**Congressional Debate Ballot Guide**

**Summary**: Students role play as legislators (representatives or senators) in 90–180-minute legislative sessions. There are typically 12-20 students in the room. Occasionally, a seating chart provided to assist judges in identifying student speakers.

**How does the round flow**: One student is (s)elected to serve as the Presiding Officer (hence forth, PO). The PO uses Robert’s Rules of Order to facilitate the debate and give every participant an equal and fair chance to speak. The chamber will determine the order of the debate (i.e., which legislation should be addressed and when). Then, they will debate each bill with the following pattern: (1) Author or AFF speech, (2) chamber cross-examination, (3) NEG speech, (4) chamber cross-examination. The chamber is to follow this pattern until there are no more students who wish to give speeches. Students may use their electronic and non-electronic resources to compose a speech.

**What are you judging, exactly?** You are **only** responsible for judging student speeches. It is easy to get overwhelmed, so keep it simple. Each speech a student gives is 1-3 minutes in length and scored on a scale from 1-6 (6 being best). Keeping a written scoresheet or adding notes to the tournament ballot while the student is standing to speak can be helpful. Use the guide below. You may also add comments after the round, if you feel this is distracting while judging. You can keep your comments brief and provide just enough feedback to help the competitor understand their final ranks and how to improve.

At the end of the round, you’ll be asked to rank the top 8 students only. Then, all other competitors will be ranked with a 9. (Tournament software typically fills this in automatically, so please leave students 9+ with blank rankings). Your choices for ranking 1-8 (1 being the best student in the room, 8 being the 8th best student in the room) should consider the following:

1. What was the quality of their speeches?
2. How well did they respond to questions?
3. How well did they ask questions?
4. How active were they in the room? (i.e., asking questions regularly, making motions when necessary)

See example below.

* Amy gave 2 speeches. She earned a 4 on one and a 6 on another. She was amazing at questioning (both answering and asking).
* Betty gave 2 speeches. She earned a 5 on each one. She was ok at questioning.

*Ranking Suggestion:* In this scenario, you may give Amy a higher ranking than Betty because her average speech score was 5, matching Betty’s average score. However, Amy was better in questioning.

**Scoring:** Score on a 1-6 scale. (Nothing below a 3 for Novice or Middle). If you think a student deserves <3, please speak directly to your coach. 6 = Amazing, 5 = Really Good, 4= Ok, 3 = Some redeeming qualities, but lots of room to improve.

**How to judge the Presiding Officer**1. Give the PO one speech score per hour or per bill debated.  
2. Speech score can be based on confident delivery / execution of duties. Ranking can be based on leadership, timing, efficiency, and fairness. Also note, however, a PO need not be perfect to score a 6. What differentiates good POs and great POs is their ability to deal with curve balls or mistakes with grace and efficiency.

3. Students who serve as PO are often some of your best congressional debaters. It takes a great deal of expertise to run the room accordingly. Good presiding officers CAN and SHOULD rank in the top 8. A top-teir student PO that blows you away can be ranked 1st in the room.

\*Judges should be prepared to access PO sheets in various forms- including excel spreadsheets via tinyurl, paper charts, or a chronological list of events. The judge may request a PO sheet at any time--competitors may too. I'd recommend that judges, if possible, have a device they can easily access excel or google spreadsheets.

**Content:**

\_\_\_\_\_Clear understanding of legislation \_\_\_\_\_Arguments are explained, supported, and evidence sourced   
\_\_\_\_ All opposition arguments are addressed \_\_\_\_\_Ideas are novel - not just a repeat of a previous speaker \_\_\_\_\_Questions are asked strategically and respectfully \_\_\_\_Responses are strategic and respectful

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Arguments are made to judge not at opponent   
\_\_\_\_\_Decorum / Participation (phone usage / off task behavior / rudeness)

**Comment suggestions:**

* Be sure to demonstrate your understanding of the legislation.
* I learned a lot about \_\_\_\_\_\_
* You made me care about \_\_\_\_\_\_\_
* Your arguments were logical and well supported.
* Easy to follow
* Your attention getter was \_\_\_\_\_\_\_
* Try to find more recent / relevant / credible sources
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Your opponent attacked your argument about\_\_\_\_\_\_\_, but you didn’t respond.
* Be prepared for questions / You handled questions well
* This was a very strong chamber–my comments are a little nit-picky because everyone was really on-point
* Your speech was novel – I like that you didn’t just repeat what the other aff/neg speakers said.
* PO – You ran a smooth and efficiant chamber and handled the complexities well.

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. Although the student has some control over whether they debate aff/neg, sometimes arguing a side they don’t believe in is necessary.

