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 Staals		king Time
2. START EACH SPEAKER AS SOON 3. TIME THE SPEAKER	-until 10 minutes before the end	n speakers. <u>Wait for all speakers-</u> of the round.
LEGAL ARGUMENT SPEAKERS HAVE 8 M WITH A 30 SECOND GRACE PERIOD TO period should be ranked one spot lower than the over the time limit.	SPEAK. <u>DO NOT GIVE TIME SIGNALS.</u> Students who yotherwise would have been ranked. <u>STOP speakers whereast the students with the students with the students with the students with the students will be supported to the students with the students with the students will be supported to the students when the students will be supported to the student</u>	o go over the grace no go 60 or more seconds
4. DURING AND RIGHT AFTER THE S	SPEECH, WRITE COMMENTS	What is Logal Argument?
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 mip to increase interest Your intro needs more mip to increase interest Your main points need to support your position You need stronger support for your points. 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 are being too argumentative for an opening statement You are not being persuasive enough for a closing 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 need to work on your hand gestures You need to work on your body posture and movement You need to work on your band gestures You need to speak quicker/slower You need to speak quicker/slower You need to speak louder/softer 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. It sentence Needs to have big Impact. It pakageagh Needs to give Road map to listence. Your delivery is good. Good speed - No cut outs. You bund your voice half way theough - Good louder, more Animated. Good. Nice to tell the jury the Helmants to bows on during third. Hen fie the evid to elements. Conclusion Should better symman. Judges: We encourage you to add additional comments	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 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. 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.
E AT THE END OF EACH SPEECH C	on the back of this ballot! IRCLE A RATING FOR THE QUALITY OF	THE SPEECH:
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:		
$1^{\rm st}$ Best $2^{\rm nd}$ best $3^{\rm rd}$ best $4^{\rm th}$ best $5^{\rm th}$ bes	t 6 th best 7 th best 8 th	
(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 nd best goes 40 seconds over: You should rank her 3 rd and the speaker you would have ranked as 3 rd becomes 2 nd .		

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Wait for all speakers, unless you are within 10 minutes of the end of the round. Legal Argument Round 1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Student School Number (see Cover Sheet) UHich Student Name Gabliel Judge's Name TRACY Staals Speaking Time Judge's School 2. START EACH SPEAKER AS SOON AS POSSIBLE Note: There may be gaps between speakers. Wait for all speakers--until 10 minutes before the end of the round. 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. 4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS What is Legal Argument? Please offer a specific explanation for items you checked or Check the appropriate items below and make specific your own comments below. Please offer at least 3 "you did Legal argument encompasses comments in the column to the right. both opening statements, well" comments and 3 "improve" comments. INTRODUCTION which are expository in Iliked your introduction (state why to the right) nature, and closing Your intro needs to be longer-less abrupt Your intro needs to be shorter-more concise. arguments, which are akin to persuasive oratories. The Your intro needs more zip to increase interest THE BODY OF THE SPEECH purpose of an opening The body of your speech is good (state why to the right) statement is to preview what Your main points need to support your position the evidence will show in a You need stronger support for your points. manner supportive of the You need to change your intro to fit the info you present in the body proponent's position, but in a of your speech non-argumentative fashion. You need visual aids in your speech to demonstrate key points Closing argument "marshals You don't need visual aids for your particular speech or your visual aids detract from your speech the evidence" and argues it in You need to be less awkward with the use of your visual aids a manner consistent with the You need better visual aids proponent's position. Visual You are being too argumentative for an opening statement aides may be used. You are not being persuasive enough for a closing statement Competitors may choose to CONCLUSION OF THE SPEECH deliver either an opening I liked your conclusion (state why to the right) statement or a closing Your conclusion needs to be longer/less abrupt argument for either the Your conclusion needs to be shorter/more concise OVERALL IMPRESSION OF THE SPEECH prosecution or the defense. Your speech is good (state why to the right) Speeches must be based on the You need stronger analysis and more insight in your speech facts stated in the hypothetical fact pattern. Washington DELIVERY You delivered well (state why to the right) State law applies. You need better eye contact You need to work on your hand gestures **Double Entered Students** You need to work on your body posture and movement should be given flexibility to You need to cut out um/uh/okay etc. do their events. Students do You need better voice inflection not need to do their speeches You need more energy in your voice You need to speak quicker/slower in the order listed on the cover You need to speak louder/softer sheet. You need to avoid sighing/breathing loudly 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:

4th best 5th best 6th best 7th best 8th 1st Best 2nd best 3rd best

(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 2nd best goes 40 seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

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) UHish Student Name Callie Christensen		
Judge's Name TRACY Stack	Judge's SchoolSpea	aking Time
2. START EACH SPEAKER AS SOON 3. TIME THE SPEAKER	AS POSSIBLE Note: There may be gaps between -until 10 minutes hefore the end	en speakers, <u>Wait for all speakers-</u> I of the round.
LEGAL ARGUMENT SPEAKERS HAVE 8 M	IINUTES TO PRESENT	a as array the areas
WITH A 30 SECOND GRACE PERIOD TO	SPEAK. <u>DO NOT GIVE TIME SIGNALS.</u> Students why otherwise would have been ranked. <u>STOP speakers was a speakers with the state of the speakers was a speaker of the speakers with the state of the speakers.</u>	ho go over the grace
over the time limit.	y offici wise would have been failted. <u>STOX Spouters</u>	
4. DURING AND RIGHT AFTER THE S	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 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 You are not being needs to be longer/less abrupt 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)	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 oftening - Good USE of Stocy telling - engaging Suep But then you need to outline the State's lase - What do I have the State's lase - What do I have it Belfue Road map. Good delivery - USE of Visuals Good hesitation you circled back to your opening line.	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 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.
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 the transcription of the transcript	Vary Niu. I that can see why you have a great delivery.	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:		
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*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.		
	N GIVEN, CIRCLE A RANKING FOR EAC	CH SPEECH:
1st Best 2nd best 3rd best 4th best 5th best	6 th best 7 th best 8 th	
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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 nd best goes 40		

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.

seconds over: You should rank her 3^{rd} and the speaker you would have ranked as 3^{rd} becomes 2^{nd} .

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 TI	HIS INFO: Division: Open Legal Arg	gument Round
Student School Number (see Cover Sheet) High Student Name Adalyn Solek gwist		
Judge's Name TRACY Stack	Judge's SchoolSpea	iking Time
2. START EACH SPEAKER AS SOON 3. TIME THE SPEAKER	AS POSSIBLE Note: There may be gaps between -until 10 minutes before the end	en speakers. <u>Wait for all speakers-</u> I 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 S	PLECH, WRITE COMMUNENTS	What is Legal Argument?
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) You 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 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 needs to be longer/less abrupt Your conclusion needs to be shorter/more concise OVERALL IMPRESSION OF THE SPEECH You need stronger analysis and more insight in your speech DELIVERY You delivered well (state why to the right) You need to work on your body posture and movement You need to work on your body posture and movement You need to work on your body posture and movement You need to speak louder/softer You need to speak louder/softer 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. Aleast offening Sentence first sounded minutes should frowide an outline for the awdience - you made great frints but it was a little hard to follow. I know you don't aff much time so you heally facked it in. You did a great job. Better than many attorney. I can see why you are in the finals.	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. 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.
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A DANKING FOR FACH SPEECH		

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

1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th

(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 2nd best goes 40 seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

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Division: Open Legal Argument Round 1. BEGINNING OF ROUND: FILL IN THIS INFO: Student School Number (see Cover Sheet) USchoo Student Name Coal Smith Speaking Time 7:05 Judge's Name <u>\$2</u> ambelan ____ Judge's School __N/A 2. START EACH SPEAKER AS SOON AS POSSIBLE Note: There may be gaps between speakers. Wait for all speakers--until 10 minutes before the end of the round. 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 4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS What is Legal Argument? Please offer a specific explanation for items you checked or Check the appropriate items below and make specific your own comments below. Please offer at least 3 "you did Legal argument encompasses comments in the column to the right. both opening statements, well" comments and 3 "improve" comments. July grun colon tone

