

Judging Speech & Debate



Curated by Margo Batha & Jen Pecasting
with resources from
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Cottonwood Classical is located at:

7801 Jefferson St. NE
Albuquerque, NM 87109

Parking will be limited.

We will have a judge's lounge with food and beverages

Snacks will be sold in the student lounge as well as a map of restaurants in the area.

Contact Bill Torres at bill.torres@cottonwoodclassical.org or at 505-280-9437 if you have any questions.

Judging Speech & Debate

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Judging Speech & Debate Basics

Please don't judge or comment on their attire or physical characteristics.

To help ensure that comments are done in a respectful and appropriate manner: <https://consciousstyleguide.com>

This course, developed by the National Speech & Debate Association & the National Federation of High Schools, is the gold standard for judge training. It is a free course — you need to “add to cart”, but the cost is \$0.00

- Adjudicating Speech & Debate — <https://nfhslearn.com/courses/adjudicating-speech-and-debate>
 - This course on [Cultural Competency for Speech & Debate Judges](#) is an excerpt from the above course, but is also worthwhile if you have familiarity with the events but want to focus more on conscientious judge feedback

Judging Speech & Debate Basics

If you know a competitor, alert the tournament staff—it is not ethical for you to judge that round.

- If you know for sure there is a student you cannot judge, you can enter that conflict manually in Tabroom ahead of time also! (This is optional — you can always simply alert the tournament)

TABROOM.COM
NATIONAL SPEECH & DEBATE ASSOCIATION

matton@aa.edu SEARCH TOURNAMENTS ?

Home Circuits Results Paradigms Help About

STANDING CONFLICTS

These conflicts are meant to reflect a personal or professional relationship which means it is unfair for you to judge the other person; such as a relative, or a former student. Do not use conflicts against debaters you simply do not like as judges.

These conflicts work to prevent one party from being judged by the other. They will not prevent two entries from competing against one another, which requires manual intervention. Contact your tournament's officials if the latter situation arises.

Conflicts entered on Tabroom.com are *not confidential*.

Any information you enter onto Tabroom is viewable by third parties, including the people you are conflicting. If you have a conflict (or for that matter, any other information) you wish to keep confidential, you should contact the tournament officials directly instead of entering it here.

The judge & entry both must have a Tabroom.com person linked to their entries for a standing conflict to work automatically.

Add Individual Conflict

Search Name

or Email

Judging

Upcoming	History
Standing Conflicts	Paradigm
Judge Certifications	Offer Hired Judging

[Return to Home Screen](#)

Step 1: Click on "Standing Conflicts"

Step 2: Search for a student to enter them as a conflict — this will prevent you from being assigned to judge them

Becoming a culturally competent judge

The most important rule is:

- Don't judge the student, judge their *performance*.
- Don't judge clothing or appearance.

[Cultural Competence Training](#) (it is included in the NFHS Course listed on the previous page, but you can also take it as a separate course!)

Be aware of ableist language

“While speech and debate involve physical movement, judges assuming all bodies can ‘perform’ in the same way perpetuates ableism. Keep in mind that many disabilities can be invisible and many students may not disclose their disabilities to you. Almost 20% of Americans experience some form of disability. Use of ableist language as described in this article can hurt our students. ([Washington Post](#), 2015).”

This [handout from the NSDA](#) is a great shortcut guide to appropriate language on a ballot.

Tabroom

Tabroom.com is the hub for S&D tournaments. It's where you'll find the rounds you're judging once they are assigned to you and where you'll fill out your online ballot.

The first step is to go to [tabroom.com](https://www.tabroom.com) and create an account.

How to create an account on tabroom:

- <https://youtu.be/DyTqMwhRIpo>
- <https://www.youtube.com/watch?v=K4PlvjxixB8>

Using online ballots on tabroom: <https://www.youtube.com/watch?v=c8dSkHnfbi4>

How to edit feedback on ballots: <https://screencast-o-matic.com/watch/cYh0FupcDv>

Tabroom

Tabroom tips:

- Use Chrome as your browser.
- Sign up for text alerts.
- Once you're logged into tabroom, clicking on your email address will take you to your dashboard. This is where you'll see rounds that have been assigned to you.
- In Speech — rank speech as you go.
- Be generous with speaker points.
- Please submit your ballot quickly once the round ends.
- When submitting your ballot, click all the way through until you get confirmation that it was submitted. It will prompt you to confirm and it may seem like you've submitted when really there is one more click.
- In Debate — be sure to check if there are two flights in your round. If so, immediately start the flight 2 ballot once flight 1 has ended.