If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain (in your judge notes) why you’re uncomfortable. It’s the student’s writing, argumentation, and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Declamation Ballot Guide**

**Summary**: One student performs a memorized speech that was originally written, published, and performed by someone else. This is a memorized speech (no notes or cue cards). The speech may cover any topic. It should not be the student’s goal to give the speech exactly like the original author. Rather, the delivery of the speech should be up to the student’s interpretation while remaining entertaining and true to the author’s intent.   
  
**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 10 min. max as possible. Students have a 30 second grace period. Those who go over 10:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.   
Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Intro includes background on oration and any relevant context

\_\_\_\_\_Topic appropriateness, consider age and audience, and relevance to the student, not your opinion of the topic

\_\_\_\_\_Cogent and easy to follow organizationally (intro, body, conclusion)

\_\_\_\_\_Editing maintains or enhances message of speech

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

**Comment suggestions:**

* That was a creative approach
* Easy to follow
* Great comedic timing
* Nice pacing / emphasis
* Great job interpreting theme / message
* Increase your volume a bit
* Be sure to enunciate a bit more
* Look up the pronunciation of \_\_\_\_\_\_\_
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point
* Be careful with overly mature topics in middle or high school, some of your audience members are still very young, judges are adults and can handle mature content, but make sure that any mature content is necessary and not left in for shock value
* Provide trigger warnings before speaking when you have sensitive content. This will show that you consider the audience and judges’ need for a safe environment.

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s editing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Dramatic Performance (Humorous Interp/Dramatic Interp) Ballot Guide**

**Summary**: One student dramatically performs a piece of literature (prose, script, screenplay, etc.). The performance should be structured so it has a teaser, introduction (where the title and author are named), and a body (containing a clear beginning, middle, and end). Students use their movements and voice to create characters and settings (including pantomime and any sound effects). Props, costume, and notes may not be used. It is common, but not required for students to play multiple characters. In this event, performances can be humorous, dramatic, or both.

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 10 min. max as possible. Students have a 30 second grace period. Those who go over 10:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.)  
Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:** \_\_\_\_\_Intro includes titles and authors and relevant context \_\_\_\_\_ Teaser excites audience for performance

\_\_\_\_\_Content appropriateness \_\_\_\_\_Script editing enhances message and doesn’t change author’s intent

**Delivery:** \_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

\_\_\_\_\_Characters portrayed / interpreted consistently and distinctively using voice and physicality

\_\_\_\_\_Belief suspended - performer communicates setting utilizing pantomime and sound effects

**Comment suggestions:**

* Great comedic/dramatic timing
* Easy to follow, your use of voice, posture, mannerisms, and movement created distinct characters and scenes
* Difficult to follow or choppy at times, I got a little lost at… (describe specific part)
* It felt like a chunk of the story was missing, be sure to include all those plot elements in your cutting
* Lovely job presenting emotional range
* There were times when it would have been appropriate to show more powerful emotions, for example…
* Consider varying your speed throughout to add emphasis and emotion
* Be sure to enunciate a bit more so that your words are clearly understood, especially when conveying emotion
* Be careful with (describe specific nervous movement) Make sure that all of your movements create the scene and/or enhance your performance
* Look up the pronunciation of \_\_\_\_\_\_\_
* Your introduction included all the elements (teaser, title, author) and was well placed
* consider adjusting your introduction to include\_\_\_\_\_
* Make sure your pantomime/blocking is realistic and reflects fully what the character is doing. Objects should not disappear without the character moving them.
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s editing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Duo Interpretation Performance Ballot Guide**

**Summary**: Two students dramatically perform a piece of literature (prose, script, screenplay, etc.). The performance should be structured so it has a teaser, introduction (where the title and author are named), and a body (containing a clear beginning, middle, and end). Students use their movements and voice to create characters and settings (including pantomime and any sound effects). Props, costumes, and notes may not be used. It is common, but not required for students to play multiple characters. In this event, performances can be humorous, dramatic, or both. Students may NOT look at or touch one another, except in their introduction.

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 10 min. max as possible. Students have a 30 second grace period. Those who go over 10:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.)  
Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Intro includes titles and authors, background on pieces and any relevant context, as well as teaser   
\_\_\_\_\_Content appropriateness, consider age of audience not personal opinions

\_\_\_\_\_ Script editing enhances message and doesn’t change author’s intent

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

\_\_\_\_\_Characters portrayed / interpreted consistently and distinctively using voice and physicality

\_\_\_\_\_Belief suspended - performer communicates setting utilizing pantomime and sound effects

\_\_\_\_\_Synchronization and coordination of movements

**Comment suggestions:**

* Great comedic/dramatic timing
* Easy to follow, your use of voice, posture, mannerisms, and movement created distinct characters and scenes
* Difficult to follow or choppy at times, I got a little lost at… (describe specific part)
* Lovely job presenting emotional range
* Great job interpreting theme / message
* Make sure movements are synchronized and/or coordinated to create your scenes
* Be sure to enunciate a bit more regardless of character portrayal
* Pantomime executed well - added to believability.
* Make sure your pantomime/blocking reflects fully what the character is doing example: objects should not disappear without the character moving them
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s editing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Extemporaneous Debate Ballot Guide: 1v1**

