

# Pattern "A"

## Thomas S. Foley Forensics Tournament

### John Clark Legal Argument Ballot

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) UHigh Student Name Coal Smith

Judge's Name Tracy Staab Judge's School \_\_\_\_\_ Speaking Time \_\_\_\_\_

2. START EACH SPEAKER AS SOON AS POSSIBLE  
3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input checked="" type="checkbox"/> Your intro needs more <u>zip</u> to increase interest <u>impact.</u></p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input checked="" type="checkbox"/> Your main points <u>need to</u> support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact <u>Great</u></p> <p><input type="checkbox"/> You need to work on your hand gestures <u>- Fine</u></p> <p><input type="checkbox"/> You need to work on your body posture and movement <u>- Good</u></p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc. <u>- No cut outs</u></p> <p><input checked="" type="checkbox"/> You need better voice inflection <u>- A little more drama</u></p> <p><input checked="" type="checkbox"/> You need more energy in your voice <u>- A little</u></p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><u>1st Sentence needs to have big impact.</u></p> <p><u>1st paragraph needs to give road map to listener.</u></p> <p><u>Your delivery is good. Good speed - no cut outs.</u></p> <p><u>You found your voice half way through - Got louder, more animated. Good</u></p> <p><u>Nice to tell the jury the 4 elements to focus on during trial. then tie the evid to elements.</u></p> <p><u>Conclusion should better summarize what you will prove at trial.</u></p> <p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p> <p><u>circle back to opening statement.</u></p>
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5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round F

Student School Number (see Cover Sheet) U High Student Name Gabriel Gianniny

Judge's Name Tracy Staab Judge's School \_\_\_\_\_ Speaking Time \_\_\_\_\_

2. START EACH SPEAKER AS SOON AS POSSIBLE  
 3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers -until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input type="checkbox"/> You need more energy in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>"4 Key Things" - Nice to list. Great road map in opening statement!</i></p> <p><i>Great eye contact.</i></p> <p><i>Clear speech - perfect speed</i></p> <hr/> <p><i>Started out by point pointing to strengths of your case - then punched holes in prosecutor's case, then summarized your argument. Nice organization. You did a great job.</i></p> <p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

# Pattern "A"

## Thomas S. Foley Forensics Tournament

### John Clark Legal Argument Ballot

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) U High Student Name Callie Christensen

Judge's Name Tracy Staab Judge's School \_\_\_\_\_ Speaking Time \_\_\_\_\_

2. START EACH SPEAKER AS SOON AS POSSIBLE

3. TIME THE SPEAKER

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT

WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input checked="" type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input checked="" type="checkbox"/> You need better voice inflection <u>Good</u></p> <p><input type="checkbox"/> You need more energy in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>Good opening- good use of story telling- engaging jury</i></p> <p><i>But then you need to outline the State's case- what do I need to prove and how did I prove it. Better road map.</i></p> <p><i>Good delivery- use of visuals</i></p> <p><i>Good hesitation</i></p> <hr/> <p><i>I like how you circled back to your opening line.</i></p> <hr/> <p><i>Very nice. I can see why you are in the finals. you have a great delivery.</i></p> <p style="text-align: center;"><b>Judges: we encourage you to add additional comments on the back of this ballot!</b></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used.</p> <p>Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p><b>Double Entered Students</b> should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank "No Shows" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

**1. BEGINNING OF ROUND: FILL IN THIS INFO:** Division: Open Legal Argument Round       

Student School Number (see Cover Sheet) UHigh Student Name Adalyn Soderqvist

Judge's Name Tracy Stack Judge's School                      Speaking Time                     

**2. START EACH SPEAKER AS SOON AS POSSIBLE**

**3. TIME THE SPEAKER**

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

**4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS**

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input checked="" type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech <u>outline/summary</u></p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input checked="" type="checkbox"/> You need more energy in your voice</p> <p><input checked="" type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>Great opening sentence</i></p> <p><i>first several minutes should provide an outline for the audience - you made great points but it was a little hard to follow. I know you don't get much time so you really packed it in.</i></p> <p><i>You did a great job. Better than many attorneys. I can see why you are in the finals.</i></p> <p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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**5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:**

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

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

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**7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.**

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) USchoo Student Name Coal Smith

Judge's Name Szambelan Judge's School N/A Speaking Time 7:05

2. START EACH SPEAKER AS SOON AS POSSIBLE  
 3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers -until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input type="checkbox"/> You need more energy in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p style="font-size: 1.2em; color: blue;">I like your calm tone</p> <ul style="list-style-type: none"> <li>• good dramatics</li> <li>• good storytelling</li> <li>• Need to say "the evidence will show" a little more</li> <li>• clear knowledge of the evidence &amp; focus on to convict instruction</li> <li>ask to return a verdict of guilt</li> </ul> <p style="font-size: 0.8em; color: blue;">Judges: we encourage you to add additional comments on the back of this ballot!</p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aides may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) Uschoo Student Name Gabriel Gianniny

Judge's Name Scambelan Judge's School N/A Speaking Time 7:12h

2. START EACH SPEAKER AS SOON AS POSSIBLE  
 3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

- Check the appropriate items below and make specific comments in the column to the right.
- INTRODUCTION**
- I liked your introduction (state why to the right)
  - Your intro needs to be longer-less abrupt
  - Your intro needs to be shorter-more concise.
  - Your intro needs more zip to increase interest
- THE BODY OF THE SPEECH**
- The body of your speech is good (state why to the right)
  - Your main points need to support your position
  - You need stronger support for your points.
  - You need to change your intro to fit the info you present in the body of your speech
  - You need visual aids in your speech to demonstrate key points
  - You don't need visual aids for your particular speech or your visual aids detract from your speech
  - You need to be less awkward with the use of your visual aids
  - You need better visual aids
  - You are being too argumentative for an opening statement
  - You are not being persuasive enough for a closing statement
- CONCLUSION OF THE SPEECH**
- I liked your conclusion (state why to the right)
  - Your conclusion needs to be longer/less abrupt
  - Your conclusion needs to be shorter/more concise
- OVERALL IMPRESSION OF THE SPEECH**
- Your speech is good (state why to the right)
  - You need stronger analysis and more insight in your speech
- DELIVERY**
- You delivered well (state why to the right)
  - You need better eye contact
  - You need to work on your hand gestures
  - You need to work on your body posture and movement
  - You need to cut out um/uh/okay etc.
  - You need better voice inflection
  - You need more energy in your voice
  - You need to speak quicker/slower
  - You need to speak louder/softer
  - You need to avoid sighing/breathing loudly

Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.

*good eye contact  
 good voice control  
 good pacing  
 personal pref = I like how you were anchored to one spot  
 good: addressing the issues - included  
 very compelling. Hard to find areas of improvement*

Judges: we encourage you to add additional comments on the back of this ballot!