Tabroom — What it looks like when you have a ballot

The screenshot displays the National Speech & Debate Association Tabroom interface. At the top, there is a navigation bar with links for Home, Circuits, Results, Paradigms, Help, and About. The main content area is titled "Elise Matton's Judging" and features two tabs: "Current ballots" (selected) and "Past scores and feedback".

The "Current Ballots" section contains two rounds of judging information:

Round	Room	Start Time	Entries	Action
JLD Round 6 Flt 1	MLK Pauley 13	Sun 4:15 PM PST	Aff: Fullerton Union AT Neg: ModernBrain JH	START ROUND
JLD Round 6 Flt 2	MLK Pauley 13	Sun 5:15 PM PST	Aff: Sacramento Waldorf AN Neg: Lynbrook VV	START ROUND

To the right of the "Current Ballots" section is a "Your Online Spaces" section, which includes a "Dashboard" link and a "Albuquerque" location indicator.

On the right side of the interface, there are several sidebar sections: "Institutions" (listing Albuquerque Academy and Albuquerque Academy Middle), "Tournaments" (listing NM State Speech Debate Championships and New Mexico District Tournament), "Judging" (with a "Current Ballots & Panels" section and links for Upcoming, History, Standing Conflicts, Paradigm, Judge Certifications, and Offer Hired Judging), "NSDA Campus Test Rooms" (listing Test Competition Room and Test Practice/Utility Room), and "Your Account".

Two red text annotations are present in the center of the screenshot:

- "Click 'start round' when you have the ballot! This tells tab staff that you are aware that you are judging"
- "This screenshot shows two rounds because these were 'flighted' rounds"

Tabroom — Example of a debate ballot (not from our tournament)

Room: MLK Pauley 17 **JLD ROUND 5 FLT 1** **Elise Matton**

We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision-making process.

Points **Range:** 20-30. Ties are OK. Steps of 0.1.

Side	Entry Code	Points
Aff	Oak Ridge NJ	Naomi Jia: <input type="text"/>
Neg	Loyola LL	Luke Londono: <input type="text"/>

Winner **Side** Aff Neg **Low-Point Win?**

Submit Ballot


Feedback

You can write & edit feedback until Mon February 20, 2023 10:00 PM. Please fill out ranks, scores and winners promptly after your decision before writing or giving extensive feedback. Look under the Past tab of your judging home screen to see past results & edit feedback.

Reason for Decision

These comments go to all participants in the round. **Save Feedback**

B *I*



This round

Start: 11:00 AM

Round [Round 5](#)

Flight 1

Doc Share [CleverRobin23](#)

Room MLK Pauley 17

Timers

If you refresh or leave the page, these timers will reset

06:00

Loyola LL Prep

04:00

Oak Ridge NJ Prep

04:00

Tabroom: a love and a pain!

While we love being able to use quick online ballots in tabroom, and we love that tabroom texts judges their upcoming rounds, tabroom has some flaws to it.

Please constantly check email. You'll get notified of upcoming ballots there, and you'll get emails from the tournament if we realize that we won't need you for an upcoming round.

The designer of tabroom himself, Chris Palmer, says not to rely solely on the text message feature. Check email!

And, thank you!!

Speech Events: Interp

Humorous Interpretation, Dramatic Interpretation, Duo, and
Program Oral Interpretation.



Judging an Interp Event



- 10 minute speech with a 30 second grace period. The only penalty for breaking the grace period, is that they can't be ranked 1st.
- Should include an introduction, as themselves/breaking character, to give context.
- Students should include blocking (the way they move around the space), hand gestures, vocal variety, good projection, easily distinguishable characters, pace, filler words, and an easy to follow storyline.
- Ranking: As you move from one speech to the next, come up with a system for keeping track of what your ranks would be so far. When you are done with the second performance, would you rank it higher or lower than the first performance? After the third speech, does it move to the top, to the bottom, or to the middle? Trust your gut when giving ranks. Did a piece make you cry? Did a speech leave you wanting to tell all of your friends about it? There's your easy 1st place.
- Feedback on the Ballot: Comments: Remember to help the student improve. Tell students if they weren't loud enough, you couldn't understand them, you couldn't understand what was being acted out, or what the point of their speech was. Give them suggestions for improvement.
- Speeches should be memorized. The student should not have a script or notes. Students using notes should be ranked last.

