

Dear Judges:

Thank you for helping to make attending tournaments possible. Without the necessary judges, we would not have the opportunity to attend debate tournaments and students would not realize the full benefit of the program.

We are confident you will be an excellent judge today. Enclosed are instructions for each event, including times and information on each event. Also included is a sampling of helpful comments – and comments we prefer you do not include.

For the most part, the students you will watch at tournaments have worked very hard in researching and writing their cases and preparing to do their individual speaking events. Many of them may be new; all are young teens, invested in providing the best argument for the topic given. Be kind on your ballots and give helpful critiques on what they are doing right and how they can improve. Calling students names on ballots and being overly critical without any encouragement is something the debaters will remember forever. **You are more than just a judge, you are a mentor.**

The most important thing we can ask of you is to please fill out your ballot carefully. Your comments will assist both the coaches and students in making improvements and learning; also, to be an attentive, courteous listener for all speakers. You may not always agree with the topic they are defending, they may not either, but the judge's job is to evaluate whether or not evidence was provided to uphold the position presented, arguments upheld or refuted by the opposition, and decorum maintained. Please fill in any comments on the ballot. Coaches need input from you on how to help their debaters, the only way for that to happen is if you write it on their ballots. Oral critiques will back up the entire tournament.

Remember to make decisions and fill out ballots according to who won or lost the round, and not based on how your decision will affect the school you are employed or volunteering for. At the end of the tournament, we want the best to win and appreciate your help in keeping judging ethical and fair.

If you have any questions, please don't hesitate to ask. Again, thank you for being here and thank you again for helping to provide these students with this amazing opportunity.

## Guidelines for Judges

- **Schedule:** Please follow the schedule to the best of your ability.
- **Ballots:** Fill out each ballot completely. This can get tedious when judging Congress and IE's, but it's essential that you are thorough. Take special care to RANK and RATE all IE and Congress competitors, and make sure that debaters are matched with their code and the side of the debate they are arguing.
- **Ranking:** If you are judging an IE round, you will rank each student you watch from 1- however many people are in the round. Only one student should be ranked 1, only one student should be ranked 2, and so on until you get through all the students in the round. There should be no duplicate numbers.
- **Rating:** if you are judging an IE or Congress round, you will also need to rate each student you watch. The possible ratings will be Superior, Excellent, Good, and Fair which you can indicate with the letters S, E, G, and F. As you watch each performance, take notes on the ballot and use the chart on the ballot to keep track of the quality of the performance. When all students have finished, use your notes and chart to rate the students appropriately. Unlike the ranking system described above, it will be possible to have duplicate ratings. Thus you might watch two "Superior" performances, but you will need to indicate which was better by ranking one above the other. The best performance will earn a score of 1S which stands for "first place-superior." The next best performance might also be superior, so they would earn a score of 2S which stands for "second place-superior".
- **Speaker points:** If you are judging a debate round, you will need to award speaker points to each participant. These points should gauge not just diction, voice and body language, and articulation, but more so the debater's ability to control the round, argue persuasively, and treat his/her opponent and judge respectfully. The student or team with the higher speaker points should almost always win the round. Although the ballot makes it possible to award between 0 and 30 speaker points, please don't award anything below 20 points for any debater, and only then if they were rude, disrespectful, or inarticulate. As a general guideline, try to award between 25 and 30 speaker points. If for whatever reason you award fewer speaker points to the winning debater or team, please write LOW-POINT WIN next to your signature before you turn in your ballot.
- **Bias:** Although we all enter a round with biases and preconceived notions, we ask that you try to enter a round as a figurative blank slate. Don't vote against a speaker because they deliver a speech that you disagree with, and don't make arguments or rebuttals for debaters that they didn't make for themselves. This is sometimes difficult to do, especially when debaters make seemingly ridiculous arguments such as the extinction of llamas leading to global warming or nuclear war. Try your best to stay unbiased.
- **Timing:** Some students will want to time themselves, others will ask you to keep time and give time signals. Please accommodate however you see fit.
- **Disclosure:** We encourage you to disclose (reveal who you voted for) at this tournament if you feel comfortable doing so.
- **Rules:** The rules in debate are up for debate. Generally speaking, debaters will hold each other accountable for following rules or guidelines in their rounds. If you feel inclined to vote on a rule violation, vote for whichever argument is more convincing. If you witness any blatant cheating,

lying, plagiarism, collusion, or any questionable or unethical behavior, please notify the tab room immediately, even during a round if needs be.

- **Room usage:** As the only adult in the room during rounds, please ensure that students are respectful to the facilities. If students bring food or drink into rounds, ask them to remove or discard it. After the fourth round, ask students to arrange desks in order and leave the room clean.
- **Laptops:** Laptops are allowed in all events at this tournament, but access to the internet is prohibited during competition!