**What is Legal Argument?**  
 Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.

Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.

5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) UScho Student Name Callie Christensen

Judge's Name Szambela Judge's School N/A Speaking Time 5:35

**2. START EACH SPEAKER AS SOON AS POSSIBLE**

**3. TIME THE SPEAKER**

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

**4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS**

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input checked="" type="checkbox"/> Your main points need to support your position</p> <p><input checked="" type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input checked="" type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input type="checkbox"/> You need more energy in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>• Compelling Storytelling</i></p> <p><i>"The evidence has shown..."</i></p> <p><i>Would be more compelling to have more specific evidence linking to what you have to show/improve to convict</i></p> <p align="right"><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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**5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:**

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

**6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:**

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

**7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.**

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) uschool Student Name Adalyn Soderquist

Judge's Name Szambelan Judge's School N/A Speaking Time 3:05

2. START EACH SPEAKER AS SOON AS POSSIBLE  
 3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

Check the appropriate items below and make specific comments in the column to the right.

**INTRODUCTION**

- I liked your introduction (state why to the right)
- Your intro needs to be longer-less abrupt
- Your intro needs to be shorter-more concise.
- Your intro needs more zip to increase interest

**THE BODY OF THE SPEECH**

- The body of your speech is good (state why to the right)
- Your main points need to support your position
- You need stronger support for your points.
- You need to change your intro to fit the info you present in the body of your speech
- You need visual aids in your speech to demonstrate key points
- You don't need visual aids for your particular speech or your visual aids detract from your speech
- You need to be less awkward with the use of your visual aids
- You need better visual aids
- You are being too argumentative for an opening statement
- You are not being persuasive enough for a closing statement

**CONCLUSION OF THE SPEECH**

- Liked your conclusion (state why to the right)
- Your conclusion needs to be longer/less abrupt
- Your conclusion needs to be shorter/more concise

**OVERALL IMPRESSION OF THE SPEECH**

- Your speech is good (state why to the right)
- You need stronger analysis and more insight in your speech

**DELIVERY**

- You delivered well (state why to the right)
- You need better eye contact
- You need to work on your hand gestures
- You need to work on your body posture and movement
- You need to cut out um/uh/okay etc.
- You need better voice inflection
- You need more energy in your voice
- You need to speak quicker/slower
- You need to speak louder/softer
- You need to avoid sighing/breathing loudly

Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.

*Make it more of a conversation; remove + knew word/evidence - persuasive in your argu.*

*nervous - have fun w/ a conversation*

*- road map cd. be more robust*

*- seemed a little short.*

*Judges: we encourage you to add additional comments on the back of this ballot!*

**What is Legal Argument?**

Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.

Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.

5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.



**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) USchoo Student Name Coal Smith  
 Judge's Name Ellen K. Clark Judge's School n/a Speaking Time 7:11:48

2. START EACH SPEAKER AS SOON AS POSSIBLE  
 3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input type="checkbox"/> You need more energy in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>- Amazing job -</i></p> <p><i>- Good pace, good delivery, good eye contact, good inflection + emphasis in speaking</i></p> <p><i>- Just what an opening statement should be - good use of facts</i></p> <p><i>- good gestures.</i></p> <p><i>- a little quiet at beginning but much better after 1st minute or so.</i></p> <p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) USchoo Student Name Gabriel Gianniny  
 Judge's Name Ellen K. Clark Judge's School n/a Speaking Time 7:12:74

**2. START EACH SPEAKER AS SOON AS POSSIBLE**  
**3. TIME THE SPEAKER**

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

**4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS**

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input type="checkbox"/> You need more energy in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>Very smooth delivery excellent</i></p> <p><i>prec + emphases</i></p> <p><i>Strong, confident presentation</i></p> <p><i>good eye contact, not reading</i></p> <p><i>excellent points + argument</i></p> <p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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**5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:**

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

**6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:**

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

**7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.**

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) USchoo Student Name Callie Christensen

Judge's Name Ellen K. Clark Judge's School n/a Speaking Time 5:32:81

2. START EACH SPEAKER AS SOON AS POSSIBLE  
 3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers -until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

Check the appropriate items below and make specific comments in the column to the right.

**INTRODUCTION**

- I liked your introduction (state why to the right)
- Your intro needs to be longer-less abrupt
- Your intro needs to be shorter-more concise.
- Your intro needs more zip to increase interest

**THE BODY OF THE SPEECH**

- The body of your speech is good (state why to the right)
- Your main points need to support your position
- You need stronger support for your points.
- You need to change your intro to fit the info you present in the body of your speech
- You need visual aids in your speech to demonstrate key points
- You don't need visual aids for your particular speech or your visual aids detract from your speech
- You need to be less awkward with the use of your visual aids
- You need better visual aids
- You are being too argumentative for an opening statement
- You are not being persuasive enough for a closing statement

**CONCLUSION OF THE SPEECH**

- I liked your conclusion (state why to the right)
- Your conclusion needs to be longer/less abrupt.
- Your conclusion needs to be shorter/more concise

**OVERALL IMPRESSION OF THE SPEECH**

- Your speech is good (state why to the right)
- You need stronger analysis and more insight in your speech

**DELIVERY**

- You delivered well (state why to the right)
- You need better eye contact
- You need to work on your hand gestures
- You need to work on your body posture and movement
- You need to cut out um/uh/okay etc.
- You need better voice inflection
- You need more energy-in your voice
- You need to speak quicker/slower
- You need to speak louder/softer
- You need to avoid sighing/breathing loudly

Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.

*Your delivery - eye contact, does not reading, pauses - but almost too dramatic needs to address law much more to be persuasive the defense will have presented facts that conflict with your position - need to address those*

**What is Legal Argument?**

Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.

Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.

*Judges: we encourage you to add additional comments on the back of this ballot!*

5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) <sup>USchoo</sup> \_\_\_\_\_ Student Name Adalyn Soderquist  
 Judge's Name Ellen K. Clark Judge's School n/a Speaking Time 3:08:52

2. START EACH SPEAKER AS SOON AS POSSIBLE  
 3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input checked="" type="checkbox"/> You need stronger support for your points.</p> <p><input checked="" type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input checked="" type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input type="checkbox"/> You need more energy-in your voice</p> <p><input checked="" type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>- Very poised - not reading - good eye contact</i></p> <p><i>- speaking a little fast - had lots of time left to slow down and add a little more to support your points</i></p> <p><i>- opening statement should be an outline for the jury of what the evidence will show -</i></p> <p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

# Pattern "A"

## Thomas S. Foley Forensics Tournament

### John Clark Legal Argument Ballot

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) 1212 Student Name Isabella Kelp

Judge's Name Tracy Staab Judge's School \_\_\_\_\_ Speaking Time \_\_\_\_\_

2. START EACH SPEAKER AS SOON AS POSSIBLE  
3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers- until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT

WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right) <i>Better Road map</i></p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> I liked your conclusion (state why to the right) <i>Ended Strong</i></p> <p><input type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact <i>Good</i></p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement <i>Good</i></p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc. <i>None</i></p> <p><input type="checkbox"/> You need better voice inflection <i>Good</i></p> <p><input type="checkbox"/> You need more energy-in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>Good Intro. Nice use of inflection. Need better road mapping before jumping to the evidence. Tell the jury what you have to prove and how you have proved it. Great Delivery. Engaging Great speed, energy. You did better than many attorneys. I can see why you are in the finals. "twice is no accident" Perfect!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
<p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>		

5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) Ridgel Student Name Isabella Kelp

Judge's Name S. Ambler Judge's School N/A Speaking Time 3:53

2. START EACH SPEAKER AS SOON AS POSSIBLE

3. TIME THE SPEAKER

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS

<p>Check the appropriate items below and make specific comments in the column to the right.</p> <p><b>INTRODUCTION</b></p> <p><input checked="" type="checkbox"/> I liked your introduction (state why to the right)</p> <p><input type="checkbox"/> Your intro needs to be longer-less abrupt</p> <p><input type="checkbox"/> Your intro needs to be shorter-more concise.</p> <p><input type="checkbox"/> Your intro needs more zip to increase interest</p> <p><b>THE BODY OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> The body of your speech is good (state why to the right)</p> <p><input type="checkbox"/> Your main points need to support your position</p> <p><input type="checkbox"/> You need stronger support for your points.</p> <p><input type="checkbox"/> You need to change your intro to fit the info you present in the body of your speech</p> <p><input type="checkbox"/> You need visual aids in your speech to demonstrate key points</p> <p><input type="checkbox"/> You don't need visual aids for your particular speech or your visual aids detract from your speech</p> <p><input type="checkbox"/> You need to be less awkward with the use of your visual aids</p> <p><input type="checkbox"/> You need better visual aids</p> <p><input type="checkbox"/> You are being too argumentative for an opening statement</p> <p><input type="checkbox"/> You are not being persuasive enough for a closing statement</p> <p><b>CONCLUSION OF THE SPEECH</b></p> <p><input type="checkbox"/> I liked your conclusion (state why to the right)</p> <p><input checked="" type="checkbox"/> Your conclusion needs to be longer/less abrupt</p> <p><input checked="" type="checkbox"/> Your conclusion needs to be shorter/more concise</p> <p><b>OVERALL IMPRESSION OF THE SPEECH</b></p> <p><input checked="" type="checkbox"/> Your speech is good (state why to the right)</p> <p><input type="checkbox"/> You need stronger analysis and more insight in your speech</p> <p><b>DELIVERY</b></p> <p><input checked="" type="checkbox"/> You delivered well (state why to the right)</p> <p><input type="checkbox"/> You need better eye contact</p> <p><input type="checkbox"/> You need to work on your hand gestures</p> <p><input type="checkbox"/> You need to work on your body posture and movement</p> <p><input type="checkbox"/> You need to cut out um/uh/okay etc.</p> <p><input type="checkbox"/> You need better voice inflection</p> <p><input type="checkbox"/> You need more energy-in your voice</p> <p><input type="checkbox"/> You need to speak quicker/slower</p> <p><input type="checkbox"/> You need to speak louder/softer</p> <p><input type="checkbox"/> You need to avoid sighing/breathing loudly</p>	<p>Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.</p> <p><i>Fine line between being dramatic.</i></p> <p><i>Final words were compelling</i></p> <p><i>• Good focus on evidence others did not</i></p> <p><i>Judges: we encourage you to add additional comments on the back of this ballot!</i></p>	<p><b>What is Legal Argument?</b></p> <p>Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.</p> <p>Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.</p>
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5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.

**Pattern "A"**  
**Thomas S. Foley Forensics Tournament**  
**John Clark Legal Argument Ballot**

Wait for all speakers, unless you are within 10 minutes of the end of the round.

**1. BEGINNING OF ROUND: FILL IN THIS INFO:** Division: Open Legal Argument Round \_\_\_\_\_

Student School Number (see Cover Sheet) USchoo Student Name Isabella Kelp  
 Judge's Name Ellen K. Clark Judge's School n/a Speaking Time 3:56:05

**2. START EACH SPEAKER AS SOON AS POSSIBLE**  
**3. TIME THE SPEAKER**

*Note: There may be gaps between speakers. Wait for all speakers - until 10 minutes before the end of the round.*

LEGAL ARGUMENT SPEAKERS HAVE 8 MINUTES TO PRESENT WITH A 30 SECOND GRACE PERIOD TO SPEAK. DO NOT GIVE TIME SIGNALS. Students who go over the grace period should be ranked one spot lower than they otherwise would have been ranked. STOP speakers who go 60 or more seconds over the time limit.

**4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS**

Check the appropriate items below and make specific comments in the column to the right.

**INTRODUCTION**

- I liked your introduction (state why to the right)
- Your intro needs to be longer-less abrupt
- Your intro needs to be shorter-more concise.
- Your intro needs more zip to increase interest

**THE BODY OF THE SPEECH**

- The body of your speech is good (state why to the right)
- Your main points need to support your position
- You need stronger support for your points.
- You need to change your intro to fit the info you present in the body of your speech
- You need visual aids in your speech to demonstrate key points
- You don't need visual aids for your particular speech or your visual aids detract from your speech
- You need to be less awkward with the use of your visual aids
- You need better visual aids
- You are being too argumentative for an opening statement
- You are not being persuasive enough for a closing statement

**CONCLUSION OF THE SPEECH**

- I liked your conclusion (state why to the right)
- Your conclusion needs to be longer/less abrupt
- Your conclusion needs to be shorter/more concise

**OVERALL IMPRESSION OF THE SPEECH**

- Your speech is good (state why to the right)
- You need stronger analysis and more insight in your speech

**DELIVERY**

- You delivered well (state why to the right)
- You need better eye contact
- You need to work on your hand gestures
- You need to work on your body posture and movement
- You need to cut out um/uh/okay etc.
- You need better voice inflection
- You need more energy-in your voice
- You need to speak quicker/slower
- You need to speak louder/softer
- You need to avoid sighing/breathing loudly

Please offer a specific explanation for items you checked or your own comments below. Please offer at least 3 "you did well" comments and 3 "improve" comments.

*good delivery - gestures, eye contact, voice inflection - does draw on attention*  
  
*- must refer me to the law - mentioned the evidence well but jury needs to know what they have to find under the law*

**What is Legal Argument?**

Legal argument encompasses both opening statements, which are expository in nature, and closing arguments, which are akin to persuasive oratories. The purpose of an opening statement is to preview what the evidence will show in a manner supportive of the proponent's position, but in a non-argumentative fashion. Closing argument "marshals the evidence" and argues it in a manner consistent with the proponent's position. Visual aids may be used. Competitors may choose to deliver either an opening statement or a closing argument for either the prosecution or the defense. Speeches must be based on the facts stated in the hypothetical fact pattern. Washington State law applies.

