents a variety of different types of literature – plays, poetry, song lyrics, film scripts, government documents... published work.



Ballots For Interp



Identify what the performer did well:

- "I love the opening moment! When you slowly turn to face us... wow!"
- "Nice use of pantomime to establish your character is in the kitchen."
- "Loved the quotation at the beginning of your introduction."
- "This is a really important issue. Thank you for bringing it to our attention."
- "Wow, great job keeping characters separate and easy to follow!"
- "Use of sound effects was really cool! How do you do that?"
- "Thank you for not screaming. Sometimes less is more."



Ballots For Interp



Identify what the performer did not do well or that needs work:

- "I'm uncertain of the opening pantomime. What is your character doing?"
- "You have a lot of characters. How might you make that more clear? Posture? Face? Gestures? "
- "Your accent tends to fade in and out. Work on consistency."
- "Nice moment at the climax, but you rushed right out of it. A moment of quiet might help the audience to feel the moment."
- "The story was confusing to me. I'm not sure how scenes connected."



What NOT to write on ANY ballot!

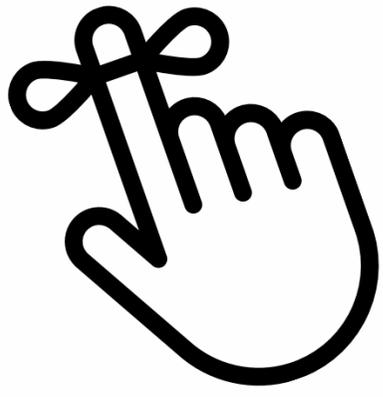
Students work hard!

- They do not need criticism on things that may be out of their control

Avoid the following:

- "You need to wear a suit!"
- Your voice is too shrill.
- "Your skirt is too tight" or "You should wear make-up"
- "I disagree. I work in banking and I know that is not true"
- "That is ridiculous. No one believes that" "That is stupid."
- "You're obviously cheating." (If you feel there has been a rule infraction, bring it to the tab room immediately! Say nothing to students or others.)





Important Reminders

DON'T FORGET

- Judge is the official timekeeper. Please record speech times on their comments.
- After you have ranked and given points, be sure to hit the submit and/or save button.
- Double-entered students should identify that they are double-entered. Move the DE kids earlier in speaker order and allow them to leave or admit late. Don't wait to start round! DE WR (will return) students are performing elsewhere.
- If you think there is a rule infraction, rank the round as if there were NO infractions. Then, come to the tabroom and let them know what you observed.



Before Submitting Speech Ballots

- Rankings: No ties
- Speaker points (rates): 90 – 100. 100= AWESOME! 90=Need considerable improvement.
- Avoid ties in speaker points if possible. But for sure, a weaker rank should no have higher speaker points than a stronger rank.
- You may go below 90 if the performance was offensive or extremely rude in some way. Be sure to justify your scores by explaining in your comments.
- You need to submit ballot with ranks and points ASAP, but we encourage you to continue writing detailed comments through the weekend!



Debate Events



Congression Debate

Lincoln Douglas Debate

Public Forum Debate

World Schools Debate

Policy Debate

Big Questions Debate



Congressional Debate



- Role Play Debate – competitors are playing the role of legislators in Washington D.C. Congress
- Speeches are 3 minutes long (presiding officer times all speeches and questioning periods)
- Analysis should be well researched, and sources provided
- Competitors will elect a presiding officer at the beginning of each session
- Speeches should be organized, with clear introductions, arguments, and clear positions on legislation. Speeches should not merely
- re-hash or repeat other arguments but should move the debate forward.



Speechwire

You have a SC Ballot

- Hit Start the Round. Then Open the classroom.

Electronic ballot

SFCFL 2 N-SC Rd. 2 Sect. A

Sat. Nov. 6 at 11:00 AM

Judge: Suzanne Wolfson

[Open NSDA Campus room](#)

Speaking order:

- 1: T26
- 2: T20
- 3: T40
- 4: J10
- 5: T31
- 6: J6
- 7: U2
- 8: J11
- 9: U6
- 10: J9
- 11: Q18
- 12: T22
- 13: T24
- 14: T33
- 15: T25
- 16: T28

← Open the online classroom!