## Description of Events

- **Impromptu:** The judge will give each student a slip of paper with three words, phrases, sentences, song lyrics, pictures, etc. written on it. The student will have seven minutes to prepare and present a speech. It is generally encouraged to prepare the speech for two minutes and deliver the speech for five minutes.
- **National/Foreign Extemp:** Competitors will receive three questions about current events and deliver a seven minute speech about one of them. They will use articles and evidence which they have gathered, prepared, and become familiar with prior to attending the tournament to supplement their speech. You should expect a well informed, entertaining, and informative speech.
- **Oratory:** Competitors will deliver a ten minute speech about anything they'd like. Speeches should be well prepared delivered from memory.
- **Interp:** Short for interpretation. There are three different interp events: Dramatic Interp or **D.I.**, Humorous Interp or **H.I.**, and Duo Interp or **Duo** which is done in pairs. Students will interpret a piece of published work by presenting it to you in a style of their choosing.
- **Policy:** Two teams compete against each other to argue about different policy options which would either support or oppose the given resolution. The two teams won't necessarily prove the resolution true or false, rather they will present a plan that affirms or upholds the resolution. These debates are generally long and almost always progressive in style.
- **LD:** Stands for Lincoln-Douglas debate, named after the great moral/ethical/philosophical debates between Abraham Lincoln and Stephen Douglas. This debate will be between two debaters. You will find both traditional and progressive debaters in this event.
- **Public Forum:** Created with the layperson in mind, Public Forum debate, like policy, is also a two vs. two debate, but takes much less time to finish a round. Less emphasis is placed on reading evidence in this debate, and more emphasis is placed on public discourse.
- **Congress:** A mock congress session. Students will gather in groups of about 25 students and argue in support of or against certain bills which they have prepared themselves. Students should be evaluated according to their participation and argumentation.

## Glossary of Debate Terms

- **IE** – Individual events. These are speech and performance events. Specifically: Impromptu, Oratory, National/Foreign Extemp, Dramatic/Humorous/Duo Interps. See the “Description of Events” page for more information about these events.
- **Aff** – Affirmative or the “pro” side of the debate. The student arguing the Aff side will try to convince you that the resolution is true.
- **Neg** – Negative or the “con” side of the debate. The student arguing the Neg side will try to convince you that the resolution is false.
- **Time Signals** – An indication of how much time a competitor has to perform. If a student asks you to give them time signals, they want you to hold up your fingers to indicate how much time they have left to perform or present their arguments. One finger held like a hook can indicate thirty seconds.
- **Paradigm** – If a student asks for your judging paradigm, they want to know how much experience you have judging and how you will make your final decision.
- **Speed** – If a student asks if you are okay with speed, they’d like to know if you can understand them if they spew or spread (see below).
- **Spewing/Spreading** – Reading evidence/arguments really fast.
- **Cross-Ex** – Cross examination. This is the portion of the debate when one debater will ask his or her opponent specific questions.
- **Progressive** – A style of debate that is delivered quickly, often unintelligibly to the untrained ear, and is heavy with jargon which allows debaters to make commonly structured arguments quickly and make more arguments. If you have to read this definition, you probably wouldn’t be comfortable judging a progressive style of debate. Progressive debate is primarily found in Policy and LD debate.
- **Traditional** – A style of debate geared more toward the layperson. If you have little experience as a judge, you would probably feel more comfortable watching a traditional style of debate.
- **Prep Time** – Time allotted during debate rounds to prepare arguments. The amount of prep time will vary according to which event you are judging. See your ballot for the appropriate time.
- **Disclosure** – If a student asks for a disclosure or if you disclose, they are asking you if you’d tell them who won the round. You are encouraged to disclose at this tournament if you feel comfortable doing so.
- **Critique** – If a student asks for a critique, they are asking for feedback on the round. We encourage both oral and written critiques at this tournament, but please don’t go overboard as we’d like to stay on schedule.
- **Abuse/Abusive** – Unfair.
- **Tab Room** – Tabulation room. This is where most of the coaches will be during the tournament. You will pick-up and drop-off all of your ballots from the tab room, ask questions, make complaints, etc.
- **Flow/Flow Paper** – Paper debaters use to keep track of their opponent’s arguments. Nothing special about it. It’s just paper.

Your Name

SECTION

ROOM

JUDGE

UTAH FORENSICS ASSOCIATION OFFICIAL BALLOT  
IMPROMPTU SPEAKING

Code/Name

Time them!

Actual Time Used: 6 min. 35 sec.

Between

1-5

ROUND

CONTESTANT

The judge will supervise the drawing of topics supplied by the tournament. After drawing topics the student is allowed 7 minutes to prepare and deliver the speech. The time may be divided as the student wishes. Time signals must be given during both the preparation time and the delivery time.

Ranking:

Each contestant will be ranked according to performance in the round.