Double Entered Students should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.

*Judges: we encourage you to add additional comments on the back of this ballot!*

**5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE QUALITY OF THE SPEECH:**

30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Need Improvement\*

\*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.

**6. AFTER ALL SPEECHES HAVE BEEN GIVEN, CIRCLE A RANKING FOR EACH SPEECH:**

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

(NO ties except for 8) Rank ""No Shows"" as an 8. Students who go over the grace period should be ranked one lower than what you would have ranked the student otherwise. Students who you had to stop (they went over 60 seconds overtime) should be ranked two lower. EXAMPLE: A student you would rank as 2<sup>nd</sup> best goes 40 seconds over: You should rank her 3<sup>rd</sup> and the speaker you would have ranked as 3<sup>rd</sup> becomes 2<sup>nd</sup>.

**7. AFTER ALL SPEECHES HAVE BEEN GIVEN, OR 10 MINUTES BEFORE THE END OF THE ROUND, FILL OUT THE COVER SHEET AND RETURN YOUR BALLOTS ASAP TO THE BALLOT TABLE.**

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim/UN  
Speaker: Jasmine Mielke School: CDA Charter Academy

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 (5.5) 6

Tourism  
Presentation

Comments:

Great preparation and strong delivery!  
Try for less reliance on notes. ☺

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1 2 3 4 (5) 6

Environment

Comments:

Great job! Just participate more!

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1 2 3 4 (5) 6

Cultural  
Presentation

Comments:

Good comment on generational  
passing of culture.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 (5) 6

Social media

Comments:

Did you speak?

Scorer's Name: Elise Brigot School Affiliation: CDA Charter



Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim / UN  
Speaker: Daisy Birmingham School: CDA Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great content on presentation!  
less dependence on notes is better.

Tourism presentation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great statements! Just  
more!

Environment  
participate

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1 2 3 4 5.5 6

Comments:

Nice contributions when you spoke!  
You're speaking up more! Yeah!  
Chiratown - good example.

Cultural preservation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Fantastic comment on mob mentality, etc.  
Really strong comment on  
the benefits gained by companies  
with disagreements! Your language and  
content and delivery really came together!

Social media

Scorer's Name: Elisa Bright School Affiliation: CDA Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim / UN  
Speaker: Christina Glass School: Lake City

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

Tourism  
Presentation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

Did not speak.

Environment

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

Yay! Good comment  
toward the end!

Cultural  
Presentation  
made

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

Did not speak.

Social media

Scorer's Name: Elisa Bright School Affiliation: CDA Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim / UN  
Speaker: Danielle Scatidi School: CDA Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):  
1 2 3 4 5 6

Tourism presentation

Comments:

Beautifully prepared and delivered!

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):  
1 2 3 4 5 6

Environment

Comments:

Excellent facilitator of the discussion! Also good comments

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):  
1 2 3 4 5 6

Cultural presentation

Comments:

Showed knowledge of different regions. Beautiful flow of language!

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):  
1 2 3 4 5 6

Social media

Comments:

Good content and language use!

Scorer's Name: Elisa Bright School Affiliation: CDA Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim/UN  
Speaker: Finnegan Bailey School: COA Charter Academy

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Tourism  
Presentation

Comments:

Fantastic delivery! Great content!  
Very good command of language.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1 2 3 4 5 6

Environment

Comments:

Great job bringing up new ideas.  
Convincing delivery. Great pronunciation.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1 2 3 4 5 6

Cultural  
Presentation

Comments:

Nice job facilitating!  
Raised new content for discussion.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Social media

Comments:

Nice command of language  
demonstrated! Strong ideas!

Scorer's Name: Elisa Bright School Affiliation: COA Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: Spanish Session - Please Circle: Prelim /UN  
Speaker: Oskar Hepworth School: CDA Charter Academy

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

A few errors.

Great delivery, and content and pronunciation!

Tourism presentation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

Very powerful delivery and strong ideas.

Environment

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

Respecting different cultures - good point. Focusing on right to culture.

Cultural Preservation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1   2   3   4   5   6

Comments:

Great job moderating!  
Strong content and command of the language.

Social media

Scorer's Name: Elisa Brigut School Affiliation: CDA Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim/UN  
Speaker: David Godun School: University

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 5.5 6

Tourism  
Presentation

Comments:

Great content and pronunciation.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1 2 3 4 5 5 6

Environment

Comments:

You had great ideas!  
Command of language good, not quite as strong as some others.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1 2 3 4 5 6

Cultural  
Presentation

Comments:

Great comment about Spain's many cultures.  
Also raised good question on responsibility.  
Language good, a few errors but super great content.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Social media

Comments:

Good idea about protecting right to expression.  
Language seems to be getting stronger and stronger with more time speaking!  
Year 1

Scorer's Name: Elisa Bright School Affiliation: COA Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle Prelim/UN  
Speaker: Hannah McLin School: Lewis and Clark

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR ONE   Presentation on Tourism   
(1-6 SCALE):

1    2    3    4    (5)    6

Comments:

Very nice on content! Also delivery!  
Improve pronunciation of vowels and check grammar for errors.

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR TWO   Environment   
(1-6 SCALE):

1    2    3    4    5    (6)

Comments:

You had very good things to say and spoke convincingly. Good command of conditional tense.

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR THREE   Cultural Presentation   
(1-6 SCALE):

1    2    3    4    (5)    6

Comments:

Less participation this time. -  
Ok jumping in more! Toward end.

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR ONE   Social media   
(1-6 SCALE):

1    2    3    4    (5)    6

Comments:

Strong idea brought up!  
Language - improve vowels, r's  
Participate a bit more.