[Click here to start the round](#)

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Please click the link above when the round begins so that the management of this tournament knows that you have started the round.

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Congressional Debate



- Kids work hard! They need comments that will encourage them to do their best and to improve! Write comments for each speech.
- Give specific examples: Great introduction; the power of your voice was perfect.
- Good attention-getter, but you forgot to tell us your thesis. What is the point of this speech?
- You did a great job with research, but a speech might do more than just list statistics... what do the statistics mean?
- Good job identifying the weaknesses in other speakers' arguments.



Congressional Debate Scoring

Judge Duties:

- The judge listens and takes notes on the debate, scoring each speech that is presented.
- The judge scores each speech. Please use a range of 3 –6 points. 3 = poor; 6=great! The judge also scores the presiding officer (per hour) for their job in keeping the debate running efficiently and effectively.
- The judge will write comments for each speech and for the presiding officer.
- After the entire session is over (should be around 2 hours, rank the competitor's 1st place, 2nd place, and so on. DO include the presiding officer in your rankings if they did a great job!



Submit Your Congress Ballots

- Each speech should have a score.
- 6 = Awesome!
- 3 = Needs improvement...
- Students are ranked 1-8
- Please include your Presiding Officer (PO) in your ranking choices.
- Submit Ballot

SUCCESS!
Congress speech comments saved.

FCFL 2 N-SC Rd. 2 Sect. A
at. Nov. 6 at 11:00 AM
Judge: [REDACTED]

[Open NSDA Campus room](#)

When a student begins a speech, click 'Add a speech' on their row to create a speech, score it, and make comments about it.

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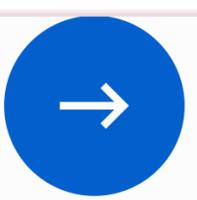
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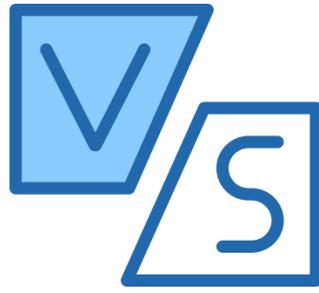
Competitor	Speeches	Add a speech	Rank
T26 [REDACTED]	Speech 1: 5	Add a speech	6
T20 [REDACTED]	Speech 1: 6	Add a speech	1
T40 [REDACTED]	Speech 1: 4	Add a speech	9
J10 [REDACTED]	Speech 1: 4	Add a speech	9
T31 [REDACTED]	Speech 1: 6	Add a speech	2
16 [REDACTED]	Speech 1: 6	Add a speech	4
U2 [REDACTED]		Add a speech	9
J11 [REDACTED]	Speech 1: 6	Add a speech	5
U6 [REDACTED]	Speech 1: 4	Add a speech	9
J9 [REDACTED]	Speech 1: 5	Add a speech	9
Q18 [REDACTED]		Add a speech	9
T22 [REDACTED]	Speech 1: 6	Add a speech	9
T24 [REDACTED]	Speech 1: 6	Add a speech	3
T33 [REDACTED]	Speech 1: 5	Add a speech	8
T25 [REDACTED]	Speech 1: 5	Add a speech	7
T28 [REDACTED]		Add a speech	9

Rank 1-8 - 1st place
2nd place etc.

Speechpoints
6 - Awesome
3 - Needs Improvement



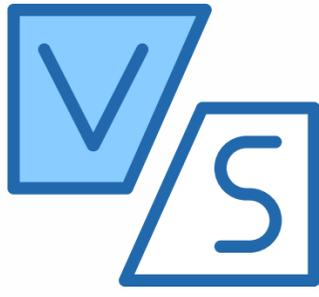
Lincoln Douglas Debate



- One-on-one debate, debating a resolution provided by the national office.
- Affirmative speaker goes first and presents a 6-minute speech establishing why the resolution is a true statement.
- Negative speaker questions for 3 minutes and then presents a 7-minute speech attacking the affirmative and presenting a negative position.
- Affirmative speaker questions the negative speaker for 3 minutes.
- Aff then presents a 4-minute rebuttal.
- Neg presents a 6-minute rejoinder.
- Aff presents a 3-minute final rebuttal
- Each side has 4 minutes of preparation time.