Rank 1,2,3,4,5 where "1" is the best. Larger sections may have ties at fifth place. No other ties are allowed in rankings.

Each contestant must also be rated according to skill. Ratings of S, E, G, F must be consistent with the average of the ratings in the boxes below and with the rankings in the round (i.e., 1S, 2S, 3E, 4G, 5G, are acceptable, 1G, 2E, 3S in the same section would not be acceptable). Ties in ratings are allowed

Topic

Lightning

- I. **ORGANIZATION:** Definite idea systematically developed, appropriate introduction and conclusion.
- II. **GENERAL KNOWLEDGE:** Appropriate ideas, significant and interesting material related to the topic drawn.
- III. **ANALYSIS:** Application to life. Speech must be original for this topic, this speaker and this round
- IV. **DELIVERY:** Word choice, phrasing, grammar, diction, posture, gestures, eye contact, etc.

Superior

Excellent

Good

Fair



Additional Comments (Use back if necessary)

- Write what they did well  
- How can they improve?

Judges Signature

School

SEE THIS

**Foreign and Domestic (FX and DX)  
Extemporaneous (Extemp) Speaking**

A contestant draws three current event or politically relevant questions, selects one, then has 30 minutes to prepare a speech in response, of up to seven minutes. The contestant utilizes files of published materials (books, magazines, newspapers, online sources) s/he has compiled as a resource for answering the question.

Contestants may make notes during the preparation time, but the use of notes, cards, briefs or other aids is prohibited during the speech. Contestants may not leave the preparation area until dismissed by the extemp. proctor. Consultation with any person other than the extemp. monitor between the time of drawing and time of speaking is prohibited.

*by the judge*

Contestants will enter the room, one at a time, every 7 minutes, and will give their speech to you. Please take some notes on the ballot. The speaker should have good delivery, organization and state some sources from which they have researched, such as, "According to the Washington Post, October 16, 2011. . ."

{ The judge will rank the speakers 1-5, with 1<sup>st</sup> being the best speaker and 5<sup>th</sup> being the least successful. If there are more than 5 speakers, please rank the rest of them 5. The judge will also give them a rating of S for Superior, B for Excellent, G for Good and F for Fair. Please be generous and remember that many of these students have never spoken in public before. All students can receive the rating of Superior, if they are all superior, same with excellent, good and fair.

Your Name

SECTION

ROOM

JUDGE

UTAH FORENSICS ASSOCIATION OFFICIAL BALLOT  
NATIONAL EXTEMPORANEOUS SPEAKING

Timetham

Code/Name

Actual Time Used: 6 min. 53 sec.

Rank 1-5  
1 is best

1  
ROUND

CONTESTANT

The time limit for extemporaneous speaking is seven minutes. Topics should be selected under the direction of the tournament, 30 minutes prior to speaking. Topics for this event will deal with U.S. domestic issues or U.S. foreign policy. Contestants are NOT to use notes during the speech

Ranking: 2

Rating: S

Each contestant must be ranked according to performance in this round.

Rank 1,2,3,4,5 where "1" is the best. Larger sections may have ties at fifth place. No other ties are allowed in rankings.

Each contestant must also be rated according to skill. Ratings of S, E, G, F must be consistent with the average of the ratings in the boxes below and with the rankings in the round (i.e., 1S, 2S, 3E, 4G, 5G, are acceptable, 1G, 2E, 3S in the same section would not be acceptable) Ties in ratings are allowed

Topic:

Obama Healthcare

	Superior	Excellent	Good	Fair
I. ORGANIZATION: Definite idea, systematically developed, good introduction, conclusion	✓			
II. KNOWLEDGE: Appropriate material which is related specifically to the topic drawn, significant and interesting.	✓			
III. ANALYSIS: Good logical reasoning and supportive material used, specific to the topic drawn.		✓		
IV. DELIVERY: Phrasing, grammar, diction, posture, gesture, etc.	✓			

Additional Comments (Use back if necessary)

- What did they do well?
- How can they improve?

Judges Signature

School



## Original Oratory

*Oratory* is an event in which the student writes, memorizes, and then delivers a persuasive speech arising from his or her personal feeling and convictions, or a source of irritation about some problem. No specific restriction as to the type or oration is made. The oratory must be the original work of the participant and should reflect subjects that are timely and significant to our society. An orator is given free choice of subject and judged solely on the effectiveness of development and presentation. Orators are expected to research and speak intelligently, with a degree of originality, in an interesting manner, and with some profit to the audience, about a topic of significance.

**Time Limits:** The time limit is to be 7 minutes minimum and 10 minutes maximum. No notes are permitted during actual delivery. Not more than ten percent of the material (or 150 words) shall be quoted or paraphrased. Original oratories which have been largely paraphrased from previous oratories are ineligible.