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to convict instruction INTRODUCTION which are expository in I liked your introduction (state why to the right) nature, and closing Your intro needs to be longer-less abrupt arguments, which are akin to Your intro needs to be shorter-more concise. persuasive oratories. The Your intro needs more zip to increase interest purpose of an opening THE BODY OF THE SPEECH The body of your speech is good (state why to the right) statement is to preview what Your main points need to support your position the evidence will show in a You need stronger support for your points. manner supportive of the You need to change your intro to fit the info you present in the body proponent's position, but in a of your speech non-argumentative fashion. You need visual aids in your speech to demonstrate key points Closing argument "marshals You don't need visual aids for your particular speech or your visual the evidence" and argues it in aids detract from your speech You need to be less awkward with the use of your visual aids a manner consistent with the proponent's position. Visual You need better visual aids You are being too argumentative for an opening statement aides may be used. You are not being persuasive enough for a closing statement Competitors may choose to CONCLUSION OF THE SPEECH deliver either an opening I liked your conclusion (state why to the right) statement or a closing Your conclusion needs to be longer/less abrupt argument for either the Your conclusion needs to be shorter/more concise OYERALL IMPRESSION OF THE SPEECH prosecution or the defense. Speeches must be based on the Your speech is good (state why to the right) You need stronger analysis and more insight in your speech facts stated in the hypothetical fact pattern. Washington DELIVERY You delivered well (state why to the right) State law applies. You need better eye contact You need to work on your hand gestures **Double Entered Students** You need to work on your body posture and movement should be given flexibility to You need to cut out um/uh/okay etc. do their events. Students do You need better voice inflection not need to do their speeches You need more energy in your voice in the order listed on the cover You need to speak quicker/slower You need to speak louder/softer sheet. You need to avoid sighing/breathing loudly 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: 1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th

seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

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.

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1. BEGINNING OF ROUND: FILL IN THE		zument Round
Student School Number (see Cover Sheet)		T' 17
Judge's Name <u>Seawhela</u>	ouuge s sensor	aking Time 7.72k
2. START EACH SPEAKER AS SOON 3. TIME THE SPEAKER	AS POSSIBLE Note: There may be gaps between until 10 minutes hefore the end	en speakers. <u>Wait for all speakers-</u> 1 of the round.
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Check the appropriate items below and make specific comments in the column to the right. INTRODUCTION Ilked 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) You 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 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 work on your body posture and movement You need to speak quicker/slower You need to speak louder/softer	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. god eye confect good vice control good pair? purousl pref = lette how methored to me sport food: address; the food to find a way compelly. Hand to find areas of improved to find a season of the find areas of improved to find areas of improved to find a season of the find areas of improved to find a season of the find areas of improved to find a season of the find areas of improved to find a season of the find areas of improved to find a season of the find areas	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 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. 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.
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Wait for all speakers, unless you are within 10 limitates of the old of all			
1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Legal Argument Round			
Student School Number (see Cover Sheet) USCho	Student Name Adalyn Soderguist	king Time 3:05	
Judge's Name Szambelan		king time	
2. START EACH SPEAKER AS SOON	AS POSSIBLE Note: There may be gaps between	n speakers. Wait for all speakers	
3. TIME THE SPEAKER	-until 10 minutes before the end	of the round.	
LEGAL ARGUMENT SPEAKERS HAVE 8 M	SPEAK. DO NOT GIVE TIME SIGNALS. Students wh	o go over the grace	
WITH A 30 SECOND GRACE PERIOD TO	y otherwise would have been ranked. STOP speakers w	ho go 60 or more seconds	
over the time limit.	y offici wise would have been runnion ======	9	
4. DURING AND RIGHT AFTER THE S	SPEECH, WRITE COMMENTS		
Check the appropriate items below and make specific	Please offer a specific explanation for items you checked or	What is Legal Argument?	
comments in the column to the right.	your own comments below. Please offer at least 3 "you did	Legal argument encompasses both opening statements,	
INTRODUCTION	well" comments and 3 "improve" comments.	which are expository in	
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Your intro needs to be shorter-more concise.	Made it was all a	arguments, which are akin to persuasive oratories. The	
Your intro needs more zip to increase interest THE BODY OF THE SPEECH	Most of Mark of T	purpose of an opening	
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of your speech You need visual aids in your speech to demonstrate key points	(t) were rund levidence	non-argumentative fashion.	
You don't need visual aids for your particular speech or your visual aids detract from your speech	· van	Closing argument "marshals the evidence" and argues it in	
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CONCLUSION OF THE SPEECH Likked your conclusion (state why to the right)	U	deliver either an opening	
Your conclusion needs to be longer/less abrupt		statement or a closing argument for either the	
Your conclusion needs to be shorter/more concise OVERALL IMPRESSION OF THE SPEECH	lave tur	prosecution or the defense.	
Your speech is good (state why to the right)	- newour - mass	Speeches must be based on the	
You need stronger analysis and more insight in your speech DELIVERY	O mous - have for	facts stated in the hypothetical fact pattern. Washington	
You delivered well (state why to the right)	w a condition	State law applies.	
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You need to work on your body posture and movement	I map cd. be	Double Entered Students should be given flexibility to	
You need to cut out um/uh/okay etc. You need better voice inflection	1000 11-1 0-HL	do their events. Students do	
You need more energy in your voice	ashert a a will	not need to do their speeches in the order listed on the cover	
You need to speak quicker/slower You need to speak louder/softer	more more.	sheet.	
You need to avoid sighing/breathing loudly			
	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:

1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th

(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 2nd best goes 40 seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

Thomas S. Foley Forensics Tournament John Clark Legal Argument Ballot

1. BEGINNING OF ROUND: FILL IN THIS INFO: Student School Number (see Cover Sheet) Student School Number (see Cover Sheet) Student Name Judge's Name Judge's Name Judge's School Na Speaking Time 7:11:48 A START EACH SPEAKER AS SOON AS POSSIBLE 3. TIME THE SPEAKER THE 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. STO'S speakers who go do over the grace period should be ranked one spot lower than they otherwise would have been ranked. STO'S speakers who go do over the grace period should be ranked to the right. 4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS Check the appropriate items below and make specific comments in the column to the right. You winton needs to be Interess indicent THE BOYO FILLS SPEECH to the right of your speak to be interess indicent The BOYO FILLS SPEECH. You need to visual saids from grace to the right of your speak to the right of your speak to the proper speak to the proper speak to the proper speak to the right of your speak to the proper speak to you proper speak to the prope	Wait for all speakers, unless you are within 10 minutes of the end of the round.		
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of your speech to demonstrate key points 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 foo argumentative for an opening statement You are not being persuasive enough for a closing statement You are not being persuasive enough for a closing statement 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 to work on your body posture and movement You need to to work on your body posture and movement You need to to work on your body posture and movement You need to speak (quicker/slower You need to speak quicker/slower You need to speak (quicker/slower You need to speak houder/softer You need to speak houder/softer You need to speak houder/softer You need to speak louder/softer You need to speak quicker/slower			
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You need stronger analysis and more insight in your speech You need better eye contact You need to work on your hand gestures You need to cut out um/uh/okay etc. You need to cut out um/uh/okay etc. You need to speak quicker/slower You need to speak quicker/slower You need to avoid sighing/breathing loudly 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!	Your conclusion needs to be shorter/more concise		
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DELIVERY You delivered well (state why to the right) 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 to cut out um/uh/okay etc. You need to reenergy in your voice You need to speak quicker/slower You need to speak louder/softer You need to avoid sighing/breathing loudly Judges: we encourage you to add additional comments on the back of this ballot!	You need stronger analysis and more insight in your speech	facts stated in the hypothetical	
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 to receive inflection You need to speak quicker/slower You need to speak louder/softer You need to avoid sighing/breathing loudly Judges: we encourage you to add additional comments on the back of this ballot!	DELIVERY		
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 Judges: we encourage you to add additional comments on the back of this ballot!	You need better eye contact	State law applies.	
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 Judges: we encourage you to add additional comments on the back of this ballot!	You need to work on your hand gestures		
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 Judges: we encourage you to add additional comments on the back of this ballot!	You need to cut out um/uh/okay etc.	3	
You need to speak quicker/slower You need to speak louder/softer You need to avoid sighing/breathing loudly Judges: we encourage you to add additional comments on the back of this ballot!	You need better voice infrection		
You need to avoid sighing/breathing loudly Judges: we encourage you to add additional comments on the back of this ballot!	You need to speak quicker/slower		
Judges: we encourage you to add additional comments	You need to speak louder/softer You need to avoid sighing/breathing loudly	sheet.	
on the back of this ballot!			
THE SPEECH:	on the back of this ballot!		
5. AT THE END OF EACH SPEECH, CIRCLE A RATING FOR THE GOALITY OF THE OF			