Lincoln Douglas Debate



Judge Duties:

- The judge listens and takes notes during the debate
- Each debater is scored by the judge at the end of the debate, and the judge chooses a winner based on the debater who did the best job arguing their position.
- The judge should write a thorough explanation of the reason for their decision.
- The judge will write comments for the debater so that the debater can improve for the future.
- Speaker points should be determined using a scale of 27–30. Decimals are
- permitted. 30 = awesome, 27 = not so much. You may go below if a speaker was extremely rude or inappropriate.



Public Forum Debate

- Two on Two debate debating a resolution provided by the national office.
- 1st speaker goes first and presents a 4-minute speech establishing arguments for their side of the resolution.
- 1st speaker, on the other side, presents a 4-minute speech establishing arguments for their side of the resolution.
- The two 1st speakers question each other back and forth for 3 minutes.
- The next two speakers (rebuttalists) refute the other side's arguments 4 minutes each, followed by 3 minute crossfire.
- Next, each 1st speaker provides a summary of the debate – 3 minutes.
- Grand Cross Fire with all participants questioning, responding and persuading.
- The two rebuttalists each have a 2-minute final focus to persuade the judge as to what is the most important thing to weigh in the debate.
- Each side has 3 minutes of preparation time.



Public Forum Debate

Judge Duties:

- Judge listens and takes notes during the debate (camera on, mic off)
- Each team is scored by the judge at the end of the debate, and a winner is chosen by the judge based on the team that did the best job arguing their position.
- The judge should write a thorough explanation of the reason for their decision.
- The judge will write comments for the teams so that the teams can improve for the future.
- Speaker points should be determined using a scale of 27–30. Decimals are
- permitted. 30 = awesome, 27 = not so much. You may go below if a speaker was extremely rude or inappropriate.



Before Submitting Debate Ballots



- There can be only one winner.
- Speaker points (rates): 30 – 27.
30=WOW! 27 = There is a lot of room for improvement. You may use decimal points to identify increments of goodness :-).
- You may go below 27 if the team was offensive or extremely rude in some way. Be sure to justify your scores by explaining in your comments.
- You need to submit a ballot with points ASAP, but we encourage you to continue writing detailed comments through the weekend!
- If you think there has been a rule violation, DO NOT talk to the students or others. Bring it to the tabroom after the round is over.



Debate Ballot Comments and RFD (reason for decision)

Ballot Comments and RFD (reason for decision)

Judge: F3 XXXXX

School X ABCD (Aff/Pro) vs. School Y EFGH (Neg/Con) // ABCD Points: 27 // EFGH Points: 28 // Winning debater(s): School Y EFGH

Comments for ABCD

Great work both of you, just a few pointers.

weighing arguments usually means comparing impacts side by side and then explaining to the judge why yours matter more.

The United States doesn't exist entirely on its own in the world, the things it does have global consequences, and the same is true of any other country. Thus, it is strategic and expected to consider impacts on people in places outside of the United States, such as Afghanistan.

Make sure you explain HOW you get to your impact of stopping cyber crime. Show the judge how imposing regulations gets us into a world with less fraud.

Comments for EFGH

Great work! Just a few pointers. Make sure you explain WHY regulations are relevant in your first contention. As it is now, you only discuss migrant remittances and don't clearly connect it to the resolution.

(BTW the US dollar is not on the gold standard.) Reason for Decision

I vote neg on remittances.