Cap  
+  
1-5  
a  
FR

Please take some notes on the ballot, letting the speaker know what their strengths were and some constructive criticism to help them improve. The speaker should have good delivery, organization and analysis. Use the ballot as a rubric for judging. The judge will rank the speakers 1-5, with 1<sup>st</sup> being the best speaker and 5<sup>th</sup> being the least successful. If there are more than 5 speakers, please rank the rest of them 5. The judge will also give them a rating of S for Superior, E for Excellent, G for Good and F for Fair. Please be generous and remember that many of these students have never spoken in public before. All students can receive the rating of Superior, if they are all superior, same with excellent, good and fair.

1 is Best

Your Name

SECTION

ROOM

JUDGE

UTAH FORENSICS ASSOCIATION OFFICIAL BALLOT  
ORIGINAL ORATORY

Actual Time Used: \_\_\_\_\_ min. \_\_\_\_\_ sec.

1-5-Rank

ROUND

CONTESTANT

The oratory must be between 7 and 10 minutes in length. No notes are to be used. The oration must be original with the student and this current school year. Nor more than 10% of the speech may be quoted or paraphrased (around 150 words). The student should select a topic that is important to her/him.

Ranking: 1

Rating: S

Each contestant must be ranked according to performance in this round. Rank 1,2,3,4,5 where "1" is the best. Larger sections may have ties at fifth place. No other ties are allowed in rankings. Each contestant must also be rated according to skill. Ratings of S, E, G, F must be consistent with the average of the ratings in the boxes below and with the rankings in the round (i.e., 1S, 2S, 3E, 4G, 5G, are acceptable, 1G, 2E, 3S in the same section would not be acceptable) Ties in ratings are allowed

Topic:

	Superior	Excellent	Good	Fair
I. <b>CHOICE OF SUBJECT AND CONTENT:</b> Appropriate material, significant and interesting.	✓			
II. <b>ORGANIZATION:</b> Definite ideas systematically developed; good introduction and conclusion.	✓			
III. <b>DELIVERY:</b> Emotional content and phrasing, grammar, diction, posture and gestures.	✓			
IV. <b>PERSUASIVENESS:</b> Logical appeal, emotional appeal, substantive support material.	✓			

Additional Comments (Use back if necessary)

- Write what they did well.
- Tell them how to improve.

Judges Signature

School

MARK

## **BASIC JUDGING INSTRUCTIONS**

1. Please fill out ballots carefully, but quickly and return them to the ballot table after each round. If giving oral critiques, please keep them brief. The longer you stay in the room with your ballot, the longer the tournament goes. When debaters enter the room, please have them tell you their code/names and fill them in on the ballot.
2. No matter how you feel about the topic, put aside those feelings so that AFF/NEG or PRO/CON have an equal chance of winning. If you feel you can't do that, please don't take a ballot.
3. Please write a REASON FOR DECISION on debate ballots. Who wins shouldn't be a matter of the best speaker, but the best argument/s. If the best speakers convince you that their arguments are best, that is fine as well. Please write some comments. These help coaches know how to help their debaters. Debaters will see your ballots and read them.
4. If you think of a great argument against one of the debaters' arguments, but the debaters don't say it, don't use this as a reason to have a team lose. Only judge what happens in the round between the debaters.
5. Let the debaters know what experience you have so that they can adjust to you. Sometimes they will ask you about yourself and how you judge. Please don't take offense, they just want to give you the best round they can. This also teaches them how to adjust and communicate with a variety of people.
6. In a good debate, there is clash. Debaters should attack the other debater's case and defend their own.
7. Please give time signals, especially in individual events. If debaters want to time themselves, that is fine. If they don't have a timer, please give time signals.
8. Please pay close attention to what is happening in a round. No matter how slow or boring you think it is, you are a judge/mentor first and should not be texting or playing games on your computer or phone.

### **FLOWING DEBATE ROUNDS:**

To help you decide which team to vote for at the end of a debate round, take as many notes as possible during the debate. "Flowing" is a note-taking method that both debaters and judges find helpful in understanding and following the flow of arguments from speech to speech. This process of note taking allows you to see how each speaker responds to the arguments of the previous speaker. Most debaters and judges use a legal-sized note pad as a flow chart. Fold two or three pages in half length-wise, then in quarters, then in eighths. When you unfold the pages, you will have eight columns made by the folds. Each of these columns represents a speech in the round. When you run out of room on the first page, go to the second page, keeping the same order of columns.