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:

1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th

(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 2nd best goes 40 seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

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 TI		gument Round
Student School Number (see Cover Sheet) Student Name Gabriel Granning		
Judge's Name Elen K. Clark	Judge's School h/aSpea	king Time 7:12: 74
	AC DOCCIDI E	
2. START EACH SPEAKER AS SOON		en speakers. Wait for all speakers-
3. TIME THE SPEAKER	-until 10 minutes before the end	of the round.
LEGAL ARGUMENT SPEAKERS HAVE 8 M	SPEAK. DO NOT GIVE TIME SIGNALS. Students wh	o go over the grace
WITH A 30 SECOND GRACE PERIOD TO	y otherwise would have been ranked. STOP speakers w	ho go 60 or more seconds
over the time limit.	y offici wise would have been rainted.	
4. DURING AND RIGHT AFTER THE S	PEECH WRITE COMMENTS	
Check the appropriate items below and make specific	Please offer a specific explanation for items you checked or	What is Legal Argument?
comments in the column to the right.	your own comments below. Please offer at least 3 "you did	Legal argument encompasses
INTRODUCTION	well" comments and 3 "improve" comments.	both opening statements, which are expository in
I liked your introduction (state why to the right)	11 M Chipur X collens	nature, and closing
Your intro needs to be longer-less abrupt Your intro needs to be shorter-more concise.	Du Smort	arguments, which are akin to
Your intro needs more zip to increase interest		persuasive oratories. The
THE BODY OF THE SPEECH	Dea + empreses	purpose of an opening
The body of your speech is good (state why to the right) Your main points need to support your position	Production of the state of the	statement is to preview what the evidence will show in a
You need stronger support for your points.	a line to positiona	manner supportive of the
You need to change your intro to fit the info you present in the body	- Strong will court for	proponent's position, but in a
of your speech You need visual aids in your speech to demonstrate key points	and the state of t	non-argumentative fashion.
You don't need visual aids for your particular speech or your visual	Oup Confact, No	Closing argument "marshals
aids detract from your speech	-gore of	the evidence" and argues it in
You need to be less awkward with the use of your visual aids You need better visual aids		a manner consistent with the
You are being too argumentative for an opening statement	readire	proponent's position. Visual aides may be used.
You are not being persuasive enough for a closing statement	In a with t	Competitors may choose to
CONCLUSION OF THE SPEECH	- Ox collas Dolpes	deliver either an opening
✓ I liked your conclusion (state why to the right) Your conclusion needs to be longer/less abrupt	-excellar point	statement or a closing
Your conclusion needs to be shorter/more concise	agunais	argument for either the
OVERALL IMPRESSION OF THE SPEECH	8	prosecution or the defense.
Your speech is good (state why to the right) You need stronger analysis and more insight in your speech		Speeches must be based on the facts stated in the hypothetical
DELIVERY		fact pattern. Washington
You delivered well (state why to the right)		State law applies.
You need better eye contact You need to work on your hand gestures		
You need to work on your hand gestures You need to work on your body posture and movement		Double Entered Students
You need to cut out um/uh/okay etc.		should be given flexibility to do their events. Students do
You need better voice inflection You need more energy in your voice		not need to do their speeches
You need to speak quicker/slower		in the order listed on the cover
You need to speak louder/softer		sheet.
You need to avoid sighing/breathing loudly		
	Judges: we encourage you to add additional comments	
	on the back of this ballot!	THE OPERALL
5. AT THE END OF EACH SPEECH, C	RCLE A RATING FOR THE QUALITY OF	THE SPEECH:
20 27 27 27 25 25 25 25 24 24 24 25 Part 24 Okay 23 Fair 22 Need Improvement*		

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:

1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th

(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 2nd best goes 40 seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

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 T	HIS INFO: Division: Open Legal Arg	gument Round
Student School Number (see Cover Sheet) Student Name Callie Christensen		
Judge's Name Speaking Time Student Name Speaking Time		
2. START EACH SPEAKER AS SOON 3. TIME THE SPEAKER	AS POSSIBLE Note: There may be gaps betwee -until 10 minutes before the end	n speakers. <u>Wait for all speakers-</u> of the round.
3. TIME THE SPEAKER LEGAL ARGUMENT SPEAKERS HAVE 8 M WITH A 30 SECOND GRACE PERIOD TO period should be ranked one spot lower than the over the time limit. 4. DURING AND RIGHT AFTER THE S 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 more zip to increase interest THE BODY OF THE SPEECH The body of your speech is good (state why to the right) You need stronger support for 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 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 needs to be longer tess 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 better eye contact You need to work on your hand gestures You need to work on your body posture and movement	-until 10 minutes before the end INUTES TO PRESENT SPEAK. DO NOT GIVE TIME SIGNALS. Students while the support of the end of of the en	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 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.
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		should be given flexibility to do their events. Students do not need to do their speeches in the order listed on the cover sheet.
You need to avoid sighing/breathing loudly	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.		
*If one of the speakers was rude, report it to the ballot table. Otherwise, you may not score below a 22.		

seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2rd.

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.

(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 2nd best goes 40

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

1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th

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 USchoo Student Name Adalyn Soderquist Student School Number (see Cover Sheet) Speaking Time 3:08:52 Judge's Name Ellen K. Clark Judge's School 2. START EACH SPEAKER AS SOON AS POSSIBLE Note: There may be gaps between speakers. Wait for all speakers--until 10 minutes before the end of the round. 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. 4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS What is Legal Argument? Please offer a specific explanation for items you checked or Check the appropriate items below and make specific your own comments below. Please offer at least 3 "you did Legal argument encompasses comments in the column to the right. both opening statements, well" comments and 3 "improve" comments. INTRODUCTION which are expository in I liked your introduction (state why to the right) nature, and closing Your intro needs to be longer-less abrupt arguments, which are akin to Your intro needs to be shorter-more concise. persuasive oratories. The Your intro needs more zip to increase interest purpose of an opening THE BODY OF THE SPEECH The body of your speech is good (state why to the right) statement is to preview what Your main points need to support your position the evidence will show in a You need stronger support for your points. manner supportive of the You need to change your intro to fit the info you present in the body proponent's position, but in a of your speech non-argumentative fashion. You need visual aids in your speech to demonstrate key points Closing argument "marshals You don't need visual aids for your particular speech or your visual aids detract from your speech the evidence" and argues it in You need to be less awkward with the use of your visual aids a manner consistent with the You need better visual aids proponent's position. Visual You are being too argumentative for an opening statement aides may be used. You are not being persuasive enough for a closing statement Competitors may choose to CONCLUSION OF THE SPEECH deliver either an opening I liked your conclusion (state why to the right) statement or a closing Your conclusion needs to be longer/less abrupt argument for either the Your conclusion needs to be shorter/more concise OVERALL IMPRESSION OF THE SPEECH prosecution or the defense. Speeches must be based on the Your speech is good (state why to the right) You need stronger analysis and more insight in your speech facts stated in the hypothetical fact pattern. Washington DELIVERY You delivered well (state why to the right) State law applies. You need better eye contact You need to work on your hand gestures **Double Entered Students** You need to work on your body posture and movement should be given flexibility to You need to cut out um/uh/okay etc. do their events. Students do You need better voice inflection not need to do their speeches You need more energy in your voice in the order listed on the cover You need to speak quicker/slower You need to speak louder/softer sheet. You need to avoid sighing/breathing loudly 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: 4th best 5th best 6th best 7th best 8th 1st Best 2nd best (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 2nd best goes 40 seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