Scorer's Name: Elisa Brigut School Affiliation: CDA Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language French Session - Please Circle: Prelim /UN  
Speaker: Sebastien Baker School: Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5.5

presentation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4.5

research  
social

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5

patrimoine  
culturelle

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4.5

environment

Scorer's Name: Lynna LeBl School Affiliation: Charter

6

8

18.5



Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: French Session - Please Circle: Prelim / UN  
Speaker: Lydia Bardwell School: Charter CDA

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*presentation*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*Research*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*Patrimoine  
cultural*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*Environnement  
19,5*

Scorer's Name: Synda LeBlanc School Affiliation: Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: French Session - Please Circle: Prelim / UN  
Speaker: Sienna Hepworth School: Charter CDA

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR ONE   
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4.5

→ Presentation

2

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR TWO   
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5.5

→ Social Medias

1

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR THREE   
(1-6 SCALE):

1    2    3    4    5    6

Comments:

6

→ Patrimoine

1

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR ONE   
(1-6 SCALE):

1    2    3    4    5    6

Comments:

6

→ Environnement

2

22

Scorer's Name: Lynna Le Bleu School Affiliation: Charter  
Cass Barbet

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language French Session - Please Circle: Prelim /UN  
Speaker: Quinten Heaton School: Charter CPA

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5  
3.5

Presentation

1

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5  
5.5

Social Media

2

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5  
5.5

Patriotism  
Culture

2

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

6

Environment

1

22.5

Scorer's Name: Lynnda LeBlanc School Affiliation: Charter CPA  
Cabs Bourvet

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: French Session - Please Circle: Prelim / UN  
Speaker: Madison Traigie School: Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

Comments: 1 2 3 4 5 6  
2.5

*Presentation*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

Comments: 1 2 3 4 5 6  
2.5

*Research  
social*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

Comments: 1 2 3 4 5 6  
3.5

*Patience*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

Comments: 1 2 3 4 5 6  
3.5

*Environment*

Scorer's Name: Lynda LeBlanc School Affiliation: Charter  
Cass Range

8

12

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: French Session - Please Circle: Prelim /UN  
Speaker: Elle ~~Grathel~~ Crowther School: Paris

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6  
                    3

Comments:

presentation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6  
                    4

Comments:

research  
topic

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6  
                    3

Comments:

Patrimoine  
culturel

10

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6  
                    4

Comments:

environnement

14

Scorer's Name: Lynda L. Bla School Affiliation: Charter  
Cass Barnett

**Thomas S. Foley Honorary Forensics Tournament**  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: French Session - Please Circle: Prelim / UN  
Speaker: Arijs Macmillan School: Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**FLUENCY IN THE TARGET LANGUAGE!!**

In addition to the numerical score evaluation, you should make as many written comments as possible. You are encouraged to make additional comments regarding the competitor's speeches, questioning, and general demeanor on the back of this ballot.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

3

presentation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

0

research section

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

0

Environment

Scorer's Name:

3  
Lynda LeBlanc  
Cass Convet

School Affiliation:

9  
patrimoine  
Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language French Session - Please Circle: Prelim /UN  
Speaker: Jasmin Laik School: Charter CDA

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5.5

presentation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

3.5

Recherche  
social

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

3

patrimoine

12

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5

Environment

4

17

Scorer's Name: Lynda LeBlanc School Affiliation: Charter

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: French Session - Please Circle: Prelim /UN  
Speaker: Patricia Pando School: CDA Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

3.5

presentation

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

3.5

research social

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

3

Patrimoine

M

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

3.5

environment

13.5

Scorer's Name:

Lynda LeBlanc  
Cass Brunel

School Affiliation:

CDA Charter



Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: FRENCH Session - Please Circle: Prelim /UN  
Speaker: Daisy Holmes School: Charles

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**FLUENCY IN THE TARGET LANGUAGE!!**

In addition to the numerical score evaluation, you should make as many written comments as possible. You are encouraged to make additional comments regarding the competitor's speeches, questioning, and general demeanor on the back of this ballot.

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*president*

9

3.5

*patrimoine*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*reseau socie*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*environ ment*

17

Scorer's Name: Lynda LeBlanc School Affiliation: Charles  
Cass Brouet

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language French Session - Please Circle: Prelim /UN  
Speaker: Lauren Holorek School: Chapel

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4.5

presentat ✓

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4.5

research  
social

4

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4.5

patrimoine  
united

5

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4.5

environment

17.5

Scorer's Name:

Lynda de Blau  
Cass Brewster

School Affiliation:

Chapel

**Thomas S. Foley Honorary Forensics Tournament**  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language French Session - Please Circle: Prelim /UN  
Speaker: Emilia Delaune School: Charter CDA

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*presentation*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*pos aux sociaux*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*Patric*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*Environment*

Scorer's Name: Lynda LeBlanc School Affiliation: Charter

7

5

17

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language: French Session - Please Circle: Prelim /UN  
Speaker: Mica Copeland School: Chapel

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4  
AK

presentation

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4

persuasive  
excellent

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

5

patrimoine  
culturelle

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

4

raisonner

Scorer's Name:

Lynnda Lebler  
Cass Brown

School Affiliation:

Chapel

4

7

17,5

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language German Session - Please Circle: Prelim/UN  
Speaker: Jackson Smitham School: University

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments: *Your German is really clear and easy to understand. I wanted more interaction from you in this hour.*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments: *Your step up during this hour was awesome! Your insights were great and you lost your fear and just spoke the best of your ability.*

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

Scorer's Name: Hans Soderquist School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
INTERNATIONAL DIPLOMACY SPEAKER BALLOT

Target Language German Session - Please Circle: Prelim /UN  
Speaker: Anna Howard School: Lake City

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*You had a well prepared speech but didn't speak up much after that*

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

*A ton more talk and interactive. Work on your enunciation as you were hard to understand, otherwise I thought you were great.*

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

Scorer's Name: Hans Soderquist School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
INTERNATIONAL DIPLOMACY SPEAKER BALLOT

Target Language German Session - Please Circle: Prelim / UN  
Speaker: Amelia McAllister School: Wenatche

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1      2      3      4      5      6

Comments:

*Great job being prepared and unafraid to speak. I liked how willing you were to try.*

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO  
(1-6 SCALE):

1      2      3      4      5      6

Comments:

*You really stepped it up in this round. You were engaged, speaking German, sharing ideas and laughing. Great job! Never be afraid to just speak!*

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE  
(1-6 SCALE):

1      2      3      4      5      6

Comments:

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1      2      3      4      5      6

Comments:

Scorer's Name: Hans Soderquist School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim / UN  
Speaker: Luke Kelmer School: CDA Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Tourism

Comments:

Your presentation was well organized and well done  
pronunciation was good try not to refer to your  
notes quite as much to engage your audience more

Culture

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

Participate more

Environment

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

Talk more. Good job at being interested

Social

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

Participate more

Scorer's Name: Bryan Osborn School Affiliation: University



Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim / UN  
Speaker: Eugene Ballou School: CDA Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

I loved the effort and the attitude. Good job talking and not referring to notes. A visual aid could improve reception

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

Participated more, But you followed along as you were able to respond when prompted

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

good enthusiasm great attitude  
Talk more

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1    2    3    4    5    6

Comments:

Get involved more, Don't be afraid to talk

Scorer's Name: Bryan Osborn School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish ~~Portuguese~~ ~~Mia Esquivel~~ Session - Please Circle: Prelim /UN  
Speaker: Mia Esquivel School: Chilawana

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

Tourism

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great Emotion and enthusiasm! you made me want to visit. Improve vocabulary otherwise great

Culture  
Preser

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Loved the natural way you interacted in each round. Very well informed on each subject

Environment

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great ideas and well researched. Vocabulary could be improved. Great facilitating interaction with the other delegates