**YOU DO NOT NEED TO TAKE NOTES IN THIS MANNER, BUT IT IS ALWAYS HELPFUL TO TAKE NOTES OF SOME KIND.**

## Lincoln-Douglas Debate (LD)

- Personal prejudices of the judge on the topic are to be set aside.
- The best argument wins, not the best sounding speaker -- this is a debate, not an interpretive event.
- \*If you think of an argument against one of the debater's arguments, don't use it against that debater. You are not debating today. Only judge what happens in the round.
- \*There should be no new arguments in the final 2 speeches.
- Points -- on a scale of 0-30: 29-30 (grade point A) Excellent; 27-28 (grade point B) Good; 25-26 (grade point C) Average; 24-25 (grade point D) Improve. It is only acceptable to give fewer points than these in instances of improper behavior (which must be noted on the ballot).
- \*Some ballots have a scale of 1-50. 48-50 (grade point A), 45-47 (grade point B), 43-44 (Grade point C), 40-42 (Grade point D).
- Write constructive ballots. Give reasons for decisions based on the round ("aff's value of justice outweighed neg's value of home-cooking" or "aff dropped the argument about individual rights") rather than vague generalities ("aff was the better speaker" or "neg was more persuasive.")

## Lincoln-Douglas debate

Lincoln-Douglas is a one-on-one debate between two people affirming and negating a resolution. The resolutions change roughly every two months, and the topics are along the lines of, Which is Better, Anarchy or Tyranny? or, Is Multiculturalism Good or Bad? or, Is the Death Penalty Just? What the topics usually boil down to is a conflict between the rights of one individual or group of individuals measured against the rights of some other individual or group, or, is a certain action right or wrong (i.e., moral). What the debaters offer in their cases is the greatest inherent value of either the affirmative or negative; they defend that value on their side, while attacking their opponent's value. And the thing is, there's no objectively right answer, which makes the topics eminently arguable. In any tournament, the debaters are required to argue both sides of the resolution; the point is to be persuasive on either side, by acquiring and demonstrating the skills of reasoned argument.

When the debate begins, the judge usually has to time it. (NOTE: if both debaters have timers, it is perfectly acceptable for a judge to merely keep them honest and not give signals.) After the first minute has elapsed, give time signals with the correct number of fingers showing the time remaining.

As soon as the debate is over, the debaters will leave the room. Write up your

ballot now, while it's still fresh in your mind. If the B flight comes into the room while you're writing up the A flight -- and they will -- tell them to cool their heels for two minutes while you finish your ballot. Try not to take a lot of time, as it may hold up the tournament.

#### LD TIMES

Time (minutes)	Abbreviation	Speech	Description
6	AC	Affirmative Constructive	The Affirmative reads a pre-written case
3	CX	Cross Examination	The Negative asks the Affirmative questions
7	NC (1NR)	Negative Constructive (and first negative Rebuttal)	The Negative (almost always) reads a pre-written case and (almost always) moves on to address the Affirmative's case
3	CX	Cross Examination	The Affirmative asks the Negative questions
4	1AR	First Affirmative Rebuttal	The Affirmative addresses both his/her opponent's case and his/her own. This speech is considered by many debaters to be the most difficult
6	NR (2NR)	The Negative Rebuttal	The Negative addresses the arguments of the previous speech and summarizes the round for the judge
3	2AR	The Second Affirmative Rebuttal	The Affirmative addresses the arguments of the previous speech and summarizes the round for the judge

There is also 4-5 minutes of prep time per debater, according to the tournament.

Rd # # Your name  
ROUND/FLIGHT ROOM JUDGE NAME

## LINCOLN DOUGLAS DEBATE BALLOT

AFFIRMATIVE CODE name SPEAKER POINTS \_\_\_\_\_

NEGATIVE CODE name SPEAKER POINTS \_\_\_\_\_

PLEASE GIVE SPEAKER POINTS from 20-30 points and FILL IN THE SPACE ABOVE.

20-23 Below Average 24-26 Average 27-28 Above Average 29-30 Outstanding

**JUDGE INSTRUCTIONS:** Lincoln Douglas debate is an event in which a student competes against another student to discuss affirmative and negative arguments of value. Many topics center around the question of what ought to be instead of what is. For example, many topics invoke concepts like justice, morality, and duty. The Lincoln-Douglas debater learns value analysis, research skills, logical argumentation, political theory and philosophy.

@ the end, circle spkr points

**OVERVIEW:** Judges should decide the round as it is debated, not based on their personal beliefs. Clash of ideas is essential to debate, so debaters should point out flaws in each others' arguments, as well as presenting their own arguments. Debaters should display solid logic and reasoning, advocate a position, utilize evidence, and communicate clear ideas using professional decorum. **No new arguments** may be introduced in the final speeches. Judges are encourage to take notes to help them remember what was presented.

In my opinion, the better argumentation was done by

AFF/NEG circle with the code of \_\_\_\_\_.

**CONSTRUCTIVE COMMENTS FOR THE DEBATERS:**

why did they win?

What did they do well?

How can they improve?

