**Falcon First Speech and Debate Events Overview Handbook for Judges**

**Speech Events**

## **Impromptu**

* The goal of impromptu is to see how well speakers can give a good and coherent speech in a short amount of time. How well do they create a speech that is logical, makes sense, and has a good flow?
* Speakers are given a few topics. They choose one to prep and give their speech within 7 minutes. Topics are random, and they may use as much of their time as they wish for prep, but their goal should be to give a 4-5 minute speech. Once they’ve chosen their topic, start their 7 minute time.
* Props and notes are not permitted.
* Time: 7 minutes total with a 30 second grace period. Make note of when speakers begin their speech and finish their prep time.
* Speeches are judged on organization, analysis and delivery. Order the speakers from 1st place to last place based on their performance.

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### **Rubric**

## *Speech events require you to rank the competitors in your round from 1st to last. 1 being first place. Use the rubric to help with ranking and feedback.*

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| --- | --- | --- |
| Skill | Score | Explanation |
| Organization | 1 2 3 4 5 | Does the student have a clear structure to their speech? Are transitions used to move effectively between each part of the speech? Does the development of the speech make sense? |
| Analysis | 1 2 3 4 5 | Does the student directly address the prompt? Does the student develop justifications for their ideas and establish significance to the points? |
| Delivery | 1 2 3 4 5 | Does the student use voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate? |

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| Submit ballots on tabroom immediately after round to keep things moving. You can enter comments later. |

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## **Extemp**

* In extemp, speakers have been given a political, economic, or social topic. Their goal is to give a persuasive speech, where they take a position on the prompt, and give supporting arguments that explain their position. Debaters should generally have at least one quote and one piece of evidence/statistics as well. Judging extemp is based on how well they delivered their speech and on how persuasive their arguments were. They don’t have to persuade you, but their arguments should be well-reasoned.
* Speakers are given 30 minutes before their rounds start to prepare a speech on a current issue given to them. (They will come in one at a time after their prep time).
* Foreign: Non-USA topics
* National: USA topics
* Speakers are not permitted to use notes. If they do, they cannot be ranked 1st.
* Speeches should last anywhere from 5-7 minutes.

### **Rubric**

## *Speech events require you to rank the competitors in your round from 1st to last. 1 being first place. Use the rubric to help with ranking and feedback.*

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| --- | --- | --- |
| Skill | Score | Explanation |
| Organization | 1 2 3 4 5 | Does the student have a clear structure to their speech? Are transitions used to move effectively between each part of the speech? Does the development of the speech make sense? |
| Analysis | 1 2 3 4 5 | Does the student directly address the prompt? Does the student develop justifications for their ideas and establish significance to the points? |
| Delivery | 1 2 3 4 5 | Does the student use voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate? |

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## **Informative (part of the larger, POI, Info, Oratory and Interps event)**

* Speakers will perform a prepared, memorized speech with the goal of informing you about a topic that is current and relatable.
* They are informing you on a topic, kind of like a passion project, that they find important and interesting.
* Visual Aids are permitted (not required) and should add to their speech if used.
* The goal is to educate, not to advocate. They are essentially teaching you a little about the topic and explaining it’s importance and relevance, but there is no “call to action”.
* Judges should balance the length of their speech with the quality of their speech.
* Time: 7-10 minutes

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### **Rubric**

## *Speech events require you to rank the competitors in your round from 1st to last. 1 being first place. Use the rubric to help with ranking and feedback.*

|  |  |  |
| --- | --- | --- |
| Skill | Score | Explanation |
| Relevance | 1 2 3 4 5 | Is the topic timely? Is the thesis clearly established? Does the delivery assist in establishing the importance of the topic? |
| Relatability | 1 2 3 4 5 | Can the audience relate to the topic? Is the delivery personable? Does the speaker establish how others are impacted by the topic? Does the speaker do a good job informing? |
| Originality | 1 2 3 4 5 | Does the speaker address the topic in a unique, inventive way? Are the supporting examples new and interesting? |
| Delivery | 1 2 3 4 5 | Does the student use voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate? If using a visual-does it add to their speech in an appropriate manner? (NOTE-VISUALS ARE NOT REQUIRED AND IF A CONTESTANT DOES NOT HAVE ONE IT SHOULD IN NO WAY BE A FACTOR IN LOWERING THEIR RANKING) |

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## **Oratory (part of the larger, POI, Info, Oratory and Interps event)**