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 T	HIS INFO: Division: Open	Legal Argument Round
Student School Number (see Cover Sheet) Law Student Name Sabella Kelf.		
Judge's Name RACY Stack	Judge's School	Speaking Time
2. START EACH SPEAKER AS SOON 3. TIME THE SPEAKER	-until 10 minutes	be gaps between speakers. <u>Wait for all speakers</u> before the end of the round.
LEGAL ARGUMENT SPEAKERS HAVE 8 N WITH A 30 SECOND GRACE PERIOD TO period should be ranked one spot lower than the	SPEAK. DO NOT GIVE TIME SIGNALS.	Students who go over the grace speakers who go 60 or more seconds
over the time limit. 4. DURING AND RIGHT AFTER THE S	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 shorter-more concise. Your intro needs nore zip to increase interest THE BODY OF THE SPEECH The body of your speech is good (state why to the right) 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 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) Von need to work on your hand gestures You need to work on your hand gestures You need to speak quicker/slower You need to speak puicker/slower You need to speak louder/softer You need to speak louder/softer You need to avoid sighing/breathing loudly	Please offer a specific explanation for items you che your own comments below. Please offer at least well" comments and 3 "improve" comments. (Accord Inter, Nice Unflection. Need buffer to the evidence. Tell youry what you have to and how you have please Great Delively. Engaged for a buffer to the did buffer to the please of the please	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. 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.
	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: 1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th		
(NO ties except for 8) Rank ""No Shows"" as an 8. Students w		than what you would have ranked the student
otherwise. Students who you had to stop (they went over 60 secon	ds overtime) should be ranked two lower. EXAMPLE: A	A student you would rank as 2 nd best goes 40
seconds over: You should rank her 3 rd and the speaker you would have ranked as 3 rd becomes 2 nd .		
	NOWEN OR 40 MINUTES DEED	ODE THE END OF THE

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. Legal Argument Round 1. BEGINNING OF ROUND: FILL IN THIS INFO: Division: Open Student School Number (see Cover Sheet) Ridgel Student Name Isabella Kelp ___ Judge's School Judge's Name Szawbela 2. START EACH SPEAKER AS SOON AS POSSIBLE Note: There may be gaps between speakers. Wait for all speakers--until 10 minutes before the end of the round. 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. 4. DURING AND RIGHT AFTER THE SPEECH, WRITE COMMENTS What is Legal Argument? Please offer a specific explanation for items you checked or Check the appropriate items below and make specific your own comments below. Please offer at least 3 "you did Legal argument encompasses comments in the column to the right. both opening statements, well" comments and 3 "improve" comments. INTRODUCTION which are expository in I liked your introduction (state why to the right) nature, and closing Your intro needs to be longer-less abrupt Fin line between being arguments, which are akin to Your intro needs to be shorter-more concise. dramatic.
Final words were compellij.
Good focus en widence
others did not & persuasive oratories. The Your intro needs more zip to increase interest THE BODY OF THE SPEECH purpose of an opening The body of your speech is good (state why to the right) statement is to preview what the evidence will show in a Your main points need to support your position You need stronger support for your points. manner supportive of the You need to change your intro to fit the info you present in the body proponent's position, but in a of your speech non-argumentative fashion. You need visual aids in your speech to demonstrate key points Closing argument "marshals You don't need visual aids for your particular speech or your visual the evidence" and argues it in aids detract from your speech a manner consistent with the You need to be less awkward with the use of your visual aids proponent's position. Visual You need better visual aids You are being too argumentative for an opening statement aides may be used. You are not being persuasive enough for a closing statement Competitors may choose to CONCLUSION OF THE SPEECH deliver either an opening Liked your conclusion (state why to the right)
Your conclusion needs to be longer/less abrupt statement or a closing argument for either the Your conclusion needs to be shorter/more concise prosecution or the defense. OVERALL IMPRESSION OF THE SPEECH Speeches must be based on the Your speech is good (state why to the right) You need stronger analysis and more insight in your speech facts stated in the hypothetical fact pattern. Washington DELIVERY ✓ You delivered well (state why to the right) State law applies. You need better eye contact You need to work on your hand gestures **Double Entered Students** You need to work on your body posture and movement should be given flexibility to You need to cut out um/uh/okay etc. do their events. Students do You need better voice inflection not need to do their speeches You need more energy in your voice in the order listed on the cover You need to speak quicker/slower You need to speak louder/softer sheet. You need to avoid sighing/breathing loudly 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: 3rd best 4th best 5th best 6th best 7th best 8th 1st Best 2nd best (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 2nd best goes 40 seconds over: You should rank her $3^{\rm rd}$ and the speaker you would have ranked as $3^{\rm rd}$ becomes $2^{\rm nd}$.

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)	Student Name + Schola Ref	3'56'05
Judge's Name Ellen K. Clark	- Jungo b a salar	iking Time
2. START EACH SPEAKER AS SOON	AS POSSIBLE Note: There may be gaps between -until 10 minutes hefore the end	en speakers. Wait for all speakers-
3. TIME THE SPEAKER		of the found.
LEGAL ARGUMENT SPEAKERS HAVE 8 M	INUTES TO PRESENT	o go over the grace
WITH A 30 SECOND GRACE PERIOD TO	SPEAK. DO NOT GIVE TIME SIGNALS. Students wh	ha ga 60 or more seconds
period should be ranked one spot lower than the	y otherwise would have been ranked. STOP speakers w	no go oo or more seconds
over the time limit.		
4. DURING AND RIGHT AFTER THE S	SPEECH, WRITE COMMENTS	T
Check the appropriate items below and make specific	Please offer a specific explanation for items you checked or	What is Legal Argument? Legal argument encompasses
comments in the column to the right.	your own comments below. Please offer at least 3 "you did	both opening statements,
INTRODUCTION	well" comments and 3 "improve" comments.	which are expository in
I liked your introduction (state why to the right) Your intro needs to be longer-less abrupt	gus douvery - genans, eye	nature, and closing
Your intro needs to be shorter-more concise.	la de sia a llata -dos	arguments, which are akin to
Your intro needs more zip to increase interest	Contact, Vola 17	persuasive oratories. The purpose of an opening
THE BODY OF THE SPEECH The body of your speech is good (state why to the right)	And Dealton 170	statement is to preview what
Your main points need to support your position	colon out	the evidence will show in a
You need stronger support for your points. You need to change your intro to fit the info you present in the body	to al way to the	manner supportive of the
of your speech	- Must refer more 10	proponent's position, but in a non-argumentative fashion.
You need visual aids in your speech to demonstrate key points	The word the whome	Closing argument "marshals
You don't need visual aids for your particular speech or your visual aids detract from your speech	Caw - Montree	the evidence" and argues it in
You need to be less awkward with the use of your visual aids	10 1 since 10 min to Keron	a manner consistent with the
You need better visual aids You are being too argumentative for an opening statement	2001 per jay ross	proponent's position. Visual
You are not being persuasive enough for a closing statement	The state of the	aides may be used. Competitors may choose to
CONCLUSION OF THE SPEECH	what they have to give	deliver either an opening
I liked your conclusion (state why to the right) Your conclusion needs to be longer/less abrupt	Med 1	statement or a closing
Your conclusion needs to be shorter/more concise	1 ff an	argument for either the
OVERALL IMPRESSION OF THE SPEECH	man the	prosecution or the defense.
Your speech is good (state why to the right) You need stronger analysis and more insight in your speech		Speeches must be based on the facts stated in the hypothetical
DELIVERY	,	fact pattern. Washington
You delivered well (state why to the right)		State law applies.
You need better eye contact You need to work on your hand gestures		
You need to work on your body posture and movement		Double Entered Students should be given flexibility to
You need to cut out um/uh/okay etc.		do their events. Students do
You need better voice inflection You need more energy in your voice		not need to do their speeches
You need to speak quicker/slower		in the order listed on the cover
You need to speak louder/softer You need to avoid sighing/breathing loudly		sheet.
	Judges: we encourage you to add additional comments on the back of this ballot!	
AF ABEFAIL A	IDOLE A DATING EOD THE OHALITY OF	THE SPEECH:
5. AT THE END OF EACH SPEECH, C	IRCLE A RATING FOR THE QUALITY OF	
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:

1st Best 2nd best 3rd best 4th best 5th best 6th best 7th best 8th

(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 2nd best goes 40 seconds over: You should rank her 3rd and the speaker you would have ranked as 3rd becomes 2nd.