Social  
media

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

well informed/well read. Insert yourself into the discussion more, but what you shared was well spoken

Scorer's Name: Bryan Osborn School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim /UN  
Speaker: Genesis Castro School: Othello

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

Tourism

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great presentation well organized and presented the reasons for visiting very clearly. Very persuasive. A little fast on presentation, possibly nerves

Culture Awareness

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

very well informed and very passionate about the topic. You were able to convince me of the importance of taking action ~~over~~ to preserve. The relationship between this and Tourism was clear

Environment

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great job at taking the lead and getting your point across, but also responding to ~~and~~ others and giving feedback

Social Media

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great job introducing the topics, you always had an opinion, solution, or feedback on each topic. You effectively lead when needed

Scorer's Name: Bryan Osborn School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim /UN  
Speaker: Adamaris Senna-Ochoa School: Oxnello

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

Tourism

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

~~good presentation~~ Good presentation. Sell your audience more on why to visit. Emphasise the Cultural significance and the importance of religion to the country

Cultural Preservation

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Take the lead more often so your opinions can be heard more. Great and metered participation. Courteous yet confident in your interactions.

Environment

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great ideas. Good feedback for the other delegates and participation in discussions might be a little more assertive in introducing your own topics

Social media

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Good feedback and also presenting your own thoughts. Need more on the solutions

Scorer's Name: Bryan Osborn School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim /UN  
Speaker: Lluvia Garcia School: Ferri S

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

Tourism

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR ONE   
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great enthusiasm and emotion. Loved how you tied in the other places and that the Riviera May could be used as a "home base" to visit the other places

Cultural Preservation

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR TWO   
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Very well prepared for all 4 topics. You were confident but respectful and genuinely sought to understand others while still getting your own information across.

Environment

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR THREE   
(1-6 SCALE):

1 2 3 4 5 6

Comments:

Great interaction, good input on topics that you did not introduce. You did well and taking charge when needed and listening to others and giving feedback

Social Media

OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR  HOUR ONE   
(1-6 SCALE):

1 2 3 4 5 6

Comments:

very confident. Your demeanor is that of inviting discussion. very good at making the other delegates feel at ease and willing to share.

Scorer's Name: Bryan Osborn School Affiliation: University

Thomas S. Foley Honorary Forensics Tournament  
**INTERNATIONAL DIPLOMACY SPEAKER BALLOT**

Target Language Spanish Session - Please Circle: Prelim /UN  
Speaker: Katherine Reiswig School: Co'A Charter

**Instructions to Scorer:** Each hour, please complete *one ballot per contestant*. Your score should be based fifty percent on the contestant's ability to communicate in the target language and fifty percent on his/her argumentation or persuasiveness.

**DELIVERY** -- consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.

**ORGANIZATION & UNITY OF SPEECH** --Does it ramble? Does it develop?

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

*Environment*  
good job presenting your ideas. Improve your interaction. Perhaps provide more feedback for the other delegates

**OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE**  
(1-6 SCALE):

1 2 3 4 5 6

Comments:

*Social media*  
I like that you were well informed. You always had a topic to introduce and loved that when you presented you acknowledged the other topics. Pronunciation was pretty good!

Scorer's Name: Bryan Osborn School Affiliation: U-High

**Thomas S. Foley Forensics Tournament**  
**International Diplomacy**  
**Finals Ranking Sheet**

Instructions: At the conclusion of the Summit (finals session), all judges should:

1. Confer together on each contestant's mastery of his/her target language;
2. After having heard the thoughts of all language judges on the students' command of their target languages, judges should individually, without consultation with your other judges, consider:
  - a. Did the contestant enhance the chamber's ability to conduct business, or did s/he detract from the chamber's ability to arrive at a satisfactory solution to the problems under discussion?
  - b. Did the contestant understand the issues?
  - c. Did the contestant's actions enhance the chamber's ability to come to a solution to the issues?
3. Individually, without consultation with your other judges, select your top 8 competitors.

Rank	Name ( <i>print legibly; use first initial if two in chamber have same last name</i> )		School Code
1	Daniele Scafidi		Charter
2	Einnegan Balley		Charter
3	Quinten Heaton		Charter
4	Sienna Hepworth		Charter
5	Oskar Hepworth		Charter
6	Lydia Bardwell		Charter
7	Lluna Garcia		Ferris
8	Mira Crawford		Charter

Print Judge Name: <u>Byron Osborn</u>	School/Affiliation: <u>University</u>
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**Thomas S. Foley Forensics Tournament**  
**International Diplomacy**  
**Finals Ranking Sheet**

**Instructions:** At the conclusion of the Summit (finals session), all judges should:

1. Confer together on each contestant's mastery of his/her target language;
2. After having heard the thoughts of all language judges on the students' command of their target languages, judges should individually, without consultation with your other judges, consider:
  - a. Did the contestant enhance the chamber's ability to conduct business, or did s/he detract from the chamber's ability to arrive at a satisfactory solution to the problems under discussion?
  - b. Did the contestant understand the issues?
  - c. Did the contestant's actions enhance the chamber's ability to come to a solution to the issues?
3. Individually, without consultation with your other judges, select your top 8 competitors.

Rank	Name ( <i>print legibly; use first initial if two in chamber have same last name</i> )	School Code
1	Quinten Heaton	CDA Charter
2	Daniele Scafidi	CDA Charter
3	Finn Bailey	CDA Charter
4	Lydia Bardwell	CDA Charter
5	Oskar Hepworth	CDA Charter
6	Jackson Smithian	Wenatchee
7	<del>Luivia Garcia</del> <sup>Luivia Ferris</sup>	<del>CDA Charter</del>
8	Mira Crawford	CDA Charter

Print Judge Name: <u>Elisa Bright</u>	School/Affiliation: <u>CDA Charter</u>
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**Thomas S. Foley Forensics Tournament**  
**International Diplomacy**  
**Finals Ranking Sheet**

Instructions: At the conclusion of the Summit (finals session), all judges should:

1. Confer together on each contestant's mastery of his/her target language;
2. After having heard the thoughts of all language judges on the students' command of their target languages, judges should individually, without consultation with your other judges, consider:
  - a. Did the contestant enhance the chamber's ability to conduct business, or did s/he detract from the chamber's ability to arrive at a satisfactory solution to the problems under discussion?
  - b. Did the contestant understand the issues?
  - c. Did the contestant's actions enhance the chamber's ability to come to a solution to the issues?
3. Individually, without consultation with your other judges, select your top 8 competitors.

