

GENERAL Judge Helps

DO NOT

- **Watch anything on your phone while someone is speaking.**
 - If you need to respond to an urgent matter, please wait until it is during a debate prep time or between speakers.
- **Try to get to know the students**
 - Aim to stay as unbiased as possible (*this seems counterintuitive, but it helps everyone feel it was a fair round*)
- **Comment on students' appearance**
 - Instead, comment on how they presented their case/speech
- **Use your world view to determine the winner**
 - Instead, recognize your own biases and then set them aside to choose the winner of the round you watched based on how well the students addressed each side's arguments **or** presented their speech on the topic of their choosing.
- **Judge the debate/speech you wish you had heard**
 - Instead, focus on how well the debate/speech you did hear was executed.

DO!!

- **Be at the tournament for all the rounds you volunteered for**
 - Even if you are not officially assigned those rounds. Sometimes we need to find a replacement judge for a round. We will choose from those who were entered as available, but haven't been assigned to that round yet.
 - **Be to your assigned room 5-10 min early**
 - To keep the tournament on time
 - **Turn in your results ballot ASAP after a round.**
 - You will have until the end of the tournament to enter comments. The faster the ballots get submitted, the faster the next round can be paneled and the better chance we have of the tournament staying on time.
 - **Pay attention to the speakers/debaters**
 - Show you are engaged in a round. It is difficult to speak to a blank slate.
 - **Take notes**
 - You can use these when giving comments in Tabroom.
 - **Give fair and helpful feedback in comments.**
 - Let them know at least
 - one thing they did well
 - one, actionable, thing they can improve.
 - **Review the judge training notes in Tabroom:**

 - **Ask any questions you might have to the judge liaison in the judge lounge.**
 - **Have fun!!**
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DEBATE: IDEAS OF WHAT TO LOOK FOR AND COMMENT ON IN

- **Clear Speaking**
 - Did they speak clearly so that you could understand what they were saying?
 - Did they “spread” (talk too fast) so much that you could not understand them?
- **Time Management**
 - Did they use their time well in their speeches to address their own arguments and their opponents, as appropriate for their event?
 - Did they use their preparation time well?
- **Evidence**
 - Did they have multiple forms of evidence that were clearly cited?
 - If there were competing pieces of evidence, did they help you understand why theirs was stronger than their opponents?
- **Analysis**
 - Did they explain why their point of view was correct in a way you understood? Were they persuasive?
 - In the concluding speech, did they analyze the whole round well?
- **Counter**
 - Did they counter the other side's arguments well, both with analysis as well as evidence?
- **Convincing - who won?**
 - Who convinced you that their points carried the most weight by the end; who “outweighed” the other?
- **Low-Point Win (*uncommon*)**
 - Did one side speak better, but the other side was the better debater?
 - If so, you can give the win to the side that debated better, but give higher speaker points to the better speaker and click the box next to “low-point win”.

Please note

These are not the only criteria you may use, but some ideas of things to look for and comment on.

SPEECH: IDEAS OF WHAT TO LOOK FOR AND COMMENT ON IN

Please remember as you comment, that many of these students are speaking about matters close to their heart, be kind and constructive in your comments.

Public Address Speaking

- **Were they an engaging speaker**
 - Were you waiting for the speech to end or surprised by how quick it went by
- **Did their speech make sense?**
 - Did you get confused or did they draw a clear line from their introduction, to thesis, to conclusion?
 - For Original Oratory, was there a clear call to action for you or society to do something?
- **Body Language - “Blocking”**
 - Did it contribute or detract from the speech?
 - *EXAMPLE: Did they wring their hands a lot (distraction) or did their whole body seem to convey the same message (contribute)*
- **Sourcing**
 - Did they use appropriate sources & cite them in the speech
- **FOR INFO - if they chose to use visual aides**
 - Were they used effectively?
 - Did they help you understand the speech?
- **Did you learn something, or do you have a FACT that might strengthen their speech**
 - **DO NOT** use this detail to determine whether the speech was good.
 - **BUT** If you have some factual information that would help them improve next time, Share your knowledge!

Interpretive Speech

- **Was the story engaging?**
 - Were you waiting for the speech to end or surprised by how quick it went by?
 - Did you feel the emotion the speech was trying to convey?
- **Did their speech make sense?**
 - Was the story and the character(s)' actions and words make sense to you?
- **Body Language - Tone of Voice - “Blocking”**
 - Were the character(s) portrayed clearly, especially if switching from one to the other, so you understood who was speaking?
 - Did the body language “blocking” strengthen the character?
- **FOR DUO**
 - Did they avoid looking or interacting directly with each other, with the exception of the introduction?
 - Did each partner contribute an equal amount to the speech?
- **FOR POI (PROGRAM ORAL INTERPRETATION)/POETRY**
 - Did they use their binder as a prop in effective and varied ways that contributed to the speech and did not detract?

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