

**NEW  
JUDGE  
SPEECH  
AND  
DEBATE  
PACKET**

# HOW TO JUDGE FROM START TO FINISH

**Thank you for being a judge! You are a necessary component of the speech and debate program.**

Here's how to judge:

1. Make an account in tabroom.com and request to link with the school you or judging or let the coach of the school you are judging for know that you have an account so that they may link you to Tabroom.
2. Arrive at the tournament
  - Check in at the ballot table
  - Attend judges' meeting in the tab room (usually the media center) or judges' lounge (usually the home ec room)
  - Wait for a ballot (Tabroom will notify you through text or email and a ballot will pop up in your Tabroom account)
3. Get a ballot
  - Go to the room indicated on the ballot and immediately push START when you enter the room
  - If you do not receive a ballot for the round, wait for a ballot to be reassigned to you (if a judge does show up for their ballot in a timely fashion, their ballot is reassigned)
  - If you do not receive a reassigned ballot, relax for the round in the judges' lounge
  - Do not forget to push START! Very important! (Pressing START lets the tab room know that all is well)
4. Judge Checklist and Responsibilities during the round
  - Enter the room you are assigned. Students may not enter a room without a judge or be alone in the room. If you need to leave but plan to come back, the students must leave as well and wait for you to return.
  - Check to make sure that all competitors are in the room. Call roll from your ballot.
  - Check your ballot for double entry students (speech only). They will have an "x" by their name. This means that they are competing in two or more events during the same round. Allow those who are double entered to speak first so that they can have time to go to their other round. If a double entered student is not in your room, they are probably at their other speech event and will show up shortly.
  - You are the official timekeeper. If students want to keep track of their own time, that is allowed, but you are the official timekeeper. It is wise to allow students in a debate round to keep track of their own time but you still monitor them to be sure they are being honest.
  - Keep order. You are in charge of the round. If observers are being disruptive, you have the authority to ask them to leave the room.
5. Finish the round
  - Speech ballots: enter title of piece, rank, rate, and time
  - Drop a rank if the speech goes over time
  - Debate ballots: choose a winner by code, indicate winning side, enter speaker points and ranks
  - Give constructive feedback per student code
  - Submit ballot (If pressed for time give feedback after you have submitted scores on your ballot)
  - Note: Judges play a crucial role in keeping the tournament on track. Be sure to submit your ballot as soon as possible.
6. Wait for the next ballot (wash, rinse, repeat)

## DO'S AND DON'Ts

DO judge fairly without bias

DO keep track of codes to prevent a mix-up

DO smile and be gracious

DO give positive and helpful constructive criticism (be kind with your critiques – this is a learning experience and we want students to stay in speech and debate)

DON'T disclose who won a debate round unless specified to do so

DON'T judge someone you know well (ask to be reassigned)

DON'T give oral critiques (save it for ballots only)

DON'T watch rounds if you do not have a ballot (you may judge those students later)

DON'T be overly friendly with a student(s) (this causes other students anxiety)

DON'T give the lowest possible scores in debate (below 25) or speech (below 5) (remember that this is a learning experience and if you judge too harshly students may never return) DON'T confer with other judges

## QUESTIONS?

If there are any issues (like a student is missing, etc), text or call the tab room manager (their number will be given to you in the judges' meeting at the beginning of the tournament). If you need help filling out your ballot or have questions regarding your ballot, go to the ballot table.

For the official rules of both speech and debate, go to [idhsaa.org](http://idhsaa.org)

The following link is a great resource for judges:

<https://sites.google.com/boiseschools.org/idahodebatejudging/home>

## **Congressional Debate**

Congressional Debate mimics how the United States House and Senate operate. There are usually 15-20 students per chamber, a judge (3 for Super Congress, a finals Congress session) and an adult parley to ensure that Robert's Rules of Order are followed during a session. Students debate on mock bills to be presented and voted on by the chamber. Students take turns being a Presiding Officer, or PO, who runs the session. Students are judged on their speeches to the chamber. A session a PO counts as a speech for the student. Speeches should be well organized, provide evidence if a claim is made, aid in moving the debate along, present thorough arguments and be well-delivered to receive a good rating. Students will receive a rating or 1-6 (6 being the highest rating) and ranked 1-9, with a rank of 9 given to all competitors below the rank of 8.