Sample feedback for Speech Ballots

- “Great delivery! Your blocking, facial expressions, and hand gestures all worked and increased audience engagement.”
- “Nice job distinguishing between characters.”
- “Could use more energy.”
- “Other students included more research, that could help this speech”
- “You might want to add more movement to this speech”
- “I had a bit of hard time following the storyline.”
- “You may consider...”
- “Have you thought about a different accent for this character?”

Example of HI

*A few sentences per student would be adequate, as the tournament staff needs the ballots returned in a timely manner. Explaining your reason for decision for ranking is helpful.

Interp Ballot Resources

- How to Use Online Ballots - Speech: <https://www.youtube.com/watch?v=prCyYf-KbM0>
- [How to Judge Interp](#) (Interp = Speech)
- [Example Completed Interp Ballot](#)

Dramatic Interpretation (DI)

Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. With a spotlight on character development and depth, Dramatic Interpretation focuses on a student's ability to convey emotion through the use of a dramatic text. Competitors may portray one or multiple characters. No props or costumes may be used. Performances may also include an introduction written by the student to contextualize the performance and state the title and author.

Dramatic Interpretation 2019
National Finalist:



Humorous Interpretation (HI)



Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. Humorous Interpretation is designed to test a student's comedic skills through script analysis, delivery, timing, and character development. Competitors may portray one or multiple characters. No props or costumes may be used. Performances should include an introduction written by the student to contextualize the performance and state the title and author.

Humor can be created through strategic choreography, creative characterization, and dynamic non-verbal reactions. Typical selection topics range from light-hearted material including interpretations of comics, children's literature, plays, short stories, and more.

Traits of Successful HI Performers

Here are some traits of successful HIers to keep in mind:

- Creative
- Physical control
- Bold/high energy
- Ability to think outside the box
- Dynamic physical and vocal techniques
- Risk taker

TEASER • 0:00 – 1:30

Previews the topic and mood of the selection

INTRO • 1:30 – 3:00

Explains the purpose of the performance

EXPOSITION • 3:00 – 3:30

Introduces characters and setting

INCITING INCIDENT • 3:30 – 4:00

Sends the conflict into motion

RISING ACTION • 4:00 – 7:30

Complicates the conflict

CLIMAX • 7:30 – 8:30

Emotional peak of the performance

FALLING ACTION • 8:30 – 9:30

Resolves the conflict

DUO

Just like HI & DI, but with a partner.

Partners may not touch or make eye contact with each other.



Program Oral Interpretation (POI)

Using a combination of Prose, Poetry, and Drama, students construct a program up to ten minutes in length using at least two out of the three genres. With a spotlight on argumentation and performative range, Program Oral Interpretation focuses on a student's ability to combine multiple genres of literature centered around a single theme. Competitors are expected to portray multiple characters. No props or costumes may be used except for the manuscript. Performances also include an introduction written by the student to contextualize the performance and state the titles and authors used in the program. Since students use their notebooks, they should not be penalized for having their manuscript. However, the best POI performers do not read from their manuscripts.

Traits of Successful POI Performers

- Ability to characterize multiple perspectives
- Strong argumentation skills
- Controlled performance
- Depth/breadth of emotion
- Knowledge of poetic, prosaic and dramatic convention



Speech: Public Address Events

United States Extemporaneous, International Extemporaneous,
Informative, Original Oratory.

United States/International Extemporaneous Speaking:

- Students are generally given three questions to choose from, once one is chosen the student has 30 minutes to prepare their speech.
- Speeches are generally a maximum of 7 minutes, no minimum (30 seconds grace period, if student speaks longer than 7:30, they may not be ranked first)
- Rounds are usually given a topic, e.g. environmental issues, politics.
- Speakers present their answer to the questions and support their arguments with evidence.
- Students need to be efficient with their research.
- Total freedom to make a persuasive speech.
- Speech is delivered from memory. No note cards. Student should be ranked last if they use notes.