* Speakers will perform a prepared, memorized speech with the goal of informing you and/or persuading you on a topic or stance. Often it includes emotional appeals, logic, and humor. These are speeches of a motivation/inspirational nature. Speakers will be speaking on important and sometimes personal topics, and they include some kind of “Call to Action,” where they speak on what should be done and what we as a society should do about it. **This should not be a trauma dump:** While speakers may pick very personal topics and speak on traumatic experiences, this should not just be a constant spill of trauma. The experiences or personal stories that are included should support the main idea and the call to action. It should push the speech forward, not be a “look at my terrible life” approach.
  + That being said, be kind to speakers, as they do share personal stories and events.
* Props are not permitted
* Time: 7-10 minutes

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### **Rubric**

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| --- | --- | --- |
| Skill | Score | Explanation |
| Relevance | 1 2 3 4 5 | Is the topic timely? Is the thesis clearly established? Does the delivery assist in establishing the importance of the topic? |
| Relatability | 1 2 3 4 5 | Can the audience relate to the topic? Is the delivery personable? Does the speaker establish how others are impacted by the topic? Does the speaker do a good job informing? |
| Originality | 1 2 3 4 5 | Does the speaker address the topic in a unique, inventive way? Are the supporting examples new and interesting? |
| Delivery | 1 2 3 4 5 | Does the student use voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate? |

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## **Interpretive Speaking (Interp, part of the larger, POI, Info, Oratory and Interps event)**

* Speakers will perform a memorized published work (except POI) and essentially “act it out”. They are focused on re-telling the story in a new way. You should look for how well they tell the story, portray each character, and create a good performance.
* 7-10 minutes with a 30 second grace period.
* 4 types: Humorous, Dramatic, Duo, POI
  + **Humorous**: 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.
  + **Dramatic**: 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.
  + **Duo**: Can be humorous or dramatic. 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. Performed in a pair. Speakers may not make eye contact, nor touch each other, except during introductions. Speakers may instead look just past each other or out to the audience. Speakers may not get on the floor (knees are okay.) Props are not permitted.
  + **POI**: focuses on a student’s ability to combine multiple genres of literature centered around a single theme. Competitors are expected to portray multiple characters. Performers will use a binder with manuscript to read sections of their piece. No other props are permitted.

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### **Rubric**

## *Speech events require you to rank the competitors in your round from 1st to last. 1 being first place. Use the rubric to help with ranking and feedback.*

|  |  |  |
| --- | --- | --- |
| Skill | Score | Explanation |
| Cutting | 1 2 3 4 5 | Organization of ideas/plot:  Is the storyline easy to follow and understandable?  Is the central theme/argument to be made in the Interpretation clear and developed throughout the piece?  Originality  Does the speaker address a significant topic in a unique, inventive way? |
| Relatability | 1 2 3 4 5 | Can the audience relate to the topic? Is the delivery personable? Is the rhetoric of the piece inclusive/appropriate for age level?  IF A POI also consider  Were at least two of the three genres of literature (Poetry/Prose/Drama) used in the program?  Did all of the literature contribute to the theme or argument?  Was there a balance among genres in the performance? |
| Characterization | 1 2 3 4 5 | Is each character well-developed and relatable?  Does a character’s response seem believable given the situation being portrayed?  Did the selection(s) have distinct and engaging characters?  Did the performance match the genre ( did the performer emphasize poetic elements when performing a Poetry selection, Humorous, Dramatic)? |
| Blocking/Movement | 1 2 3 4 5 | Can you tell what the performer is doing in the scene and what character they are playing?  Is the movement motivated by clear objectives/purpose?  IF POI also consider:  Did the performer maintain control of the manuscript/Binder at all times? |
| Presentation/ physical presence | 1 2 3 4 5 | Is the presenter comfortable and commanding in the space?  Does the presenter’s use of physicality, facial expression, and gestures enhance the performance?  Does the presenter bring the words to life using effective techniques to convey appropriate emotion? |
| Vocal Presentation | 1 2 3 4 5 | Does the performer's voice align with the type of story/theme/genre?  Does the presenter seem engaged in the literature?  Articulation:  Are the words clearly articulated and understood?  Is volume/pace/inflection appropriately used throughout and effective in articulating the emotion of the text? |

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| Submit ballots on tabroom immediately after round to keep things moving. You can enter comments later. |

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**Debate Events**

## FOR ALL EVENTS:

Speaker Points and the Win/Loss of a debate are two different things.

***Win/Loss:*** Choose who wins the round based on who had the best and most persuasive arguments, and which team did the best job persuading you to their side.

***Speaker Points***: Choose speaker points for each individual based on how well spoken and confident they are in their speech. How eloquent, relatable, and confident are they in their speaking? A team can lose the round and still do better speaking than the winner. Take notes on points made in constructive speeches and rebuttals made to attacks.