### PLEASE GIVE TIME SIGNALS

#### L.D. DEBATE TIMES

Affirmative	6 min
Cross Ex	3 min
Negative	7 min
Cross Ex	3 min
Affirmative	4 min
Negative	6 min
Affirmative	3 min

Prep Time 4 min

**REASON FOR DECISION (What argument/s won?):**

What argument(s) won?

JUDGE SIGNATURE Sign

JUDGE AFFILIATION School

## Public Forum

- Personal prejudices of the Judge on the topic are to be set aside.

- The best argument wins, not the best sounding speaker -- this is a debate, not an interpretive event.

\*If you think of an argument against one of the debater's arguments, don't use it against that debater. You are not debating today. Only judge what happens in the round.

\*There should be no new arguments after constructive speeches and no new arguments in Final Focus.

- Points -- on a scale of 0-30): 29-30 (grade point A) Excellent; 27-28 (grade point B) Good; 25-26 (grade point C) Average; 24-25 (grade point D) Improve. It is only acceptable to give fewer points than these in instances of improper behavior (which must be noted on the ballot).

You will also rank the speakers from 1-4, giving the 1 to the best speaker. Points can be tied between the speakers, but you must give ranks 1, 2, 3, and 4.

- Write constructive ballots. Give reasons for decisions based on the arguments in the round rather than vague generalities ("Pro was the better speaker" or "Con was more persuasive.")

**Public Forum Debate** is a team event that advocates or rejects a position posed by the monthly resolution topic. The clash of ideas must be communicated in a manner persuasive to the non-specialist or "citizen judge", i.e. a member of the American jury. The debate should:

- ✍ Display solid logic, lucid reasoning, and depth of analysis
- ✍ Utilize evidence without being driven by it
- ✍ Present a clash of ideas by countering/refuting arguments of the opposing team
- ✍ Communicate ideas with clarity, organization, eloquence, and professional decorum

The round starts with a coin toss and the winning team selects EITHER the side (Pro or Con) or the speaking order (first or second speakers). The team losing the toss, then picks their preference from the option not selected by the winner.

Judges evaluate teams on the quality of the arguments actually made, not on their own personal beliefs, and not on issues they think a particular side *should have covered*. Judges should assess the bearing of each argument on the truth or falsehood of the assigned resolution. The pro should prove that the resolution is true, and the con should prove that the resolution is not true.

When deciding the round, Judges should ask, "If I had no prior

beliefs about this resolution, would the round as a whole have made me more likely to believe the resolution was true or not true?"

Quality, well-explained arguments should trump a mere quantity thereof. Debaters should use quoted evidence to support their claims, and well-chosen, relevant evidence may strengthen – *but not replace* – arguments.  
(From NFL Public Forum Guide)

Team A: First Speaker: Constructive Speech	4 minutes
Team B: First Speaker: Constructive Speech	4 minutes
Crossfire (between first speakers)	3 minutes
Team A: Second Speaker: Constructive	4 minutes
Team B: Second Speaker: Constructive	4 minutes
Crossfire (between second speakers)	3 minutes
Team A: First Speaker: Summary	2 minutes
Team B: First Speaker: Summary	2 minutes
Grand Crossfire (All speakers)	3 minutes
Team A: Second Speaker: Final Focus (no new arguments)	2 minutes
Team B: Second Speaker: Final Focus (no new arguments)	2 minutes

There is also 2 minutes prep time for each team.



Rd 1? # Your name  
ROUND/FLIGHT ROOM JUDGE NAME

## PUBLIC FORUM DEBATE BALLOT

**JUDGE INSTRUCTIONS:** EVERY round begins with a coin toss; the winning team has the option of choosing *either* the side (pro or con) or the speaking order (first or second) in the round; the losing team makes the remaining choice, either side or speaking order. **AFTER** the coin toss, record the following (**The team that is speaking first:** have them sit on the judge's left.)

TEAM 1 CODE \_\_\_\_\_ Pro/Con TEAM 2 CODE \_\_\_\_\_ Pro/Con  
NAMES \_\_\_\_\_ Points Rank NAMES \_\_\_\_\_ Points Rank  
To 30 1-4 To 30 1-4

Sp 1: Ask names \_\_\_\_\_ Sp 1: \_\_\_\_\_  
Sp 2: \_\_\_\_\_ Sp 2: \_\_\_\_\_

At the end of the round, PLEASE GIVE SPEAKER POINTS from 20-30 points and FILL IN THE SPACE ABOVE FOR EACH SPEAKER. Next, RANK DEBATERS FROM 1-4. 1 Should be given to the best debater, 2 to the 2<sup>nd</sup> best, etc. No ties in rank, though there can be ties in speaker points.