Target Language Spanish Session - Please Circle: Prelim/UN Speaker: Jasmine Mielke School: Op harter Academy
<u>Instructions to Scorer:</u> 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 Presentation Comments: Great preparation and strong delivery! Ty for less reliance on roles. "
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): L 2 3 4 5 6 Comments: Great job! Tist participate more!
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE): L 2 3 4 5 6 Comments: Good connect or generational passing of authore.
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments: Did you speak?
Scorer's Name: Kish Bright School Affiliation: CDA Charter

Target Language Speaker: Daisu	Session - Please Circles Broningham School: ODA	Prelim UN Charler
should be based fifty percen	ch hour, please complete one ballot per content on the contestant's ability to communicate argumentation or persuasiveness.	
DELIVERY consider all aspects of	of delivery, including rate of speech, volume, tone, inflection	on, bodily movement etc.
ORGANIZATION & UNITY OF	SPEECHDoes it ramble? Does it develop?	
OVERALL IMPACT & IMPRESS (1-6 SCALE):	SION TOTAL POINT AWARD FOR HOUR ONE 2 3 4 5 6	Tourism
Comments:		•
Great con	Aunt on presenta	tion!
less depe	sent on presenta	IS WIN.
	SION TOTAL POINT AWARD FOR HOUR TWO	Environment
(1-6 SCALE): <u>1</u>	2 3 4 (5) 6	
Comments:	take most s! Trust	participant
Great	Hall worry	
Great more!		
OVERALL IMPACT & IMPRESS (1-6 SCALE):	SION TOTAL POINT AWARD FOR HOUR THREE	Cultural
Comments:	2 3 4 5 5. 5 6	presentation
Nice cond	Fributions when	preservation you spoke!
You're soe	aking up more!	Yeah!
Chiratow	n-grood example.	
OVERALL IMPACT & IMPRESS (1-6 SCALE):	SION TOTAL POINT AWARD FOR HOUR ONE	Social media
Comments: 1	2 3 4 5 6	nob mertality et
Reathy	fic comment of	if on
May Lode	fits dained by	- companies
witherdis	agreements! Your	larguage and
Scorer's Name:	Bright School Affiliation:	

Target Language Spa Speaker:Spa	nish Session na Glass Sch	- Please Circle: Prelim ool: Lake Cirl	
should be based fifty percen	ch hour, please complete one not on the contestant's ability that argumentation or persuasive	to communicate in the t	
DELIVERY consider all aspects	of delivery, including rate of speech, vo	olume, tone, inflection, bodily	movement etc.
ORGANIZATION & UNITY OF	SPEECHDoes it ramble? Does it de	velop?	
OVERALL IMPACT & IMPRESS (1-6 SCALE): Comments:	SION TOTAL POINT AWARD FOI	R HOUR ONE	presentation
OVERALL IMPACT & IMPRESS (1-6 SCALE): L Comments:	SION TOTAL POINT AWARD FOR 2 3 4 5	R HOUR TWO	nvironment
(1-6 SCALE): 	SION TOTAL POINT AWARD FOR	6 PC	thural eservation adle
OVERALL IMPACT & IMPRESS (1-6 SCALE): L Comments:	SION TOTAL POINT AWARD FOR 2 3 4 5 Speak.	HOUR ONE 6	ial media

Scorer's Name: FUSA Bright School Affiliation: ODA Charter

Target Language Spanish Session - Please Circle: Prelim/UN Speaker: Oahiele Station School: COA 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?	
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6	
Comments:	ş
Beautifully prepared and delivered!	ľ
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6	
Comments:	
Excellent facilitator of the discussion! Also good comments	
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE 1-6 SCALE): Cultural	
1-6 SCALE): 1 2 3 4 5 6 Comments:	Secure S.
Showed knowledge of different	}
rigions. Beautiful flow of larguage!	
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE Social Media 1-6 SCALE):	
1-6 SCALE): 1 2 3 4 5 6 Comments:	
Good context and language use!	

Scorer's Name: Elisa Bright School Affiliation: Of Charlet

Target Language Spanish Session - Please Circle: Prelim/UN Speaker: Finnedan Bailou School: OP Hayer 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 SPEECHDoes it ramble? Does it develop?
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6
Comments:
Fartastic delivery! Great constent! Very good command of language.
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6
Comments:
Great job bringing up new ideas. Convincing delivery. Great prenunciation.
Convincing delivery. Oreas pronuncialism.
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE 1-6 SCALE): 1 2 3 4 5 6 Presentation
Nico isto facilitation
Raised rew content for discussion.
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE Social media. 1-6 SCALE): Social media.
Comments: $\frac{1}{2} \frac{3}{3} \frac{4}{3} \frac{5}{3} \frac{6}{3}$
Nice command of language
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE 1-6 SCALE): 1 2 3 4 5 6 Comments: N'ICO command of language Almonstrated! Strong ideas!
corer's Name: FUSA Brook School Affiliation: (1) Class Contra

Target Language	Spanish at Hepuso	Session - Pleas	e Circle: Prelim /UN	er Academ
should be based fifty	eer: Each hour, please of percent on the contests his/her argumentation o	ant's ability to com		
DELIVERY consider all	l aspects of delivery, including	rate of speech, volume, to	ne, inflection, bodily moveme	nt etc.
ORGANIZATION & UN	ITY OF SPEECH Does it rai	mble? Does it develop?		
OVERALL IMPACT & I (1-6 SCALE):	MPRESSION TOTAL POIN	· · · · · · · · · · · · · · · · · · ·	ONE TOUR	Swafian
Comments:	1 2 3	4 3	o presi	WAO EU
A Sew Great	delivers.	ard	confert	ard
	MPRESSION TOTAL POINT	T AWARD FOR HOUR	TWO Envi	ronment
Comments:	1 2 3	4 3	<u> </u>	
Very p	owerful	deliver	y aro	
Strong	ideas.			
OVERALL IMPACT & II (1-6 SCALE):	MPRESSION TOTAL POINT	,	THREE CULT	iral
Comments:			- Inca	
Respecting	on right	t cult	ves - 90	ed point
tocuting	on right	t to c	ulture.	
OVERALL IMPACT & IN (1-6 SCALE):	MPRESSION TOTAL POINT		one Socia	il modia
Comments:	1 2 3	4		
Great	Job mo	derafin	5	
Strong	job no conter	t ard	comp	- gre
Scorer's Name:	lisa Briga	School Affi	liation: CDA	Charter

Target Language Spanish Session - Please Circle: Prelim/UN Speaker: School: Sc
<u>Instructions to Scorer:</u> 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 55.56 Comments: Great Confert and pronunciation.
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6 Comments:
You had great deas! Command of language good not quite overall impact & impression total point award for Hour three (1-6 SCALE):
Comments:
Great comment about Spain's wary cultures on responsible Also roused good, a few errors but super great OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE CONTENT.
1 2 3 4 5 (6) Social media
Comments: Coad idea about protecting Larguage seems to be gesting stronger and stronger with more time speaking! Scorer's Name: Elisa Bright School Affiliation: COA Charter

Target Language Spanish Session - Please Circle Prelim/UN Speaker: Hannah McLin School: Lewis and Clark
<u>Instructions to Scorer:</u> 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 Turis (1-6 SCALE):
Comments: 1 2 3 4 (5) 6
Very nice on content! Also delivery!
Very nice on content! Also delivery! Imprave pronunciation of vowels and chack grammer for errors.
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO
$(1-6 \text{ SCALE}): $ $1 \qquad 2 \qquad 3 \qquad 4 \qquad 5 \qquad 6$
Comments:
You had very good things to say and
spoke convincingly, Good command of conditional tense.
ionditional lenge
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE):
Comments: $\frac{1}{2} = \frac{3}{3} + \frac{4}{5} = \frac{5}{6}$
LOSS participation this time is
Or jumping in more! Toward erol.
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments:
Comments:
Strong idea brought up!
Larguege - improve vowers, 15
Strong idea brought up! Lurguage - improve vowels, r's Passicipate a bit more.
Scorer's Name: Elisa Brant School Affiliation: COA Charter

Target Language Flex Session - Please Circle: Prelim /UN Speaker: School: School: Matter
<u>Instructions to Scorer:</u> 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: SCALE COMMENTS:
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE):
(1-6 SCALE): Comments: Datumation Culture
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments:
Scorer's Name: Lyda LBI School Affiliation: School Affiliation:

Target Language Session - Please Circle: Prelim /UN Speaker: School: Charler OFF	
<u>Instructions to Scorer:</u> 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): L 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:	
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments:	eal
Scorer's Name: Synda LeBla School Affiliation: Charles	