Points should be between 20-30 points. This can be a comparison:

A: 29-30

B: 27-28

C: 25-26

D: 23-24

F: 20-22

Debaters should be graded on how well they deliver their speech. An A grade would be if they were very well spoken, clear, concise, and were able to easily grab your attention. An F grade would be if they floundered, didn’t use their time, were unclear in their arguments, were rude to you or their opponent, etc. Use your discretion, but try to be gracious to students. They are striving to become better public speakers, so give them positive feedback. Don’t be too generous or too stingy, try to be as fair as possible.

Each event has a rubric guide, you are welcome to use it if it helps you better judge each round. If you are experienced as a judge, we trust you to use your impartial and fair judgment.

Rubrics provided are for speaker points. Win and Loss is based on who attacks their opponent and defends their position the best. ***Please avoid personal bias when judging an argument.***

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## **SPAR**

* Speakers will be paired against each other and given two minutes of prep to prepare argumentation speeches against each other. Use a coin flip to decide who picks the topic and who will pick aff or neg. Winner decides which category they would like to pick.
* While they are basically having an improvisational debate, you are not judging them on realism or credibility, but rather on their ability to organize and deliver and impromptu debate.

**Times are as follows**

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| --- | --- |
| Speech | Time |
| Prep | 2 minute |
| Affirmative Constructive | 3 minutes |
| Negative Constructive | 3 minutes |
| Crossfire | 3 minutes |
| Affirmative Summary/Rebuttal | 2 minute |
| Negative Summary/Rebuttal | 2 minute |
| Affirmative Final Focus | 1 minute |
| Negative Final Focus | 1 minute |

### **Rubric**

|  |  |  |
| --- | --- | --- |
| Skill | Score | Explanation |
| Organization | 1 2 3 4 5 | Does the student have a clear structure to their speech? Are transitions used to move effectively between each part of the speech? Does the development of the speech make sense? |
| Analysis | 1 2 3 4 5 | Does the student directly address the prompt? Does the student develop justifications for their ideas and establish significance to the points? |
| Delivery | 1 2 3 4 5 | Does the student use voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate? |

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| Submit ballots on tabroom immediately after round to keep things moving. You can enter comments later. |

## Lincoln Douglas (LD)

Lincoln Douglas is a 1 on 1 debate over a resolution. It focuses on the ethics, values and philosophical issues, for example, by examining questions of morality, justice, democracy, etc. Typically, LD debates concern themselves with deciding whether or not certain actions, or states of affairs, are good or bad, right or wrong, moral or immoral. The goal is that each side attempts to persuade the judge on what should hold the most value when deciding the debate. They then argue about how to achieve their ideal result.

### Time Limits:

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| --- | --- |
| ***Speech*** | ***Time*** |
| Affirmative Constructive/ AC | 6 minutes |
| Cross Examination | 3 minutes |
| Negative Constructive/ NC | 7 minutes |
| Cross Examination | 3 minutes |
| 1st Affirmative Rebuttal/ 1AR | 4 minutes |
| Negative Rebuttal/ NR | 6 minutes |
| 2nd Affirmative Rebuttal/ 2AR | 3 minutes |
| PREP TIME (MAY BE USED ANY TIME BETWEEN SPEECHES/ CROSS) | 4 minutes per team |

### Rubric

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| --- | --- | --- |
| Skill | Score | Explanation |
| Clarity/Organization | 4 5 6 | Arguments are presented in a manner that is clear and understandable to the judge. |
| Delivery | 4 5 6 | Presentation, style, poise, articulation/enunciation, and inflection are effective in delivering the arguments and responding to the opponent. |
| Evidence and Logic | 4 5 6 | Cites credible sources and warrants claims that are relevant and support their position. The nature of proof should be in the logic and the ethos of a student's analysis and/or authoritative opinion. |
| Cross Examination | 4 5 6 | Cross-examination should clarify, challenge, and/or advance arguments. |
| Overall Presentation | 4 5 6 | Behavior is ethical, respectful of topic, opponent, and judge in manners and tone. |

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| Choosing a Winner - The affirmative debater’s job is to present arguments in order to persuade the judge that the resolution is true. The negative debater, on the other hand, disagrees with the resolution and presents arguments to persuade the judge that the resolution is false. |
| Submit ballots on tabroom immediately after round to keep things moving. You can enter comments later. |

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## Public Forum (PF)

Public Forum is a 2 on 2 event concerning a current event. This debate is an evidence debate, where they should present evidence that supports the arguments they are making. They are debating about what can realistically be done to solve the resolution.