**Summary**: Each student is provided a debate prompt and side. They have 30 minutes to analyze the prompt and create a rough case outline (2-3 contentions). During the prep, the student may research and/or write anything they wish. They may use their electronic and non-electronic resources to compose an opening/constructive speech. The student should allocate some of their 30-minute prep time to consider counterclaims and what arguments their opposition may make. Students start the debate with speeches they prepared during the 30 minutes prep time. Any outside evidence should be cited. The prep time during the round is fixed.

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| **Speech** | **Time limit in minutes** | **Purpose** |
| Proposition (AFF)  CONSTRUCTIVE SPEECH | 2 | The debater in favor of the resolution presents their case / position in support of the topic. |
| Cross examination of the proposition | 1 | The opposition debater asks the proposition debater questions. |
| Opposition (NEG)  CONSTRUCTIVE SPEECH | 2 | The debater against the resolution presents their case / position against the topic. |
| Cross examination of the opposition | 1 | The proposition debater (AFF) asks the opposition debater (NEG) questions. |
| Mandatory prep time | 1 | Both debaters have one minute to prepare their rebuttals. |
| Proposition (AFF)  REBUTTAL SPEECH | 2 | The proposition debater (AFF) refutes NEG’s arguments and supports / defends their own arguments. |
| Opposition (NEG)  REBUTTAL SPEECH | 2 | The opposition (NEG) debater refutes AFF’s arguments and supports / defends their own arguments. |
| Mandatory prep time | 1 | Both debaters have one minute to prepare their rebuttals. |
| Proposition REBUTTAL and SUMMARY SPEECH | 2 | In this final speech, proposition crystallizes the round for the judge and tries to establish sufficient reason for a decision in their favor. |
| Opposition REBUTTAL and SUMMARY SPEECH | 2 | In this final speech, opposition crystallizes the round for the judge and tries to establish sufficient reason for a decision in their favor. |

*\*It is the judge’s responsibility to have a reliable timer and alert the students when time is up. Please adhere to the times above.*

**Scoring:** Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 20. If you think a student deserves <20, please speak directly to your coach.) Use this as a guide: 30 = A+, 29= A, 28 = A-, 27 = B+, 26 = B, 25 = B-, 24= C+, 23 = C, 22 = C-, 21 = D

**Content:**

\_\_\_\_\_Prompt and side are addressed as thoroughly as possible \_\_\_\_\_Clear understanding of prompt

\_\_\_\_\_Arguments are explained, supported, and sourced \_\_\_\_All opposing arguments are addressed (not dropped)

\_\_\_\_\_Rebuttals address attacks from opponent \_\_\_\_Summary is comprehensive and cogent

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Arguments are made to judge not at opponent \_\_\_\_\_Decorum

**Comment suggestions:**

* That was a creative approach
* I learned a lot about \_\_\_\_\_\_
* You made me care about \_\_\_\_\_\_\_
* Easy to follow / Hard to follow–consider numbering your arguments
* Your attention-getter was \_\_\_\_\_\_\_
* Try to find more recent / relevant / credible evidence or sources
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Be sure to address ALL your opponent’s arguments–it seems like you may have dropped their contention about \_\_\_\_\_\_\_\_.
* Your opponent attacked your argument/contention/point about\_\_\_\_\_\_\_, but you didn’t respond with a strong enough defense.
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. The student is required to debate whatever side they’re assigned. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain (in your judge notes) why you’re uncomfortable. It’s the student’s writing, argumentation, and speaking skills that should be evaluated.

\*Decorum - Students should make their appeals directly to the judge and should NEVER use ad hominem attacks. Frequent interrupting, insults, or mocking an opponent is the sign of a poor debater. Students’ eye contact should be with the judge, not their opponent.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Extemporaneous Speaking Ballot Guide**

**Summary**: One student is provided a prompt with 30 minutes prep time to analyze and address the prompt. If the prompt is in the form of a question or asks the student to take a side, they should respond accordingly. During prep, the student may write anything they wish. They may use their electronic and non-electronic resources to compose a speech; however, they may not take any materials up to speak other than the actual slip of paper with the prompt–NO NOTES. The student may interpret the prompt any way they wish. Speeches should be easy to follow. Speeches are expected to contain a few cited sources.

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 7 min. max as possible. Students have a 30 second grace period. Those who go over 7:30 are still scored and ranked, but they cannot be ranked 1st. Students may ask for time signals, which you are required to provide.

**Scoring:** Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.) Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Ideas relatable \_\_\_\_\_Ideas original / Creative \_\_\_\_\_Students must address the prompt.