	Target Language Girle Yeach Session - Please Circle: Prelim /UN Speaker: School: School: With DA	
	<u>Instructions to Scorer:</u> 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?	
1.	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE):	
	Comments:	
1	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO -D Social Medias (1-6 SCALE): 1 2 3 4 6 6 Comments: 5.5)
	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE): 1 2 3 4 5 6 Comments:	
Ą		
V	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments:	+
	Scorer's Name Lynda Lo Blue School Affiliation: Charles	

should be based fir	fty percent on the contestant's ability to communica	
and fifty percent o	n his/her argumentation or persuasiveness.	
DELIVERY consider	all aspects of delivery, including rate of speech, volume, tone, inflec	tion, bodily movement etc.
ORGANIZATION & U	JNITY OF SPEECH Does it ramble? Does it develop?	
OVERALL IMPACT & (1-6 SCALE):	& IMPRESSION TOTAL POINT AWARD FOR HOUR ONE	Presentatio
Comments:	$\frac{1}{3} \frac{2}{3} \frac{3}{4} \frac{4}{5} \frac{6}{5}$	_
OVEDALI IMDACT 8	& IMPRESSION TOTAL POINT AWARD FOR HOUR TWO	Social M
(1-6 SCALE):	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	
Comments:	35	-
OVERALL IMPACT & (1-6 SCALE):	E IMPRESSION TOTAL POINT AWARD FOR HOUR THREE	Patrino:
Comments:	5.5	•
		Envilonm
	IMPRESSION TOTAL POINT AWARD FOR HOUR ONE	Environm
OVERALL IMPACT & 1-6 SCALE): Comments:	IMPRESSION TOTAL POINT AWARD FOR HOUR ONE 1 2 3 4 5 6	Environm
1-6 SCALE):	IMPRESSION TOTAL POINT AWARD FOR HOUR ONE 1 2 3 4 5 6	

Target Language (CVC) Session - Please Circle: Prelim /UN Speaker: School: School:
<u>Instructions to Scorer:</u> 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 FOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): Comments: 1 2 3 4 5 6 500 600 600 600 600 600 600 600 600
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 5 6 Comments:
Scorer's Name: Anda Lella School Affiliation: Chartes

Target Language Session - Please Circle: Prelim /UN Speaker: School:
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
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): L 2 3 4 5 6 Comments:
Scorer's Name: Lyda Lo Blu School Affiliation: Wanter Cass Brucet

Target Language French Session - Please Circle: Prelim/UN Speaker: School: School:
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): $ \frac{1}{2} \frac{2}{3} \frac{4}{3} \frac{5}{6} = 6 $ Comments:
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:
Scorer's Name: Way Lot School Affiliation: Charter
Cass Sonval

Target Language Speaker:	French Session - Please Circle: Prelim/UN nin Lack School: Charter CDA
should be based fifty	per: Each hour, please complete one ballot per contestant. Your score percent on the contestant's ability to communicate in the target language his/her argumentation or persuasiveness.
DELIVERY consider all	aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.
ORGANIZATION & UNI	TY OF SPEECHDoes it ramble? Does it develop?
OVERALL IMPACT & II (1-6 SCALE):	MPRESSION TOTAL POINT AWARD FOR HOUR ONE 1 2 3 4 5 6
Comments:	65
OVERALL IMPACT & IN (1-6 SCALE): Comments:	APRESSION TOTAL POINT-AWARD FOR HOUR TWO 1 2 3 4 5 6 SEAUX SULLAND 3.5 6
OVERALL IMPACT & IN (1-6 SCALE): Comments:	IPRESSION TOTAL POINT AWARD FOR HOUR THREE 1 2 3 4 5 6 Palman
OVERALL IMPACT & IM (1-6 SCALE): Comments:	IPRESSION TOTAL POINT AWARD FOR HOUR ONE 1 2 3 4 5 6 ENVIRONMENT
Scorer's Name:	Lynda La Plan School Affiliation: Charles

Target Language Ten Ch Session - Please Circle: Prelim /UN Speaker: School: CDA Charten
<u>Instructions to Scorer:</u> 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 5 6 Comments: 3 5 6
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 ON SIGN MENT Comments:
Scorer's Name: School Affiliation: Of Charles Caso Brief

8 8	NCH See	ssion - Please Çircle: 🛭	relim /UN
Speaker: 150	Oh mes	_School:(have	<u>d)</u>
Instructions to Scorer: Eshould be based fifty percand fifty percent on his/he	ent on the contestant's abi	ility to communicate in	
DELIVERY consider all aspect	s of delivery, including rate of spe	ech, volume, tone, inflection,	bodily movement etc.
ORGANIZATION & UNITY O			·
FLUENCY IN THE TARGET L	ANGUAGE!!		
In addition to the numeric possible. You are encoura questioning, and general d	ged to make additional co	mments regarding the	competitor's speeches,
OVERALL IMPACT & IMPRE (1-6 SCALE):	SSION TOTAL POINT AWAR	D FOR HOUR ONE	presibilier
Comments:	1 2 3 4	() 6 () () () () () () () () (y · · ·
}	(3.1	500	patrimoire
OVERALL IMPACT & IMPRES (1-6 SCALE): Comments:	SSION TOTAL POINT AWARI	o FOR HOUR TWO	flageaux socia
OVERALL IMPACT & IMPRES (1-6 SCALE):	SSION TOTAL POINT AWART	FOR HOUR THREE	envisor mont
Comments:		Hz.	
	7	//	17.
Scorer's Name:	da Le Her	School Affiliation:	Charles
Cass	Bouvet		

Target Language Speaker:	Session - Please Circle: Prelim /UN WE A HOOLEK School: (MITC)	
should be based f	orer: Each hour, please complete one ballot per contestant. Your score fty percent on the contestant's ability to communicate in the target language in his/her argumentation or persuasiveness.	
DELIVERY conside	all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.	
ORGANIZATION &	NITY OF SPEECHDoes it ramble? Does it develop?	
OVERALL IMPACT (1-6 SCALE): Comments:	IMPRESSION TOTAL POINT AWARD FOR HOUR ONE 1 2 3 4 5 6 PRESENTATION	
OVERALL IMPACT (1-6 SCALE): Comments:	IMPRESSION TOTAL POINT AWARD FOR HOUR TWO 1 2 3 4 5 6 SOCIO	7 C
OVERALL IMPACT (1-6 SCALE): Comments:	IMPRESSION TOTAL POINT AWARD FOR HOUR THREE 1 2 5 6 POLITICAL P	
OVERALL IMPACT (1-6 SCALE): Comments:	IMPRESSION TOTAL POINT AWARD FOR HOUR ONE 1 2 3 4 5 6 LINGTON MAR	t
	Lyma de Blan sabad Affiliation Charles	

(as Brist

Target Language	en en De laune	_Session - Please Circle: School: <u>Charler</u>	Prelim /UN
should be based fifty pe		plete <i>one ballot per cont</i> s ability to communicate rsuasiveness.	
DELIVERY consider all asp	ects of delivery, including rate of	of speech, volume, tone, inflection	n, bodily movement etc.
ORGANIZATION & UNITY	OF SPEECH Does it ramble	? Does it develop?	ida
OVERALL IMPACT & IMP (1-6 SCALE):	RESSION TOTAL POINT AV	vard for <u>hour one</u>	presentation
Comments:		5.0	
OVERALL IMPACT & IMPI (1-6 SCALE): Comments:	RESSION TOTAL POINT AV	VARD FOR HOUR TWO 5 6	(Seaux Go(say)
OVERALL IMPACT & IMPI	RESSION TOTAL POINT AN	VARD FOR HOUR THREE	
(1-6 SCALE):	1 2 3	4) 5 6	patrin
Comments:)a
OVERALL IMPACT & IMPR (1-6 SCALE): Comments:	EESSION TOTAL POINT AW	ARB FOR HOUR ONE	Environmen 1
		17	
Scorer's Name:	da Le Bar	School Affiliation:	Chailer

Target Language FILM Session - Please Circle; Prelim /UN Speaker: School: Scho	
<u>Instructions to Scorer:</u> Each hour, please complete one ballot per contestant. Your sco should be based fifty percent on the contestant's ability to communicate in the target lang and fifty percent on his/her argumentation or persuasiveness.	
DELIVERY consider all aspects of delivery, including rate of speech, volume, tone, inflection, bodily movement et	c.
ORGANIZATION & UNITY OF SPEECH Does it ramble? Does it develop?	Tion
ORGANIZATION & UNITY OF SPEECHDoes it ramble? Does it develop? OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments:	~ (v
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6 Comments:	it was
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE): 1 2 3 4 5 6 Comments:	Haul
OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments:	onag
Lada Lolle Lada Charle	