Rank	Name ( <i>print legibly; use first initial if two in chamber have same last name</i> )	School Code
1	Danielle Scafidì	CDA
2	Finnegan Bailey	CDA
3	Julia Garcia	Ferris
4	Oscar Hepworth	CDA
5	Sienna Hepworth	CDA
6	Sebastian Baker	CDA
7	Mira Crawford	CDA
8	Amelia McAllister	Wenatchee

Print Judge Name: <u>Hans Soderquist</u>	School/Affiliation: <u>University</u>
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**Thomas S. Foley Forensics Tournament**  
**International Diplomacy**  
**Ranking Sheet**

Instructions: Please *rank your top four diplomats* this chamber. Consider each contestant's holistic performance in the session, including his/her command of the target language, his/her understanding of the issues and ability to persuade others to accept his/her position, and his/her ability at diplomacy. Did the contestant's actions enhance the chamber's ability to conduct business, or did s/he detract from the chamber's ability to arrive at a satisfactory solution to the problems under discussion?

Rank	Name ( <i>print legibly; use first initial if two in chamber have same last name</i> )	School Code
1	Lluvia Garcia	Ferris
2	Genesis Castro	Othello
3	Adamans Senna-Ochoa	Othello
4	Mia Esquivel	Chicawana

<u>Print Judge Name:</u>	School/Affiliation:
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**Thomas S. Foley Forensics Tournament**  
**International Diplomacy**  
**Ranking Sheet**

Instructions: Please *rank your top four diplomats* this chamber. Consider each contestant's holistic performance in the session, including his/her command of the target language, his/her understanding of the issues and ability to persuade others to accept his/her position, and his/her ability at diplomacy. Did the contestant's actions enhance the chamber's ability to conduct business, or did s/he detract from the chamber's ability to arrive at a satisfactory solution to the problems under discussion?

Rank	Name ( <i>print legibly; use first initial if two in chamber have same last name</i> )	School Code
1	Daniele Scafidi	CDA Charter
2	Finn Bailey	CDA Charter
3	Oskar Hepworth	CDA Charter
4	David Godun	University
5	Hannah McLin	Lewis and Clark

<u>Print Judge Name:</u> Elisa Bright	<u>School/Affiliation:</u> CDA Charter
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FUCENT A

# Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division NOTICE Round SEMI Judge Rowell

<p><b>Aff. School &amp; Initials</b> <u>Ezrie Waters</u></p> <p>Name <u>Pasco</u></p> <p>Circle Rating: 30-Amazing 29-Supe<b>rb</b> <u>28-Excellent</u> 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*</p>	<p><b>Neg. School &amp; Initials</b> <u>Ch. 2</u></p> <p>Name <u>Lorena Vegas</u></p> <p>Circle Rating: 30-Amazing 29-Superb 28-Excellent <u>27-Very Good</u> 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*</p>
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\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Aff (Aff) or Neg.) from Pasco (Debater's School) Low Point win?       
 Judge's Signature [Signature] Judge's School CV

~~Please do not disclose the winner/loser in the round.~~

Spontaneous Argumentation (also known as SPAR) is a brief, ten-minute debate performed without advanced preparation on a subject of interest, which is generally light in nature. The format will be as follows: 1-minute preparation for a 2-minute affirmative constructive speech followed by a 1-minute cross-examination. The negative then has 1 minute to prepare a 2 minute constructive speech which is followed by a one minute cross examination. Both speakers will then be allowed 1 minute for rebuttal without preparation time.

**GIVE COMMENTS TO EACH DEBATER: WRITE 2 THINGS THEY DID WELL AND 2 THINGS THEY NEED TO IMPROVE ON. GIVE REASONS WHY YOU VOTED FOR ONE SIDE. PLEASE STATE WHAT THE LOSING DEBATER NEEDED TO DO TO WIN.**

Gave Orally

FUCENT B

Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division NOVICE SEMI Round SEMI Judge Rowell

<p><b>Aff. School &amp; Initials</b> <u>UHS</u></p> <p>Name <u>Mia Blackmore</u></p> <p>Circle Rating: 30-Amazing 29-Superb 28-Excellent <u>27</u>-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*</p>	<p><b>Neg. School &amp; Initials</b> <u>UHS</u></p> <p>Name <u>Hyrum Call</u></p> <p>Circle Rating: 30-Amazing 29-Superb <u>28</u>-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*</p>
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\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Aff (Aff/or Neg.) from U High (Debater's School) Low Point win?       
 Judge's Signature [Signature] Judge's School CV

~~Please do not disclose the winner/loser in the round.~~

Spontaneous Argumentation (also known as SPAR) is a brief, ten-minute debate performed without advanced preparation on a subject of interest, which is generally light in nature. The format will be as follows: 1-minute preparation for a 2-minute affirmative constructive speech followed by a 1-minute cross-examination. The negative then has 1 minute to prepare a 2 minute constructive speech which is followed by a one minute cross examination. Both speakers will then be allowed 1 minute for rebuttal without preparation time.

**GIVE COMMENTS TO EACH DEBATER: WRITE 2 THINGS THEY DID WELL AND 2 THINGS THEY NEED TO IMPROVE ON. GIVE REASONS WHY YOU VOTED FOR ONE SIDE. PLEASE STATE WHAT THE LOSING DEBATER NEEDED TO DO TO WIN.**

Gave to them orally

**FLIGHT B**  
**Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot**

Division OPEN Round SEM1 Judge \_\_\_\_\_

<b>Aff. School &amp; Initials</b> <u>Eleanor Mt. Spo</u> Name <u>Weitz</u>	<b>Neg. School &amp; Initials</b> <u>Rachel SPITS</u> Name <u>Jones</u>
Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*	Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*

\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Aff (Aff. or Neg.) from Mt. Spo (Debater's School) Low Point win? \_\_\_\_  
 Judge's Signature [Signature] Judge's School # US school

Spontaneous Argumentation (also known as SPAR) is a brief, ten-minute debate performed without advanced preparation on a subject of interest, which is generally light in nature. The format will be as follows: 1-minute preparation for a 2-minute affirmative constructive speech followed by a 1-minute cross-examination. The negative then has 1 minute to prepare a 2 minute constructive speech which is followed by a one minute cross examination. Both speakers will then be allowed 1 minute for rebuttal without preparation time.

**GIVE COMMENTS TO EACH DEBATER: WRITE 2 THINGS THEY DID WELL AND 2 THINGS THEY NEED TO IMPROVE ON. GIVE REASONS WHY YOU VOTED FOR ONE SIDE. PLEASE STATE WHAT THE LOSING DEBATER NEEDED TO DO TO WIN.**

Living forever would be terrible

Aff  
 watch your kids die  
 be a lab rat  
 watch world die

> reject RA of partying  
 dolphins - nah

Neg  
 Party. be real  
 Become a mad scientist,  
 solve death  
 everybody moves to Mars  
 be a good dictator  
 dolphins ←, hawks

> You can cure cancer?!