\_\_\_\_\_Cogent and easy to follow organizationally (intro, body, conclusion) \_\_\_\_\_Signposting / transitions   
\_\_\_\_\_Points are explained, supported, and sourced \_\_\_\_\_Word choice enhances message

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

**Comment suggestions:**

* That was a creative approach
* I learned a lot about \_\_\_\_\_\_
* You made me care about \_\_\_\_\_\_\_
* Easy to follow
* Your attention getter was \_\_\_\_\_\_\_
* Your framework / signposting was clever
* Nice pacing / emphasis
* Try to find more recent / relevant / credible sources
* The story about \_\_\_\_\_ was very moving.
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Look up the pronunciation of \_\_\_\_\_\_\_
* Your speech really showed your command of the topic.
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s writing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Impromptu Ballot Guide**

**URGENT: Be sure you have the prompts in your possession before you head to your competition room.   
\*\*\*Not sure what to do? Ask the check-in staff.\*\*\***

**Summary**: A student draws 3 prompts from the collection of available prompts. Lay them face down on a desk. The student then selects 1 of the 3 prompts and begins prepping. Once the selection is made, the judge is to start the 7 minutes timer. The student may write anything they wish while prepping; however, ***they cannot use notes to speak.*** The only item the student may have during performance is the CLEAN slip of paper with the prompt. \*The use of notes is not a disqualifier, but it should be significantly considered during ranking, as note usage is a speaking advantage. \*ONLY once a student has given a speech are they permitted to remain in the room and listen to subsequent speakers.

The speech should connect with the prompt. The student may interpret the prompt any way they wish. Speeches should be easy to follow. The students can even “take a side” regardless of the prompt’s structure. (For example, if the prompt is “Dogs,” the student may give a speech on why dogs are the best pet or take a more philosophical turn.)

**Time**: The students have a TOTAL of 7:00 minutes for prep AND speaking. Students have a 30 second grace period. Those who go over 7:30 are still scored and ranked, but they cannot be ranked 1st. While there is NO MINIMUM, it should be the student’s goal to get as close to the 7 min. max as possible. *The amount of time spent prepping is deducted from 7 minutes for time to speak. For example, if they spend 2 minutes prepping, they have 5 minutes (and 30 seconds grace) to speak. Students should be hard stopped at 7:30. Please let the student know how much time has passed whilst prepping (speak aloud). Students may ask for time signals, which you are required to provide.*

**Scoring:** Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.) Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Ideas relatable \_\_\_\_\_Ideas original / Creative \_\_\_\_\_\_Pathos / Entertainment  
\_\_\_\_\_Cogent and easy to follow organizationally (intro, body, conclusion) \_\_\_\_\_Signposting / transitions   
\_\_\_\_\_Points are explained, supported, and sourced \_\_\_\_\_Word choice enhances message

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

**Comment suggestions:**

|  |  |
| --- | --- |
| * That was a creative approach * I learned a lot about \_\_\_\_\_\_ * Easy to follow * Your attention getter was \_\_\_\_\_\_\_ * Your framework / signposting was clever * Nice pacing / emphasis | * The examples about \_\_\_\_ were powerful. * Increase your volume a bit * Be sure to enunciate a bit more * Good use of gestures / facial expressions * Purposeful movement * This was a very strong round–my comments are a little nit-picky because everyone was really on-point |

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. Use the checklist to help you stay as “unbiased” as possible. If a student says something that makes you uncomfortable, it’s important to be specific in your ballot comments and tactfully explain why you’re uncomfortable.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Informative Speaking Ballot Guide**

**Summary**: One student performs an original, memorized informative speech over any topic (no notes or cue cards). The goal for this speech is to inform, not persuade. Students are encouraged to utilize hand-made (non-electronic) visual aids. Visual aids should add to the presentation and be used as a helpful and engaging tool for information. While you can consider the creativity or originality of the chosen topic, you should not judge based off personal bias or interest/investment in the competitor’s topic.

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 10 min. max as possible. Students have a 30 second grace period. Those who go over 10:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.) Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Topic novel \_\_\_\_\_Topic universality \_\_\_\_\_Topic appropriateness \_\_\_\_\_Originality / Creativity

\_\_\_\_\_Cogent and easy to follow organizationally (intro, body, conclusion) \_\_\_\_\_Signposting / transitions   
\_\_\_\_\_Visual Aids are helpful and useful additions to the performance \_\_\_\_\_Word choice enhances message

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

**Comment suggestions:**

* That was a creative approach
* You made me care about \_\_\_\_\_\_\_
* Easy to follow
* Your attention getter was \_\_\_\_\_\_\_
* Your framework / signposting was clever
* Nice job explaining the problem / impact
* Nice pacing / emphasis
* Try to find more recent / relevant / credible sources
* The story about \_\_\_\_\_ was very moving.
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Look up the pronunciation of \_\_\_\_\_\_\_
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s writing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Prepared Prompt Speaking Ballot Guide**