Informative:

- Solo Event
- 10 minute speech about a topic that a student chooses
- Goal is to educate the audience on that topic
- Allowed visual aids!
- 30 second grace period

Informative 2017 National Finalist



Original Oratory:

Students deliver a self-written, ten-minute speech on a topic of their choosing. Limited in their ability to quote words directly, competitors craft an argument using evidence, logic, and emotional appeals. Topics range widely, and can be informative or persuasive in nature. The speech is delivered from memory.

Debate Events

Lincoln Douglas, Public Forum, & Policy.

Debate event commonalities:

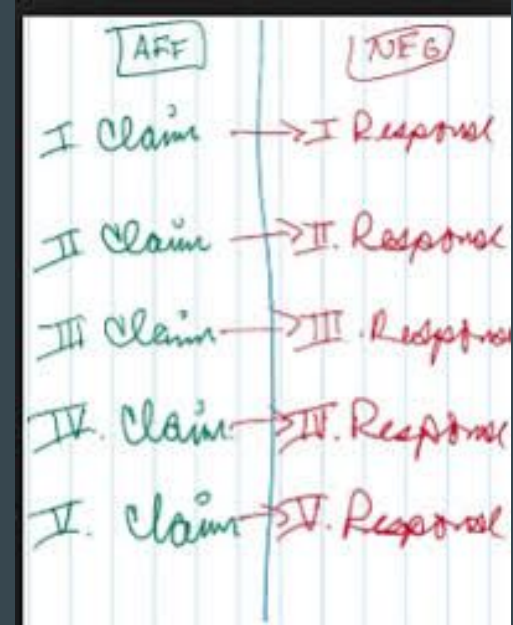
- Present both sides of an issue.
- Debaters have to be prepared to debate both sides of the topic.
- Evidence is presented.
- Cross examination questioning.
- In cross examination, the students will be looking at the judge, not their opponent. Why? They are convincing you!
- Strict time limits without a grace period.
- Winning debater is the one that did the best job of articulating their position and refuting their opponents' arguments.
- When you judge LD, PF, or BQ (more info on each coming up), you will likely judge two flights in a single round. Make sure the students in flight 1, on your tabroom ballot, are the two debaters actually present before you start. Then, within the time frame for the round, you'll see two other debaters for a second flight.

Judging a Debate Round:

- Never interrupt a round, unless one person is using their speech to harass another student—calling them a vulgarity/slur, etc.
- Do not ask debaters questions about their cases before during or after a round.
- After the debate round: Do not give verbal feedback or “disclose” your decisions directly to the debaters; a brief “thank you” to the debaters is fine.
- Provide written comments to the debaters on the ballot: Do they need to improve using evidence, analyzing, speaking clearly?
- Describe your reason for decision (RFD.)
 - You can consider any combination of the following, contextual to how the round played out:
 - Who convinced you that their points carried the most weight by the end; who “outweighed” the other
 - Who analyzed the whole round better.
 - Who analyzed the details better.
 - Who had the most evidence, who had the “best” evidence
 - Who spoke more persuasively.
 - Whose points you understood better.
- How to Use Online Ballots - Debate: <https://www.youtube.com/watch?v=-SrO56i4MII>

Judging a Debate Round:

- Keep notes!
 - Debaters refer to this as “flowing” or “following” the round as the main arguments develop.
 - Try as best as you can to keep track of the major arguments brought up by both sides and whether the opposing team refutes those arguments.
 - Not every single argument will be responded to, but keeping track as the round develops
- Recommended: two separate sheets of paper for each side at minimum. (And if you’re feeling fancy, two colors is nice way to distinguish the sides!)



Resources for Judging Debate

- [How to Judge LD Debate](#)
- [Example Completed LD Ballot](#)
- [Judge Guide to LD](#)
- [How to Judge PF Debate](#)
- [Example Completed PF Ballot](#)
- [Judge Guide to PF](#)
- [How to complete a Debate ballot on Tabroom](#)
- [How to complete a Speech ballot on Tabroom](#)
- [How to Judge CX Debate](#)
- [Example Completed CX Ballot](#)
- [Judge Guide to CX](#)

LD = Lincoln Douglas Debate

CX = Policy Debate

PF = Public Forum Debate

Lincoln Douglas (LD) Debate

LD Overview

Resolved: The United States ought to prohibit the extraction of fossil fuels from federal public lands and waters.