Target Language <u>Ge</u> Speaker: <u>Jackson</u>	rman Smitham	_Session - Please Circle: School: <u>Univers</u>	
should be based fifty p	Exach hour, please compercent on the contestant's her argumentation or percentage.	s ability to communicate	
DELIVERY consider all as	spects of delivery, including rate	of speech, volume, tone, inflection	on, bodily movement etc.
ORGANIZATION & UNIT	Y OF SPEECHDoes it ramble	e? Does it develop?	
(1-6 SCALE):	PRESSION TOTAL POINT A 1 2 3 PERMON IS REALLY OF	(A) 5 6	ouderstand. I wanted
OVERALL IMPACT & IMI (1-6 SCALE):	PRESSION TOTAL POINT AV	WARD FOR HOUR TWO	
Comments:	1 2 3	4 5 (6)	
	PRESSION TOTAL POINT AV		e! Your insights were the best of your ability
OVERALL IMPACT & IMP (1-6 SCALE): Comments:	PRESSION TOTAL POINT AV	VARD FOR <u>HOUR ONE</u> 4 5 6	
Scorer's Name: Have	s Soderquist	School Affiliation:	University

	nguage <u>German</u> Anna Howard	Session - Please Circle: School: <u>Lake Cit</u>	grelim /UN
should be	based fifty percent on the	er, please complete one ballot per conne contestant's ability to communicate entation or persuasiveness.	
DELIVERY	consider all aspects of delive	ry, including rate of speech, volume, tone, inflection	on, bodily movement etc.
ORGANIZA	TION & UNITY OF SPEECE	IDoes it ramble? Does it develop?	
(1-6 SCALE) Comments	: <u>1</u> s:	otal point award for <u>hour one</u> 2 3 4 5 6 each tad didull speak up m	ruch after that
(1-6 SCALE)	: <u>1</u>	otal point award for <u>hour two</u> 2 3 4 (5), 6 eractive, Work on your enunce	'ation as you were
		Otherwise I thought you w	
OVERALL I (1-6 SCALE)		OTAL POINT AWARD FOR HOUR THREE	
Comments	:	3 4 5 6	
OVERALL II (1-6 SCALE):		TAL POINT AWARD FOR HOUR ONE	
Comments	:	3 4 5 6	
•			

Scorer's Name: Haus Soderquist School Affiliation: University

Target Language <u>Ger</u> Speaker: <u>Amelia M</u>	Session - Please Circle: Reglim/UN C Allister School: Wenatche
should be based fifty per	Each hour, please complete one ballot per contestant. Your score recent on the contestant's ability to communicate in the target language her argumentation or persuasiveness.
DELIVERY consider all aspe	ects of delivery, including rate of speech, volume, tone, inflection, bodily movement etc.
ORGANIZATION & UNITY	OF SPEECH Does it ramble? Does it develop?
(1-6 SCALE):	RESSION TOTAL POINT AWARD FOR HOUR ONE
Comments:	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
Great job being p	orepared and unoficial to speak. I liked how willing
you ware to my,	
OVERALL IMPACT & IMPR (1-6 SCALE):	EESSION TOTAL POINT AWARD FOR HOUR TWO
Comments:	1 2 3 4 5 (69
You really stepp	red it up in this round. You were engaged, speaking German, and laughing. Great job! Alever be atraid to justepe
	ESSION TOTAL POINT AWARD FOR HOUR THREE
(1-6 SCALE):	1 2 3 4 5 6
Comments:	
OVERALL IMPACT & IMPR (1-6 SCALE):	ESSION TOTAL POINT AWARD FOR <u>HOUR ONE</u>
,	1 2 3 4 5 6
Comments:	
_	
Scorer's Name: Hans	Soderaust School Affiliation: University

	Session - Please Circle: Rrelim /UN Speaker: School: School: School:
	<u>Instructions to Scorer:</u> 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?
Toveds	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments: Your presentation was well organized and well dire pronunciation was good try not to refer to your notes quite as much to engage your audience more OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6 Comments: Part apart more
not row	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE): 1 2 3 4 5 6 Comments: Talk more. Good 300 at your (wherested)
Social	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments: Darkic face Wore
	Scorer's Name: Byan Osborn School Affiliation: University

Target Language Session - Please Circle: Prelim /UN Speaker: Session - Please Circle: Prelim /UN School: Schoo
<u>Instructions to Scorer:</u> 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: The could the effect and the attitude. Good of balking and not referring to notes. A visual and could improve reception OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6 Comments: Participates more Bot you collowed when 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: 9000 enthusian 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 tak
Scorer's Name: Bryon OSborn School Affiliation: University

	Target Language Session - Please Circle: Rrelim /UN Speaker: Speaker: School: School:
	<u>Instructions to Scorer:</u> 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?
Jone 15 m	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments: Co
prese	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6 Comments: Loved to the natural why you interacted in Each round. Very will informed on each Subject
Whom	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE): 1 2 3 4 5 6
	Great ideas and well researched. Vocabolery could be improved. Great facilitating interaction with the other delagates
	with the other delagates
reda	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE):
	Comments: Well read, Insert yourself into the discussion more, but what you shand was
	the discussion more, but what you should was
	well spoken
	Scorer's Name: Byan Osbarn School Affiliation: University

	Speaker: Session - Please Circle: Rrelim /UN Speaker: School: Ofhello
	<u>Instructions to Scorer:</u> 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?
Lancen	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments: Comments: Great presentation well organised and presented the reasons for Misting very cheerly, very pursuasive A little fast on presentation, possibly nerves
	A little fast on presentation, possibly nerves
Chiefers of the State of the St	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): L 2 3 4 5 6 Comments: Very Well informed and very passionate about the topic. You were able to convince me of the the topic. You were able to convince me of the importance of taking action and to preserve. I preserve this and Tourism was clear overall impact & impression total point award for Hour three (1-6 SCALE): L 2 3 4 5 6 Comments: Quent 000 at taking the lead and getting your point accross, but also responding to and others and giving Geedback
rotal	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 3 4 5 6 Comments: Great yob introducing the topics, you always had aways had away opinion, Solution, or feedback on each topic you elsethaly lead when needed Scorer's Name: Bryan OSban School Affiliation: University
	Scorer's Name: School Affiliation: School Affiliation:

	Target Language Spanish Session - Please Circle: Prelim /UN Speaker: Adaman 5 Senna-Othoa School: Other Othoa
	<u>Instructions to Scorer:</u> 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):
	Comments: Good presentation. Sell your
	audience more on why to visit. Emphasise
Mural	Comments: Action Good presentation. Sell your authorize were on why to visit. Emphasise the Cultural significance and the importance of religion to the country (OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE):
Preserva	(1-6 SCALE):
	(1-6 SCALE): 1 2 3 4 5 6 Comments: Take the bead more of sen So' your opinions can be heard more of sen at and resetered participation. Courteous yet considert in your intercretions. OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE):
	can be heard more. Gorat and meteren
	participation. Courteous yet considert in your
Carron	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE
X	(1-6 SCALE): 1 2 3 4 (5) 6
	Comments: Great ideads. Good Feedback for the other
	delagates and participation in dis cussions, might be a little more assertise in introducing yet rown topics
	asserting an introlicing
	vorrown topics
SACTOR	OVERALL INITACT & INITACTS INI
mode	(1-0 SCADE). 1 2 3 4 5 6
	Comments: Good feedback and also presenting your own thoughts. New were on the solvetons
	New more on the solverous
90	
	Scorer's Name: Bryon OSbarn School Affiliation: University

	Target Language Spants Session - Please Circle: Prelim /UN Speaker: Lluvia Gorda School: Ferri
	<u>Instructions to Scorer:</u> 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):
	Comments: Great en the slasm and emotion, Loved how you tred in the other places and that the Rivera May could be used as a home base" to vis the other places
	Pirrera May could be used as a name base" to vis
Preserved	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE):
	Comments: Very well prepared for all 4 paper. You
	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 force. You were considered but respectful and renulty south to wherstand others while still gesting your own information accross. OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE):
Lower	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE):
	Comments: Great interaction, good input on topies that you did not introduce. You did well and taking charge when needed and histering to others and given Deedback OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE
	taking charge when needed and historing to others
poctal	
	(1-6 SCALE): 1 2 3 4 5 6
	very confident. & Your demenor is that of
	very considert. I Your demonor is that of inviting discussioninery good at making the other belegates feel at ease and willing to share.
	Scorer's Name: Bryon OSoon School Affiliation: University