**Summary**: One student performs an original, speech about the interpretation of a given prompt. The speech should connect with and develop the prompt. The student may interpret the prompt any way they wish, but their interpretation and connection to the prompt should be clear. Speeches should be easy to follow with an introduction that specifically states the prompt, a body, and a conclusion. The students can even “take a side” regardless of the prompt’s structure. There are no specific rules in the event regarding use of notes. Eye contact is a significant element of speech delivery. \*While the use of notes is not a disqualifier, but it should be significantly considered during ranking, as note usage is a speaking advantage

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 5 min. max as possible. Students have a 30 second grace period. Those who go over 5:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.) Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Ideas relatable \_\_\_\_\_Ideas original / Creative \_\_\_\_\_\_Pathos / Entertainment  
\_\_\_\_\_Cogent and easy to follow organizationally (intro, body, conclusion) \_\_\_\_\_Signposting / transitions   
\_\_\_\_\_Points are explained, supported, and sourced \_\_\_\_\_Word choice enhances message

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

\_\_\_\_\_ if notes were used, they did not distract from the delivery and student was not overly reliant on notes or reading

**Comment suggestions:**

* That was a creative approach
* You made me care about \_\_\_\_\_\_\_
* Easy to follow
* Your attention getter was \_\_\_\_\_\_\_
* Your framework / signposting was easy to follow
* Nice pacing / emphasis /emotion
* The story about \_\_\_\_\_ was very moving.
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Good use of gestures / facial expressions
* Purposeful movement (speech triangle) was well executed.
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s writing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Lincoln Douglas Debate Ballot Guide**

**Summary**: One debater has been assigned a debate resolution and a side. \*At some tournaments, you may be asked to oversee a coin flip. If so, the winner of the flip may choose the side.

Students may use their electronic and non-electronic resources throughout the round. The student will start by giving a constructive speech. The student should allocate some of their prep time to consider counterclaims and what their arguments their opposition may make.

**Time**: See below. Each debater is permitted 4 minutes of prep time.

|  |  |
| --- | --- |
| **Type of Speech** | **Time Limit** |
| Affirmative Constructive: The student builds their case. This is done by utilizing ethos, logos, and pathos. To structure the argument, they identify a value and criterion. (i.e., How do we know when the value is being met?) | 6 minutes |
| Negative Cross-Examines Affirmative: Although there may be some back and forth, AFF is primarily defending. | 3 minutes |
| Negative Constructive: Like Affirmative constructive, NEG is building their case with their own value and criterion. Additionally, NEG may begin providing a rebuttal. | 7 minutes |
| Affirmative Cross-Examines Negative: Although there may be some back and forth, NEG is primarily defending. | 3 minutes |
| First Affirmative Rebuttal: AFF is refuting the negative’s case. No new arguments should be brought up, rather, students should be focused on the arguments that have been made. | 4 minutes |
| Negative Rebuttal: NEG is refuting the affirmative case. They are also offering reasons why their case is stronger and should win the round (voting issues). No new arguments should be brought up, rather, students should be focused on the arguments that have been made. | 6 minutes |
| 2nd Affirmative Rebuttal: AFF is arguing why their case is stronger, any NEG issues, and finishes why ultimately, AFF should win the round. No new arguments should be brought up, rather, students should be focused on the arguments that have been made. | 3 minutes |

**Scoring:** Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 20. If you think a student deserves <20, please speak directly to your coach.) Use this as a guide: 30 = A+, 29= A, 28 = A-, 27 = B+, 26 = B, 25 = B-, 24= C+, 23 = C, 22 = C-, 21 = D \*Some ballots will ask you to give speaker scores to each student, others will ask you to give a score to a “team”. You will need to identify a winning team/student and provide an RFD (reason for decision).

*Cont. on next page…*

**Content:**

\_\_\_\_\_Prompt and side are addressed as thoroughly as possible \_\_\_\_\_Clear understanding of prompt

\_\_\_\_\_Arguments are explained, supported, and sourced \_\_\_\_All opp arguments are addressed (not dropped)

\_\_\_\_\_Rebuttals address attacks from opponent \_\_\_\_Summary is comprehensive and cogent

\_\_\_\_\_Questions asked strategically and respectfully \_\_\_\_Questions are responded to strategically and respectfully

\_\_\_\_\_Crystallization / final appeal to the judge explaining the reason for decision is logical and well-founded

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Arguments are made to judge not at opponent \_\_\_\_\_Decorum

**Comment suggestions:**

* Be sure to demonstrate your understanding of the resolution
* I learned a lot about \_\_\_\_\_\_
* You made me care about \_\_\_\_\_\_\_
* Your arguments were logical and well supported.
* Easy to follow
* Your attention getter was \_\_\_\_\_\_\_
* Try to find more recent / relevant / credible sources
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Be sure to address ALL of your opponent’s arguments–it seems like you may have dropped their contention about \_\_\_\_\_\_\_\_.
* Your opponent attacked your argument about\_\_\_\_\_\_\_, but you didn’t respond.
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. The student is required to debate whatever side they’re assigned. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain (in your judge notes) why you’re uncomfortable. It’s the student’s writing, argumentation, and speaking skills that should be evaluated.