World Schools Debate

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



World Schools Debate

- The motions debated in the world schools debate are either motions or propositions of value or policy.
- A proposition of value will ask debaters to qualify if the topic of the motion is; good or bad, or has done more harm than good, or is better than some other alternative.
- A policy motion will ask the debaters to create an actual policy that will improve or solve a certain economic, political, or social situation given in the motion to be debated.
- The Proposition team will bring forth a reasonable policy that will solve the problem that is given or being discussed in the motion.
- The Opposition team can choose to engage with the efficacy of the Proposition team's "model" or "mechanism" that they've given to solve the problem, or the Opposition team can offer a solution of their own which they will argue actually solves the problem(s) better than the Proposition team's mechanism or model.



World Schools Debate Cheat Sheet

World Schools Debate (WSD)	Judging Criteria	Time Limits																											
<p>Evaluating the Round...</p> <p>Motions for Worlds Schools Debate are based upon the legislative model. Every motion then begins with the words, "This House". The debaters are acting as a legislative chamber and debating about what the government would or should do. Motions are debated in a general sense, and are not about extreme or isolated examples. Additionally, the debaters ought to imagine that the house is a worldwide governing body that governs all or most of the countries worldwide. Another way of looking at it is that the house represents what each country's government and/or people would or should do.</p> <p>The motions debated in the world schools debate are either motions or propositions of value or policy. A proposition of value will ask debaters to qualify if the topic of the motion is; good or bad, or has done more harm than good, or is better than some other alternative. A policy motion will ask the debaters to create an actual policy that will improve or solve a certain economic, political or social situation given in the motion to be debated. The Proposition team will bring forth a reasonable policy that will solve the problem that is given or being discussed in the motion. The Opposition team can choose to engage with the efficacy of the Proposition team's "model" or "mechanism" that they've given to solve the problem or the Opposition team can offer a solution of their own which they will argue actually solves the problem(s) better than the Proposition team's mechanism or model.</p> <p>Finally, the Proposition and Opposition teams should engage with the debate on a principled level and a pragmatic level. The pragmatic level deals with how if we propose or oppose the motion what practical implications will that have in the real world. This is where the use of real world examples plays heavily into the debate. However, in addition to that, the debaters should challenge the assumptions and values of the policies and scenarios that are being discussed in the motion on a principled level.</p>	<ul style="list-style-type: none"> The judge will indicate on the ballot which team won the round and assign speaker points. The first three speeches are scored on a scale of 60-80 with the reply speech being scored on a 30-40 point scale. The total number of points for each team is then tallied, and the winning team must have more points than the losing team. Ties and low point wins are not permitted. Style: 40% of the total score. Speakers should communicate clearly using effective rate, pitch, tone, hand gestures, facial expressions, etc. The use of notes should not be penalized unless it hinders delivery; however, speakers should not read their speeches. Notes are to be used only for reference. Content: 40% of the total score. This portion of the score should focus on the argumentation used by the speaker, divorced from the style. Weak arguments should be marked accordingly, even if the other team does not expose a weak argument. Judges should not be influenced by their own personal beliefs or specialized knowledge when making this decision. Strategy: 20% of the total score. Strategy consists of whether or not the speaker understands the importance of the issues in the debate and the structure/timing of the speech. Debaters should identify the most substantive issues and allocate their time to covering issues based on the relative importance. Strategy may also consider answers to points of information and choosing when/how to address them. Strategy is not content: a speaker who answers the critical issues with weak responses should get poor marks for content but good marks for strategy. 	<p>*Impromptu motions get 1hr. for prep. time before the round.</p> <table border="1"> <thead> <tr> <th>Speech</th> <th>Time</th> <th>Responsibility of Debater</th> </tr> </thead> <tbody> <tr> <td>1st Proposition</td> <td>8 min</td> <td>Introduce motion, define key terms, set burdens, establish mechanism or model if needed, offer substantive arguments</td> </tr> <tr> <td>1st Opposition</td> <td>8 min</td> <td>Deal with proposed framework by proposition, clash with proposition arguments, offer own substantive arguments</td> </tr> <tr> <td>2nd Proposition</td> <td>8 min</td> <td>Clash, offer new substantive arguments, defend 1st speaker's points</td> </tr> <tr> <td>2nd Opposition</td> <td>8 min</td> <td>Clash, offer new substantive arguments, defend 1st speaker's points</td> </tr> <tr> <td>3rd Proposition</td> <td>8 min</td> <td>Clash and Summarize Key Issues</td> </tr> <tr> <td>3rd Opposition</td> <td>8 min</td> <td>Clash and Summarize Key Issues</td> </tr> <tr> <td>Opposition Reply</td> <td>4 min</td> <td>Crystallize the round</td> </tr> <tr> <td>Proposition Reply</td> <td>4 min</td> <td>Crystallize the round</td> </tr> </tbody> </table>	Speech	Time	Responsibility of Debater	1st Proposition	8 min	Introduce motion, define key terms, set burdens, establish mechanism or model if needed, offer substantive arguments	1st Opposition	8 min	Deal with proposed framework by proposition, clash with proposition arguments, offer own substantive arguments	2nd Proposition	8 min	Clash, offer new substantive arguments, defend 1st speaker's points	2nd Opposition	8 min	Clash, offer new substantive arguments, defend 1st speaker's points	3rd Proposition	8 min	Clash and Summarize Key Issues	3rd Opposition	8 min	Clash and Summarize Key Issues	Opposition Reply	4 min	Crystallize the round	Proposition Reply	4 min	Crystallize the round
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Policy Debate