TEAMS ARE NOT GIVEN SIDES. They must flip a coin to pick either PRO or CON or 1st or 2nd speaker. Whichever category the winner did not choose, the loser picks (i.e. winning team picks aff or neg, losing team picks 1st or 2nd speaker). Make sure to correctly enter the results of the coin flip into your ballot.

The questioning period in PF permits alternating sides asking questions. This is called Crossfire. Additionally, the time period named “Grand Crossfire” permits both sides to answer questions from any of the speakers. (i.e. the first speaker on team a could ask the second speaker on team b).

### Time Limits:

|  |  |
| --- | --- |
| Speaker/ Speech | Time |
| Team A Speaker 1 Constructive | 4 minutes |
| Team B Speaker 1 Constructive | 4 minutes |
| Crossfire 1st Speakers | 3 minutes |
| Team A Speaker 2 Rebuttal | 4 minutes |
| Team B Speaker 2 Rebuttal | 4 minutes |
| Crossfire 2nd Speakers | 3 minutes |
| Team A Speaker 1 Summary | 3 minutes |
| Team B Speaker 1 Summary | 3 minutes |
| Grand Crossfire | 3 minutes |
| Team A Speaker 2 Final Focus | 2 minutes |
| Team B Speaker 2 Final Focus | 2 minutes |
| PREP TIME (MAY BE USED BETWEEN ANY CROSS OR SPEECH) | 3 minutes per team |

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### Rubric:

|  |  |  |
| --- | --- | --- |
| Skill | Score | Explanation |
| Clarity/Organization | 4 5 6 | Arguments are presented in a manner that is clear and understandable to the judge. |
| Delivery | 4 5 6 | Presentation, style, poise, articulation/enunciation, and inflection are effective in delivering the arguments and responding to the opponent. |
| Evidence and Logic | 4 5 6 | Cites credible sources and warrants claims that are relevant and support their position. The nature of proof should be in the logic and the ethos of a student's analysis and/or authoritative opinion. |
| Cross Examination | 4 5 6 | Cross-examination should clarify, challenge, and/or advance arguments. |
| Overall Presentation | 4 5 6 | Behavior is ethical, respectful of topic, opponent, and judge in manners and tone. |

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| Choosing a Winner - The Pro side more efficiently argues for the resolution, using evidence to support their rationale OR The Neg side more effectively argues against the resolutions, using evidence to support their rationale. |
| Submit ballots on tabroom immediately after round to keep things moving. You can enter comments later. |

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## Congress

Congress is an event that aims to simulate a real congressional session. Students pass bills, give speeches, and ask questions. To begin the round, students will elect a chair or sometimes known as a presiding officer to run the session. Students are scored often on engagement and the quality of their speeches given for or against the bills.

First speeches are typically 3 minutes in length followed by 2 minutes of cross examination by the rest of the chamber. All remaining speeches given are only subject to 1 minute of Cross.

### Rubric: For Speaker Points

FOR SPEAKERS:

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| Skill | Score | Explanation |
| Originality of Thought | 0 1 | Speech advances debate and does not merely repeats previously stated ideas. Speaker refutes opposing arguments when appropriate. |
| Organization and Unity | 0 1 2 | Speeches that respond to other arguments advanced in the session are often spontaneous and extemporaneous. The speaker should still attempt to organize ideas and have cohesiveness. |
| Evidence and Logic | 0 1 2 | Cites credible sources and warrants claims accordingly that is relevant and supports claim/ideas. |
| Delivery | 0 1 2 | Speakers may speak extemporaneously vs. should not feel like reading a manuscript. They should demonstrate seriousness of purpose, style and poise. |
| Answering Questions | 0 1 | Logic, reasonable, uses evidence when needed. |

FOR CHAIR/PRESIDING OFFICER: Should earn speaker points for each hour of chair.

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| --- | --- | --- |
| Skill | Score | Explanation |
| Parliamentary Procedure | 0 1 2 | Clear in explaining protocols and rulings |
| Recognition | 0 1 2 | Fair and efficient in recognizing speakers and questioners, and maintains appropriate speaker precedence and recency |
| Control | 0 1 2 | Maintains decorum of delegates, and willing to rule dilatory motions/business out of order |
| Demeanor | 0 1 | Fosters a respectful, professional, and collegial atmosphere |
| Communication | 0 1 | Overall use of language, avoiding unnecessary verbiage |

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| Choosing a Winner - all congressional members will be ranked by order of performance. Keep track on a seating chart throughout the session. |
| Submit ballots on tabroom immediately after round to keep things moving. You can enter comments later. |

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