\*Decorum - Students should make their appeals directly to the judge and should NEVER attack their opponent or be rude. Frequent interrupting, insults, or mocking an opponent is the sign of a poor debater. Students’ eye contact should be with the judge, not their opponent.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Original Oratory Ballot Guide**

**Summary**: One student performs an original, memorized speech about any topic (no notes or cue cards). Origional Oratory Speeches are primary persuasive, but may be inspirational / motivational. Visual aids are not permitted in type of platform speech. Sources are cited liberally (generally, at least one source per main point). While there is NO official, required organizational pattern, the speech road map must be exceedingly clear. Problem-Impact-Solution (with calls to action) are common.

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 10 min. max as possible. Students have a 30 second grace period. Those who go over 10:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.) Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Topic novel \_\_\_\_\_Topic universality \_\_\_\_\_Topic appropriateness \_\_\_\_\_Originality / Creativity  
\_\_\_\_\_Cogent and easy to follow organizationally (intro, body, conclusion) \_\_\_\_\_Signposting / transitions  
\_\_\_\_\_Points are explained, supported, and sourced \_\_\_\_\_Word choice enhances message

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

**Comment suggestions:**

* That was a creative approach
* I learned a lot about \_\_\_\_\_\_
* Easy to follow
* Your attention getter was \_\_\_\_\_\_\_
* Your framework / signposting was clever
* Nice job explaining the problem / impact
* Innovative solution
* Nice pacing / emphasis
* Try to find more recent / relevant / credible sources
* The story about \_\_\_\_\_ was very moving.
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Look up the pronunciation of \_\_\_\_\_\_\_
* Gestures and facial expressions added to your performance
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s writing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Oral Interpretation (Poetry/Prose) Ballot Guide**

**Summary**: One student performs a program of prose or program of poetry, usually alternating between the 2 on rounds. Be sure to ask organizers whether the round you’re judging is a prose or poetry round. Then, alert competitors to this once you’re in the room. The student should be EXTREMELY familiar with their program. While memorization is not required, eye contact and dramatization are important. Students should hold a small binder that contains their program and reference it sparingly. The binder can be utilized as a prop, but it should be in the student’s possession for the entire program. They may choose to close it when providing an introduction, while using it as a prop, or to indicate transitions between pieces. Every piece should be written by someone other than the student and published.

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 10 min. max as possible. Students have a 30 second grace period. Those who go over 10:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.) Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:** \_\_\_\_\_Intro includes titles and authors, background on pieces and any relevant context, as well as teasers and thematic connections \_\_\_\_\_Topic appropriateness \_\_\_\_\_\_All sources clearly cited \_\_\_\_\_If multiple pieces, they should complement and connect \_\_\_\_\_Any editing maintains or enhances the message of pieces

**Delivery:** \_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

**Comment suggestions:**

* That was a creative presentation
* Easy to follow, your cutting created a cohesive presentation that flowed together nicely
* Difficult to follow or choppy at times, I got a little lost at… (describe specific part)
* Great comedic timing
* Lovely job presenting emotional range
* There were times when it would have been appropriate to show more powerful emotions, for example…
* Nice pacing / emphasis
* Consider varying your speed throughout to add emphasis and emotion
* Great job presenting the theme/message, very powerful
* Increase your volume a bit
* Be sure to enunciate a bit more so that your words are clearly understood, especially when conveying emotion
* Use of the book should be precise, be sure to maintain a semblance of reading by doing things like turning pages
* Look up the pronunciation of \_\_\_\_\_\_\_
* Add a bit movement to enhance your performance, the book can also be used dramatically as a prop
* Be careful with (describe specific nervous movement). Make sure that all your movements enhance your performance.
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s editing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Program Oral Interpretation Ballot Guide**

**Summary**: One student uses multiple sources from various genres; including but not limited to, poetry, prose, drama, news articles, etc. that are united by a singular theme and engaging performance. Students perform while holding their literature in a small binder. The selections may be cut together in any order the performer sees fit to tell a story or illustrate the theme. The interpreter should be able to demonstrate the feelings and thoughts of character(s) using vocal inflection, facial expressions, and appropriate intensity. If they are utilized, character voices should be distinguishable, consistent, and appropriate to the character(s). Interpreters should make direct eye contact with the audience. Characters, if used, should have distinct focal points. Gestures should be appropriate to the selection if used. The semblance of reading should be maintained.