- Policy Debate is a two-on-two debate where an affirmative team proposes a plan, and the negative team argues why that plan should not be adopted.
- The topic for Policy Debate changes annually, so debaters throughout the course of the year will debate the same topic.
- One member of each team will perform the 'first' speeches, the other the 'second' speeches.
- So the person who reads the 1AC will also perform the 1AR, for example.
- Note that the debate begins with the affirmative speaking first, and then switches midway through the debate where the negative speaks first, thus giving the affirmative the ability to speak last.



Policy Debate

Time Limits

Speech	Abbreviation	Time Limit
1st Affirmative Constructive	1AC	8 minutes
Negative Cross-Examination of Affirmative		3 minutes
1st Negative Constructive	1NC	8 minutes
Affirmative Cross-Examination of Negative		3 minutes
2nd Affirmative Constructive	2AC	8 minutes
Negative Cross-Examination of Affirmative		3 minutes
2nd Negative Constructive	2NC	8 minutes
Affirmative Cross-Examination of Negative		3 minutes
1st Negative Rebuttal	1NR	5 minutes
1st Affirmative Rebuttal	1AR	5 minutes
2nd Negative Rebuttal	2NR	5 minutes
2nd Affirmative Rebuttal	2AR	5 minutes
Prep Time (each team)		8 minutes



Big Questions Debate



- Big Questions Debate is a debate format that allows students to debate with a partner or as an individual.
- Debates may be one-on-one, two-on-two, or two-on-one. Topics last all year and concern the intersection of science, philosophy, and religion.
- Students are assigned a side of the topic before each round and present cases, engage in rebuttal and refutation and participate in a question period.
- Each team is entitled to three minutes of prep time during the round.



Big Questions Debate

Time Limits

Speech	Time Limit	Purpose
Affirmative Constructive	5 minutes	Present case
Negative Constructive	5 minutes	Present case
Question Segment	3 minutes	Alternate asking and answering questions
Affirmative Rebuttal	4 minutes	Refute the opposing side's arguments
Negative Rebuttal	4 minutes	Refute the opposing side's arguments
Question Segment	3 minutes	Alternate asking and answering questions
Affirmative Consolidation	3 minutes	Begin crystallizing the main issues in the round
Negative Consolidation	3 minutes	Begin crystallizing the main issues in the round
Affirmative Rationale	3 minutes	Explain reasons that you win the round
Negative Rationale	3 minutes	Explain reasons that you win the round



Final Reminders for Debate Judges



- Do take notes.
- All of us have various thoughts and ideas about the topics. Please do not allow your personal opinions to get in the way of the debate. Students should be debating each other, not the judge's bias.
- Do not penalize kids for things that they have no control over.
- Comments should be about arguments, analysis, refutation, weighing, skills in persuasion, confidence, etc.
- Comments should NOT be about appearance, pitch level of voice, shoes, hair, etc.