	Target Language Spanish Session - Please Circle: Prelim /UN Speaker: School: Col'A Christian School: C
	<u>Instructions to Scorer:</u> 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:
	OVER ALVIMBA CT & IMPRESSION TOTAL POINT AWARD FOR MOUR TWO
	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR TWO (1-6 SCALE): 1 2 3 4 5 6 Comments:
12 one	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR THREE (1-6 SCALE): 1 2 4 5 6 Comments: Good 30b presenting your ideas. Improve your interaction. Pethaps provide more feedback so the other delegates
and son	OVERALL IMPACT & IMPRESSION TOTAL POINT AWARD FOR HOUR ONE (1-6 SCALE): 1 2 5 6
	Comments: J like that you were nell incomed. You always had a topic to introduce and boved that when you presented you acknowled the other topics. pronon control was pretty good!
	Scorer's Name: Byyan Osborn School Affiliation: U-High

<u>International Diplomacy</u> <u>Finals Ranking Sheet</u>

<u>Instructions</u>: 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 (print legibly; use first initial if two in chamber have same last	School Code
Italik	name)	School Code
	name)	
1	Daniele Scalidi	Charter
2	Finnegan Balley	Charter
3	Quinter Heaton	gravier
4	Siena Hopwarth	aresta
5	Oskar Hepwarth	alarter
6	Lydra Bardwell	Charto
7	Lluwa Gurcia	Fremis
8	Mnon Crawford	Charter

Print Judge Name: Byw	Osbarn	School/Affiliation: University
	0010	

<u>International Diplomacy</u> <u>Finals Ranking Sheet</u>

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 - 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 (print legibly; use first initial if two in chamber have same last	School Code
	name)	
1	Quinten Heaton	COA Charter
2	Daniele Scafidi	COA Charter
3	Finn Bailey	COA Charter
4	Lydia Bardwell	CDA Morder
5	OSkar Hepworth	CDA Charter
6	Jackson Smithian.	Wenatchee
7	the action to ancia Fen	CONCRETE
8	Mira Crauxford	CDA Charter
		-00

<u>Print</u> Judge Name:	Elisa	Bright	School/Affiliation:

<u>International Diplomacy</u> <u>Finals Ranking Sheet</u>

<u>Instructions</u>: At the conclusion of the Summit (finals session), all judges should:

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- 3. Individually, without consultation with your other judges, select your top 8 competitors.

Rank	Name (print legibly; use first initial if two in chamber have same last	School Code
	name)	
1	Danielle Scafidi	CDA
2	Finnegan Bailey	CDA
3	Hulia Garcia	Ferris
4	Oscar Hepworth	COA
5	Sienne Aepworth	CD A
6	Sebastian Baker	CDA
7	Mira Crawford	CDA
8	Amelia McAllister	Wenatchee

Print Judge Name:	School/Affiliation:
Hans Soderauist	University

Thomas S. Foley Forensics Tournament International Diplomacy Ranking Sheet

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

Print Judge Name:	School/Affiliation:
1	

<u>Thomas S. Foley Forensics Tournament</u> International Diplomacy Ranking Sheet

<u>Instructions</u>: 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 (<u>print</u> legibly; use first initial if two in chamber have same last name)	School Code	
1	Daniele Scafidi	CDA Char	ter
2	Finn Bailey	COA Cha	r. Lr
3	Oskar Hepworth	CDA Cha	Her
4	David Godun	Universit	
5	Harnah McLin	Lewis and	Clark

Print Judge Name: School/Affiliation: School/Affiliation:					
EUSA PSHIINC ON ONCOTES	Print ludge Name:	Elisa	Bright	School/Affiliation	Charter

Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Aff. School & Initials	Neg. School & Initials
Ezrie Waters	<u> </u>
Name Quite	Name Lovera Vegas
Circle Rating: 30-Amazing 29-Super 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*	Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*
If one of the debaters was rude, report it to the ballot table. Otherwise, you may not	t score below a 22.
I vote for the Aff or Neg.) from Pusco Judge's Signature 7 Km	Judge's School (Debater's School) Low Point win?
Judge's Signature / MWW	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 Ovally

FUCHT B Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot Division Novice Semi Round Semi Judge Round

Aff. School & Initials UHS	Neg. School & Initials 以什動
Name Mia Blackmore	Name Hyrum Call
Circle Rating: 30-Amazing 29-Superb 28-Excellen 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*	Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-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 U H	Judge's School (Debater's School) Low Point win?

Please do not disclose the Whner/locer 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 orully

FUCHT B Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division <u>Oven</u> Round <u>Sem</u>	<u>) </u>
Aff. School & Initials Eleanor Mt. Spo Name Weitz	Neg. School & Initials Rachel SPITS Name Tones
Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*	Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*
I vote for the Aff. or Neg.) from Judge's Signature Judge's Signature	
Spontaneous Argumentation (also known as SPAR) is a brief, ten-minute debate perflight in nature. The format will be as follows: 1-minute preparation for a 2-minute an negative then has 1 minute to prepare a 2 minute constructive speech which is follow minute for rebuttal without preparation time. GIVE COMMENTS TO EACH DEBATER: WRITE 2 THINGS THE GIVE REASONS WHY YOU VOTED FOR ONE SIDE. PLEASE SECTION OF THE PROPERTY OF THE PROPERTY OF THE PLEASE SECTION OF THE PROPERTY OF	red by a one minute cross examination. Both speakers will then be allowed 1 HEY DID WELL AND 2 THINGS THEY NEED TO IMPROVE ON.
Living Forever would be terr AFF watch your Rids die be a lab rat watch world die	reject lAoffartying dolph 125 - nah
Rarty. Be real Become a mad scientist, Solve death everybody moves to Mars be a good dictator Idolones & harks	you can oute ance?!

Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot Division Open Round Sem Judge Neg. School & Initials Aff. School & Initials Michael Name McCauley Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve* 26-Good 25-Decent 24-Okay 23-Fair 22-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 (Debater's School) Low Point win? ____ 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. should send Fl6s to Ukraine Flbs cango 11 pf +f! putin will ruke Ukraine grierly beas in us retoners!, alcoholism! father bias = alcohol alcoholismisa personal issue > bears are rice

FLIGHT A

FUGAT B Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Division <u>OPEN</u> Round <u>SEM</u> Judge Aff. School & Initials Neg. School & Initials Fleavor Mt. Spo Name Jones Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve* 26-Good 25-Decent 24-Okay 23-Fair 22-Improve* *If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22. Judge's School (Debater's School) Low Point win? ___ (Aff. or Neg.) from 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 temble watch your kids die > reject ktofpartying be a lab rat > dolphins - nah watch world die you can oute cance Party. Be real Become a mad scientist, solve death everybody moves to Mars be a good dictator

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FLIGHT A Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot Division Open Round Sem Judge Aff. School & Initials Neg. School & Initials McCarley Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve* 26-Good 25-Decent 24-Okay 23-Fair 22-Improve* *If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22. (Aff. or Neg.) from (Debater's School) Low Point win? ____ 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 Flos to Ukraine Flbs cango "pfff!" putin will roke Ukraine grizzly beas in us ketchers! alcoholism! father bias = alcohol

alcoholism is a personal issue >

bears are nice

Division Now Round Round Judge Neg. School & Initials Aff. School & Initials Name Name Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve* 26-Good 25-Decent 24-Okay 23-Fair 22-Improve* *If one of the debaters was rude, report it to the ballot table. Otherwise, you may not score below a 22. (Debater's School) Low Point win? ____ 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. Batman would defaut Spiderman (Superman?) Superman is country boy) can afford gas
Batman is rich superman can fly and has laser vision, gas expensive Don't have to pay for gas. Batmon doesn't get free gas

Thomas S. Foley Forensics Tournament Spontaneous Argumentation Ballot

Thomas S. Foley Forensics Tourname	1 1 -
Aff. School & Initials Pasa Ezri e	Neg. School & Initials USCITOOL Ma
Name Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*	Name Circle Rating: 30-Amazing 29-Superb 28-Excellent 27-Very Good 26-Good 25-Decent 24-Okay 23-Fair 22-Improve*
I vote for the	(Debater's School) Low Point win?
Batman would defeat Spide	ormed without advanced preparation on a subject of interest, which is generally ffirmative constructive speech followed by a 1-minute cross-examination. The ed by a one minute cross examination. Both speakers will then be allowed I HEY DID WELL AND 2 THINGS THEY NEED TO IMPROVE ON. TATE WHAT THE LOSING DEBATER NEEDED TO DO TO WIN
Superman is country boy Batman is rich Neg Superman can fly and has lo Don't have to pay for gas Batman doesn't get fre	Jerusian, gas expensive break gadgets