**Introduction:** The introduction must name the works and the authors. It should provide enough background information to set the mood and tone of the reading selection. The introduction may precede the selection or come after a slight prelude. The introduction must be memorized with the manuscript closed.

**Projection of Literature:** The interpreter should demonstrate a clear understanding of the literature selections and project their meaning. The interpreter should establish a strong sense of environment, seeing and replaying the events in literature. There should be no preference given to the serious or humorous nature of the selection. Readings should be judged upon the merits of performance, not the use of humor versus tragedy. Consideration should be given to the literary merit, complexity, and cohesion of the cutting for the selections.

**Time**: While there is NO MINIMUM, it should be the student’s goal to get as close to the 10 min. max as possible. Students have a 30 second grace period. Those who go over 10:30 are still scored and ranked, but they cannot be ranked 1st.

**Scoring:** Scoring in this event is often subjective. Give the best performer 1st and the “least best” last. Do not tie students.Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 90. If you think a student deserves <90, please speak directly to your coach.) Use this as a guide: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D

**Content:**

\_\_\_\_\_Intro includes titles and authors, background on pieces and any relevant context, as well as teasers and thematic connections \_\_\_\_\_Topic appropriateness \_\_\_\_\_\_All sources clearly cited \_\_\_\_\_Pieces complement and connect with one another to create a coherent message or story \_\_\_\_\_Any editing and cutting maintains or enhances the message of pieces

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Eye contact \_\_\_\_\_Physical expression \_\_\_\_\_Purposeful movement

*Cont. on next page…*

**Comment suggestions:**

* That was a creative presentation
* Easy to follow, your cutting created a cohesive presentation that flowed together nicely
* Difficult to follow or choppy at times, I got a little lost at…. (describe specific part) make sure each part or source used is arranged together in a way that creates a cohesive message
* Great comedic timing
* Lovely job presenting emotional range
* There were times when it would have been appropriate to show more powerful emotions, for example…
* Nice pacing / emphasis
* Consider varying your speed throughout to add emphasis and emotion
* Great job presenting the theme/message, very powerful
* Increase your volume a bit
* Be sure to enunciate a bit more so that your words are clearly understood, especially when conveying emotion
* Use of the book should be precise, be sure to maintain a semblance of reading by doing things like turning pages
* Look up the pronunciation of \_\_\_\_\_\_\_
* Add a bit movement to enhance your performance, the book can also be used dramatically as a prop
* Be careful with (describe specific nervous movement) Make sure that all of your movements create the scene and/or enhance your performance
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the student’s editing and speaking skills that should be evaluated.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Public Forum Debate Ballot Guide**

**Summary**: This is a partner debate: 2V2. Each team debater has been assigned a debate resolution, a side, and each debater should know if they are Speaker 1 or 2. It will be helpful to ask each team which students are speaker 1 or 2 for note-taking purposes. \*At some tournaments, you may be asked to oversee a coin flip. If so, the winner of the flip may choose EITHER the side (AFF/NEG) OR who speaks first.

Students may use their electronic and non-electronic resources throughout the round. The student will start by giving a constructive speech. The student should allocate some of their prep time to consider counterclaims and what their arguments their opposition may make.

**Time**: See below. Each debater is permitted 3 minutes of prep time.

|  |  |
| --- | --- |
| Speech | Time Limit |
| Team A, Speaker 1 Constructive: The student builds their case. | 4 minutes |
| Team B, Speaker 1 Constructive: The student builds their case. | 4 minutes |
| Crossfire - Speaker 1 from both team A and B take turns asking one another questions | 3 minutes |
| Team A, Speaker 2 Rebuttal: Refutes the other side’s arguments | 4 minutes |
| Team B, Speaker 2 Rebuttal: Refutes the other side’s arguments | 4 minutes |
| Crossfire - Speaker 2 from both team A and B take turns asking one another questions | 3 minutes |
| Summary: Team A, Speaker 1 summary, Summarize and crystallize main issues of the round | 3 minutes |
| Summary: Team B, Speaker 1 summary, Summarize and crystallize main issues of the round | 3 minutes |
| Grand Crossfire - all debaters may question and answer | 3 minutes |
| Final Focus: Team A, Speaker 2 explains to the judge the reasons why their case is stronger and wins the round. | 2 minutes |
| Final Focus: Team B, Speaker 2 explains to the judge the reasons why their case is stronger and wins the round. | 2 minutes |

**Scoring:** Speaker points are on a scale and could be used as tie breakers. (Do not assign points below 20. If you think a student deserves <20, please speak directly to your coach.) Use this as a guide: 30 = A+, 29= A, 28 = A-, 27 = B+, 26 = B, 25 = B-, 24= C+, 23 = C, 22 = C-, 21 = D \*Some ballots will ask you to give speaker scores to each student, others will ask you to give a score to a “team”. You will need to identify a winning team/student and provide an RFD (reason for decision).

