SCORE	DESCRIPTION
67-69	<u>Well below average</u> for secondary school students. A new debater with little public speaking confidence, little eye contact. Does not make a serious attempt at performing an effective debate speech. It is clear the student makes only a lackluster effort to engage the debate (i.e., virtually no meaningful arguments, little to no refutation). No POI or heckle attempts. <u>These scores must be reviewed by middle school tournament tabulation staff.</u>
70-71	<u>Below average.</u> Inconsistent public speaking and argumentation. Limited organization or refutation. Does not work effectively with teammates. Attempts few POIs/heckles. High scores in this range are appropriate for new and inexperienced middle school debaters displaying no apparent format knowledge, with limited public speaking and argumentation effort in a debate. Unlikely to use advanced argumentation.
72-75	<u>Average performance.</u> Understands and applies elements of the format, public speaking, and argumentation but relies on notes (i.e., too much speech reading). A balance of strong and weak argument positions. For example, has an ineffective argument for every effective argument. Loses organization during presentation.
76-79	<u>Good to very good performance</u>, typical of experienced debaters and those at the end of a year of competition. Persuasive speaker. Well-organized. Good topic understanding and strategy. Effective and efficient argumentation and refutation. Develops ARESR for the majority of positions. Well-researched. Frequent POI attempts/heckles and strong POI answers/heckle replies. Effective engagement but does not yet dominate a debate. Likely to use one advanced argumentation position (e.g., argument fallacies, counterplans, critiques, strategic agreement/turns).
80-83	<u>Superior performance.</u> Strong in all phases of the debate, often a speech from one of the top few speakers at a tournament competition. Well-designed and executed strategy; highly effective interaction (POIs and heckles) with the opposing side. Effectively develops ARESR for nearly all positions. Outstanding refutation; uses one or more advanced refutation techniques, or replies effectively to them if presented by the opponent (e.g., argument fallacies, counterplans, critiques, strategic agreement/turns).
84-85	Brilliant presentation, rarely awarded, for highly experienced and consistently successful top middle school debaters. A <u>model speech</u> for other students. All positions use ARESR with plural examples of reasoning, evidence, and significance; varied and effective refutation – direct/indirect. Strategic use of POIs and argumentative (not disruptive) heckles to communicate with the judge. Use of advanced argumentation and refutation. Uses or replies effectively to several advanced argumentation techniques when presented by opponents (e.g., argument fallacies, counterplans, critiques, strategic agreement/turns). <u>These scores must be reviewed by middle school tournament tabulation staff.</u>
86 and higher	A performance that is unlikely to be replicated by any but a few students in US MSPDP debating during several years. Fully accomplished in every phase of debating. Would be a challenge for top tier middle school debaters to match the performance – virtually flawless. <u>These scores must be reviewed by middle school tournament tabulation staff.</u>

Conventional scoring range is highlighted.