FLUENT A

Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division Open Round Semi Judge \_\_\_\_\_

<p><b>Aff. School &amp; Initials</b>  <u>Michael CV</u>  Name <u>McClawley</u></p> <p>Circle Rating: <b>30</b>-Amazing <b>29</b>-Superb <b>28</b>-Excellent <b>27</b>-Very Good  <b>26</b>-Good <b>25</b>-Decent <b>24</b>-Okay <b>23</b>-Fair <b>22</b>-Improve*</p>	<p><b>Neg. School &amp; Initials</b>  <u>Eli Chia</u>  Name <u>Alvarado</u></p> <p>Circle Rating: <b>30</b>-Amazing <b>29</b>-Superb <b>28</b>-Excellent <b>27</b>-Very Good  <b>26</b>-Good <b>25</b>-Decent <b>24</b>-Okay <b>23</b>-Fair <b>22</b>-Improve*</p>
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\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Aff (Aff. or Neg.) from CV (Debater's School) Low Point win? \_\_\_\_\_  
Judge's Signature [Signature] Judge's School USchool

~~Please do not disclose the winner/loser in the round.~~

Spontaneous Argumentation (also known as SPAR) is a brief, ten-minute debate performed without advanced preparation on a subject of interest, which is generally light in nature. The format will be as follows: 1-minute preparation for a 2-minute affirmative constructive speech followed by a 1-minute cross-examination. The negative then has 1 minute to prepare a 2 minute constructive speech which is followed by a one minute cross examination. Both speakers will then be allowed 1 minute for rebuttal without preparation time.

**GIVE COMMENTS TO EACH DEBATER: WRITE 2 THINGS THEY DID WELL AND 2 THINGS THEY NEED TO IMPROVE ON. GIVE REASONS WHY YOU VOTED FOR ONE SIDE. PLEASE STATE WHAT THE LOSING DEBATER NEEDED TO DO TO WIN.**

us should send F16s to Ukraine

Aff

putin will nuke Ukraine  
grizzly bears in US kitchens!  
alcoholism!

F16s can go "pfff!"

Neg

no timeline!  
alcoholism is a personal issue  
bears are nice

father bias -> alcohol

**FLIGHT B**  
**Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot**

Division OPEN Round SEM1 Judge \_\_\_\_\_

<b>Aff. School &amp; Initials</b> <u>Eleanor Mt. Spo</u> <hr/> Name <u>Weitz</u>	<b>Neg. School &amp; Initials</b> <u>Rachel SPITS</u> <hr/> Name <u>Jones</u>
Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*	Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*

\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Aff (Aff. or Neg.) from Mt. Spo (Debater's School) Low Point win? \_\_\_\_\_

Judge's Signature [Signature] Judge's School US School

Spontaneous Argumentation (also known as SPAR) is a brief, ten-minute debate performed without advanced preparation on a subject of interest, which is generally light in nature. The format will be as follows: 1-minute preparation for a 2-minute affirmative constructive speech followed by a 1-minute cross-examination. The negative then has 1 minute to prepare a 2 minute constructive speech which is followed by a one minute cross examination. Both speakers will then be allowed 1 minute for rebuttal without preparation time.

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Living Forever would be terrible

Aff

watch your kids die  
 be a lab rat  
 watch world die



reject RtoF partying  
 dolphins - nah

Neg

Party. Be real  
 Become a mad scientist,  
 solve death  
 everybody moves to Mars  
 be a good dictator  
 dolphins ←, hawks



You can oute cancer?!



FUGENT A

Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division Open Round Semi Judge \_\_\_\_\_

<p><b>Aff. School &amp; Initials</b>  <u>Michael CV</u>  <hr/> Name <u>McClawley</u></p> <p>Circle Rating: <b>30</b>-Amazing <b>29</b>-Superb <b>28</b>-Excellent <b>27</b>-Very Good  <b>26</b>-Good <b>25</b>-Decent <b>24</b>-Okay <b>23</b>-Fair <b>22</b>-Improve*</p>	<p><b>Neg. School &amp; Initials</b>  <u>Eli Chia</u>  <hr/> Name <u>Alvarado</u></p> <p>Circle Rating: <b>30</b>-Amazing <b>29</b>-Superb <b>28</b>-Excellent <b>27</b>-Very Good  <b>26</b>-Good <b>25</b>-Decent <b>24</b>-Okay <b>23</b>-Fair <b>22</b>-Improve*</p>
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\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Aff (Aff. or Neg.) from CV (Debater's School) Low Point win? \_\_\_\_  
Judge's Signature [Signature] Judge's School USchool

~~Please do not disclose the winner/loser in the round.~~

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US should send F16s to Ukraine  
AFF  
putin will nuke Ukraine  
grizzly bears in US kitchens!  
alcoholism!

F16s can go "pfff!"

Neg  
no timeline!  
alcoholism is a personal issue  
bears are nice

father bias -> alcohol

# Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division Nor Round Finals Judge \_\_\_\_\_

<b>Aff. School &amp; Initials</b> <u>Pasco Ezrie</u> <hr/> Name <hr/> Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*	<b>Neg. School &amp; Initials</b> <u>USCHOOL Mia</u> <hr/> Name <hr/> Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*
---	---

\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Neg (Aff. or Neg.) from USCHOOL (Debater's School) Low Point win? \_\_\_\_\_  
 Judge's Signature [Signature] Judge's School USCHOOL

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**GIVE COMMENTS TO EACH DEBATER: WRITE 2 THINGS THEY DID WELL AND 2 THINGS THEY NEED TO IMPROVE ON.  
 GIVE REASONS WHY YOU VOTED FOR ONE SIDE. PLEASE STATE WHAT THE LOSING DEBATER NEEDED TO DO TO WIN.**

Batman would defeat Spiderman (superman?)  
Aff  
superman is country boy > can afford gas  
Batman is rich

Neg  
superman can fly and has laser vision  
Don't have to pay for gas.  
Batman doesn't get free gas } gas expensive  
break gadgets

# Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division Nor Round Final Judge \_\_\_\_\_

<b>Aff. School &amp; Initials</b> <u>Pasco Ezrie</u> Name _____ <hr/> Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*	<b>Neg. School &amp; Initials</b> <u>USCITool Mia</u> Name _____ <hr/> Circle Rating: <b>30</b> -Amazing <b>29</b> -Superb <b>28</b> -Excellent <b>27</b> -Very Good <b>26</b> -Good <b>25</b> -Decent <b>24</b> -Okay <b>23</b> -Fair <b>22</b> -Improve*
---	--

\*If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22.

I vote for the Neg (Aff. or Neg.) from USCITool (Debater's School) Low Point win? \_\_\_\_  
 Judge's Signature [Signature] Judge's School USCITool

~~Please do not disclose the winner/loser in the round.~~

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Batman would defeat Spiderman (Superman?)

Aff

superman is country boy > can afford gas  
 Batman is rich

Neg

superman can fly and has laser vision  
 Don't have to pay for gas.  
 Batman doesn't get free gas

} gas expensive  
 break gadgets