Cont. on next page…

**Content:**

\_\_\_\_\_Prompt and side are addressed as thoroughly as possible \_\_\_\_\_Clear understanding of prompt

\_\_\_\_\_Arguments are explained, supported, and sourced \_\_\_\_All opp arguments are addressed (not dropped)

\_\_\_\_\_Rebuttals address attacks from opponent \_\_\_\_Summary is comprehensive and cogent

\_\_\_\_\_Questions asked strategically and respectfully \_\_\_\_Questions are responded to strategically and respectfully

\_\_\_\_\_Crystallization / final appeal to the judge explaining the reason for decision is logical and well-founded

**Delivery:**

\_\_\_\_\_Rate \_\_\_\_\_Volume \_\_\_\_\_Enunciation \_\_\_\_\_Pronunciation \_\_\_\_\_Emphasis and timing \_\_\_\_\_Energy / emotion \_\_\_\_\_Arguments are made to judge not at opponent \_\_\_\_\_Decorum

**Comment suggestions:**

* Be sure to demonstrate your understanding of the prompt.
* I learned a lot about \_\_\_\_\_\_
* You made me care about \_\_\_\_\_\_\_
* Your arguments were logical and well supported.
* Easy to follow
* Your attention getter was \_\_\_\_\_\_\_
* Try to find more recent / relevant / credible sources
* The examples about \_\_\_\_ were powerful.
* Increase your volume a bit
* Be sure to enunciate a bit more
* Be sure to address ALL of your opponent’s arguments–it seems like you may have dropped their contention about \_\_\_\_\_\_\_\_.
* Your opponent attacked your argument about\_\_\_\_\_\_\_, but you didn’t respond.
* This was a very strong round–my comments are a little nit-picky because everyone was really on-point

\*Reminder–We never make judgments based on a student’s ideology, background, or appearance. The student is required to debate whatever side they’re assigned. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain (in your judge notes) why you’re uncomfortable.

It’s the student’s writing, argumentation, and speaking skills that should be evaluated.

\*Decorum - Students should make their appeals directly to the judge and should NEVER attack their opponent or be rude. Frequent interrupting, insults, or mocking an opponent is the sign of a poor debater. Students’ eye contact should be with the judge, not their opponent.

**Do NOT share any feedback or decision with the students whilst at the competition.**

**Quick Reference Guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Event Name and Abbreviation** | **Notes permitted?** | **Can use Internet?** | **Time considerations** | **Other** |
| Congress - CD | Yes | Yes | Speeches are 3:00 each with :10 grace, PO will gavel out speakers | All speeches should be original. Outside sources orally cited. |
| Declamation - DEC | No | No | No min.  Max = 10:30 |  |
| Dramatic Performance - DP | No | No | No min.  Max = 10:30 | Can come from any literary source. |
| Duo Interpretation - DUO | No | No | No min.  Max = 10:30 | Can come from any literary source. |
| Extemporaneous Debate - EXD | Yes | Yes | 30 minutes prep BEFORE they come to be judged. | All speeches should be original. Outside sources orally cited. |
| Extemporaneous Speaking – EXS or EXT | No | Only during prep | No min.  Max = 7:30 | All speeches should be original. Outside sources orally cited. |
| Impromptu - IMP | No | No | 7 minutes counting down from the moment they select their prompt. 30 sec. grace permitted. | All speeches should be original. Outside sources orally cited. |
| Informative Speaking – INF or INFO | No notes.  Visual aids are used. | No | No min.  Max = 10:30 | All speeches should be original. Outside sources orally cited. |
| Prepared Prompt - PP | Yes | No | 4-6:30 | All speeches should be original. Outside sources orally cited. |
| Lincoln Douglas Debate - LD | Yes | Yes | See time guide |  |
| Original Oratory - OO | No | No | No min.  Max = 10:30 | All speeches should be original. Outside sources orally cited. |
| Prose-Poetry / Oratorical Interpretation - OI | Yes – a small black binder is used. | No | No min.  Max = 10:30 | Texts should be published material and author provided. It should NOT be the student’s work. |
| Program Oral Interpretation - POI | Yes – a small black binder is used. | No | No min.  Max = 10:30 |  |
| Public Forum Debate - PF | Yes | Yes | See time guide |  |
| M= Middle School Student (grades 6-8)  N = Novice (less than one year experience in Speech & Debate) regardless of age.  V = Varsity (more than one year experience in Speech & Debate) regardless of age.  If a student brings notes up to speak in a competition event where notes are not permitted, the student should be ranked behind any student who does not use notes. In your comments, document that the student used notes. | | | | |