20-23 Below Average 24-26 Average 27-28 Above Average 29-30 Outstanding

**OVERVIEW:** Judges should decide the round as it is debated, not based on their personal beliefs. Clash of ideas is essential to debate, so debaters should point out flaws in each others' arguments, as well as presenting their own arguments. Debaters should display solid logic and reasoning, advocate a position, utilize evidence, and communicate clear ideas using professional decorum. Evidence should be available for the opposing team or the judges to see. No new arguments may be introduced in the Final Focus.

In my opinion, the better argumentation was done by \_\_\_\_\_ and  
\_\_\_\_\_ who were PRO/CON \_\_\_\_\_ with the code of \_\_\_\_\_.

### CONSTRUCTIVE COMMENTS FOR THE DEBATERS:

PLEASE GIVE TIME SIGNALS OR  
HAVE DEBATERS TIME SELVES.

#### PUBLIC FORUM TIMES

Speaker 1	4 min
Speaker 2	4 min
Crossfire	3 min
Speaker 3	4 min
Speaker 4	4 min
Crossfire	3 min
Sp 1: Summary	2 min
Sp 2: Summary	2 min
Grand Crossfire	3 min
Sp 3: Final Focus	2 min
Sp 4: Final Focus	2 min

Prep Time 2 min

### REASON FOR DECISION (Argument/s that won):

JUDGE SIGNATURE \_\_\_\_\_

JUDGE AFFILIATION \_\_\_\_\_

← Sign  
← what school are you from?

h 1	prod 1	cons 2	prod 2	cons 1	prod 1	cons FF	profit
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FF Flow example

what round Room # your name  
↓ ↓ ↓  
ROUND/FLIGHT ROOM JUDGE NAME

## SPONTANEOUS ARGUMENTATION (SPAR) DEBATE BALLOT

Flip a coin for AFF/NEG  
AFFIRMATIVE CODE \_\_\_\_\_ SPEAKER POINTS \_\_\_\_\_ out of 30  
NEGATIVE CODE \_\_\_\_\_ SPEAKER POINTS \_\_\_\_\_

PLEASE GIVE SPEAKER POINTS from 20-30 points and FILL IN THE SPACE ABOVE.

20-23 Below Average 24-26 Average 27-28 Above Average 29-30 Outstanding

**OVERVIEW:** Spontaneous Argumentation is a miniature form of debate in which the student competes against another student on a topic drawn the round. The purpose of spontaneous argumentation is to allow students the opportunity to form arguments and support a position on an assigned topic with a minimum amount of preparation, while taking time to clash with opposing arguments. Judges will determine a winner based upon arguments that they feel "won" the round. Speaker points will be based on reasoning of arguments, clash with opposing arguments and delivery. **Judges should decide the round as it is debated, not based on their personal beliefs.** Clash of ideas is essential to debate, so debaters should point out flaws in each others' arguments, as well as presenting their own arguments. Debaters should display solid logic and reasoning, advocate a position, and communicate clear ideas using professional decorum. **No new arguments** may be introduced in the final speeches. Judges are encouraged to take notes to help them remember what was presented.

**RULES:** Debaters will be assigned affirmative or negative on a topic. One topic will be given to the competitors by the judges. 1 minute of prep time then begins. Judges will give time signals to the competitors. At the end of the debate, the judge will determine the winner and give speaker points to each debater, up to 30 speaker points. Judges will determine a winner based upon effective argumentation.

In my opinion, the better argumentation was done by \_\_\_\_\_ Write their code here  
circle a winner AFF/NEG \_\_\_\_\_ with the code of \_\_\_\_\_.

### CONSTRUCTIVE COMMENTS FOR THE DEBATERS:

Comments on what the debaters  
can do better and what they  
did well

#### PLEASE GIVE TIME SIGNALS

##### SPAR TIMES

Prep Time 1 Minute  
Affirmative 2 Minutes  
Negative 2 Minutes  
Cross Ex 3 Minutes  
Affirmative 1 Minute  
Negative 1 Minute

### REASON FOR DECISION (What argument/s won?):

JUDGE SIGNATURE \_\_\_\_\_

JUDGE AFFILIATION \_\_\_\_\_

← your signature  
← what school are you from?  
your choice for the winner should be determined by who  
had the best argument and who defended their  
argument best.

# Judging Congressional Debate

Student Congress should be fun, interesting, and a more impromptu debate than other styles of debate. Usually Orders of the Day are established by the tournament host. Parliamentary procedures should be followed. At the beginning of each session a Chair is elected. The Chair determines the order in which the legislation is debated through a series of three minute speeches, alternating between affirmation and opposition on a selected piece of legislation. The speeches should capture the attention of the audience and convince them to vote a certain way on the bill. Judges rank speakers on logic, organization, and eloquence, usually on a scale from 1 to 6 on each speech presented. Fix

## The Congress Ballot:

**Fill in the student information at the top of the ballot:** This is easy to do if the students are wearing identifying tags or they tell you their number at the beginning of the speech they have stood to present. For your personal use write a brief description of an individual at the top of the ballot.