- Students debate a resolution that changes every two months.
- One on One Debate Event.
- Named for the 1858 Lincoln-Douglas Debates between Abraham Lincoln and Stephen A. Douglas.
- Considered a values debate. Asks broader, moral, more philosophical questions.
- Values and criteria. (Example values/criteria on this topic: governmental legitimacy; democracy; justice).
 - A **Value** is how LD debaters frame how the round should be evaluated, i.e. “we should consider today’s round for what best promotes governmental legitimacy”
- Topics range from individual freedom vs collective good to economic development vs. environmental protection etc.

Speech	Time Limit	Responsibility of Debater
Affirmative Constructive	6 min	Present the affirmative case
Negative Cross-Examination	3 min	Negative asks questions of the affirmative
Negative Constructive/ Negative Rebuttal	7 min	Present the negative case and refute the affirmative case
Affirmative Cross-Examination	3 min	Affirmative asks questions of the negative
First Affirmative Rebuttal	4 min	Refute the negative case and rebuild the affirmative case
2nd Negative Rebuttal	6 min	Refute the affirmative case, rebuild the negative case, and offer reasons that negative should win the round, commonly referred to as voting issues.
2nd Affirmative Rebuttal	3 min	Address negative voting issues and offer crystallization for why the affirmative should win.

Students may consult evidence gathered prior to the debate but may not use the internet in round.

An entire debate is roughly 45 minutes and consists of constructive speeches, rebuttals, and cross-examination.

There are 4 minutes for prep time.

**Each debater is also entitled to four minutes of prep time during the round.*

Public Forum Debate or PF

Resolved: The United States federal government should forgive all federal student loan debt.

- Tabroom will prompt you and students to do a coin flip. Whoever wins the coinflip will be allowed to pick one of these decisions: whether they want to debate affirmative or negative, OR whether they want to speak first or second. The team who loses the coinflip will be allowed to make the remaining decision.
- Students debate in pairs against another pair.
- Debate a topic or resolution that typically rotates every month or two months.
- Topics are geared toward current events.
- Either the Negative/Con or Affirmative/Pro can speak first.
- Students may be assigned Neg or Aff before the round or judge may do a coin flip.
- Requires specific refutation of opponents' arguments.
- Judges should double check speaker name and order on their ballots.

Public Forum Round Structure:

- A round is typically 45 minutes long
- Each speech is generally shorter than other debates
- Focused on impacts and the status quo

Speech	Time Limit	Responsibility of Debater
Team A Speaker 1 - Constructive	4 min	Present the team's case
Team B Speaker 1 - Constructive	4 min	Present the team's case
Crossfire	3 min	Speaker 1 from Team A & B alternate asking and answering questions
Team A Speaker 2 - Rebuttal	4 min	Refute the opposing side's arguments
Team B Speaker 2 - Rebuttal	4 min	Refute the opposing side's arguments
Crossfire	3 min	Speaker 2 from Team A & B alternate asking and answering questions
Team A Speaker 1 - Summary	3 min	Begin crystallizing the main issues in the round
Team B Speaker 1 - Summary	3 min	Begin crystallizing the main issues in the round
Grand Crossfire	3 min	All four debaters involved in a crossfire at once
Team A Speaker 2 - Final Focus	2 min	Explain reasons that you win the round
Team B Speaker 2 - Final Focus	2 min	Explain reasons that you win the round

**Each team is entitled to three minutes of prep time during the round.*

Policy Debate or CX/Cross Examination

2023-2024 Topic:

Resolved: The United States federal government should substantially increase fiscal redistribution in the United States by adopting a federal jobs guarantee, expanding Social Security, and/or providing a basic income.

- Partner event
- Topic debated is the same for the entire year.
- Research intensive activity.
- Considers the best policy for society, such as law, regulation, or advocacy.
- Proposal of a plan/advocacy statement from the Affirmative team while the Negative team offers reasons to reject that proposal due to a better competing proposal, or the proposal itself does not address the root problem, some other criticism of the proposal, or the status quo is preferable.
- Students should present well reasoned arguments that offer a thesis, justifications, and state the importance of their argument.
- Students use evidence to back up claims.

Policy Round Structure:

- Each round is about 90 minutes.

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

Final Reminders:

- If you think a rule may have been broken, please contact the tournament helpline **before** submitting your ballot. We will consult the manual in such a case.
- Always helpful to double-check that someone is a no-show before entering a forfeit
- When in doubt, ask for help! There will be so many eager to assist you!

We could not do this without you! Thank you so much!