**List each speech a student presents (chairing counts as a speech):** On the ballot there is a place to track the speeches a student presents. Make notes about the effectiveness of the speech and give points from 1 to 6 as you listen to the speech. This will help after the house has adjourned to rank and rate the speakers.

**Keep the ballots in "working order":** I usually place the 1<sup>st</sup> speaker aside. If the next speaker was better than the first I then place his ballot on top. When the 3<sup>rd</sup> speaker finishes I then place that ballot into the pile in order of how I compare her to the 1<sup>st</sup> and 2<sup>nd</sup> speakers. If not as good, then she goes on the bottom. Continue until you have ballots on all of the speakers.

**Students asking Questions:** To keep track of questions that are good and further the debate place a plus, "+", in the margin and questions that are argumentative, and should have been a speech to the chamber, would indicate a minus, "-". Though questions do not count as speeches they do count in participation. Any other actions by individuals that reflect in their participation in the round can go on the ballot as well.

**Students who do not participate:** Some students may not have a chance to be recognized while others may choose not to speak. These individuals should have a ballot which indicated that they "Did Not Participate". They will not receive a final ranking in the round.

**Once the round ends RANK & RATE the students:** Each student will receive a RANK & RATE. In Utah we rank from 1<sup>st</sup> through 15, and when there are more than 15 senators all the rest receive 15 as well. The 1<sup>st</sup> should be the person who gave the best speech or speeches, not always the most speeches. This individual could have been the chair for half the time and was effective at keeping the chamber moving at a good pace. She may have only presented one well developed and organized speech after chairing. Make sure that the rank and rate agree. And that your highest ranking senators receive ratings that work with their place. Example: 1-S, 2-S, 3-S, 4-E, 5-E, 6-G, 7-G.

**Handing in the Ballots:** Once the round is over make your way to the tab room. Here the tab staff will give you a quiet place to finish your ballots. Return your ballots to the ballot table. Wait until they have been checked by another set of eyes. If there are discrepancies then they can be resolved immediately.

~~We are shaping the Future Senators of America!~~

## Student Congress

In Student Congress, high school students emulate United States Congress people by debating bills and resolutions.

When you arrive to judge a Congress round, the competitors will take over, nominating and electing a chair who runs the House. The object of student congress is to have students debate pro and con about solutions to current social problems. Topics are presented in the form of a bill or resolution. Each student has three minutes to give a pro or con speech with a one minute mandatory questioning period. Judges look for refutation of specific issues as well as delivery techniques. 2 ?

While judging a speech is clearly, to a certain extent, subjective, there are certain key standards that distinguish a good speech:

- Eloquence
- Logic
- Organization
- Extemporaneity
- Questioning

In judging Congress, judges will have one ballot for each competitor. You can fill out the ballots with each competitors name and code or pass the ballots out to be filled out by competitors and turned back in to you. For each speech, you will find that speaker's ballot and judge the speech that they are giving, rating it between 1-6, 6 being the best. . When a competitor is chair, judge that as a speech. When judging this, did they keep control and know the rules? At the end, the judge will look over the ballots and rank them between 1-15, one being the best. You can only rank one number 1, one number 2, etc. until 15. If there are more than 15 competitors, the remaining competitors all get ranked 15. You will judge them based on the quality of speeches given, and sometimes the quantity. For instance, if one competitor gave 3 speeches and you ranked them at 4 each and another competitor gave 2 speeches that you ranked at 5 and 6, you may want to rank the 2 speech competitor above the other, because the competitors don't always get the chance to give speeches when they want.

# Congressional Forum Ballot

Your Name

Session

House

Contestant

None

Judge

Judge Signature

Judge School

## Instructions:

(only 1 #1, but after 15, all 15)  
1-15

8	E
Rank 1-15	Rating (S,E,G,F)

Superior  
Excellent  
Good  
Fair

- Fill out the ballot completely.
- Underline words below denoting strengths.
- Circle words denoting weaknesses.
- Please score each speech or chairmanship from 1 to 6 points, with 6 being the highest.
- Please total all points for each contestant at the end of the day
- Chairmanships count the same as a speech.
- Rank 1 through 15, with any additional ranks tied at 15.

Areas of Critique	Superior	Excellent	Good	Fair
I. ARGUMENTATION: Ability in discussion and debate; logic and reasoning; knowledge of subject; evidence and authority	✓			
II. PRESENTATION: Delivery, knowledge of rules of procedure; attitude, courtesy and cooperation		✓		
III. PARTICIPATION: Committee work; chairing; questioning; speaking.		✓		

mark this area

Chair or Speech #	Points 1 to 6	Comments
1	6	
2		
3		
4		
Grand Total		Additional speeches and comments on back.

Add

give 1-6  
pts -  
6 - Superior  
1 - Good

use different line each speech