## **Public Forum Debate**

Public Forum Debate is an audience friendly debate that focuses on advocacy of a position derived from the issues presented in the resolution (the resolution should be included on your ballot in Tabroom, if not, ask the students to write it on the board for your information). It frequently questions if a resolution should be enacted, not how it would be enacted. A team must develop both a pro and con case, persuasively supported by evidence and reasoning. Given the short nature of a Public Forum debate, the cases should center on a few quality arguments. A Public Forum Debate round begins with a flip of a coin between the competing teams to determine sides and speaker position. Public Forum tests skills in argumentation, cross-examination, and refutation.

1. Procedure: Prior to every round and in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team that wins the flip may choose one of two options: EITHER the SIDE of the topic they wish to defend (pro or con) OR the SPEAKING POSITION they wish to have. The remaining option is the choice of the team that loses the flip
2. Once speaking positions and sides have been determined, the debate can begin. Each speaker shall have four minutes for constructive argument, alternating between pro and con. Debate may begin with a con speech.
3. Following the first two constructive speeches, the two debaters who have just given speeches will stand and participate in a three-minute "crossfire". The first question must be asked by the speaker who spoke first. After that question, either debater may question and /or answer at will.
4. At the end of the first crossfire. The four-minute constructive arguments are continued by the students yet to speak.
5. At the conclusion of the last two constructive arguments, another three-minute crossfire takes place between the two debaters who just spoke using the above procedure.
6. Following the four constructive speeches and two crossfire segments, the 1<sup>st</sup> two speakers for each team will each give a 2-minute summary continuing established alternation.
7. At the conclusion of the summary speeches, all four debaters will remain seated and participate in a three-minute "grand crossfire" in which all four debaters are allowed to cross-examine one another.
8. At the conclusion of the grand crossfire, the second speakers will each give a 2-minute "Final Focus" speech. The "Final Focus" is a persuasive final restatement of why a team has won the debate (sometimes referred to as "voters"). Times for and order of speeches are given on the ballot page of Public Forum on Tabroom.
9. In Public Forum debate, a plan or counter plan is defined as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan: rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions. Here are some items to evaluate when making your decision and writing your RFD (Reason For Decision):
  - Having arguments in direct contradiction with each other will enhance the clash in the rebuttals.
  - Organization of the speeches through effective communication and clear outlines is important so both judges and the opposing team can follow each of the arguments and their supporting evidence.
  - Effective persuasion requires credible, unbiased, quality supporting evidence.

## Lincoln-Douglas Debate

1. Lincoln-Douglas debate is a one-on-one argumentation where the debaters attempt to convince the judge of the acceptability of their side of a proposition of value. LD is a value-based debate where we argue what OUGHT to be done...like from a moral perspective, as opposed to what SHOULD or CAN be done from a legal or pragmatic perspective. A proposition of value is a statement about the qualities we assign to a given object as something we are favorable toward, or the opposite, as something we are not favorable toward. Value resolutions take several forms:
  - a. Moral value resolutions – state that something is good or bad in an ethical sense.
  - b. Artistic value resolutions – state that something is pleasing or displeasing to our senses.
  - c. Political value resolutions – state preferences in political philosophies.
2. Format: Each speaker in the debate has an equal amount of time to persuade the judge. Speech format and times is listed on the ballot in Tabroom.
3. Duties of the Speakers
  - a. The Affirmative speaker is required to uphold an analysis of the value(s) implied in the resolution. (Resolution is included on the Tabroom ballot. If not, have the students write it on the board for you.)
  - b. The Negative speaker may choose:
    - i. To uphold a countervailing analysis of the value(s) implied in the resolution OR
    - ii. To offer a straight refutation of the Affirmative position OR
    - iii. To offer a combination of counter analysis and refutation.
  - c. Both speakers bear the burden of clash in rebuttal speeches; that is, each must directly speak to their opponent's position in the debate.
4. The affirmative traditionally sit on the judge's right and negative on the left. However, it is up to judge preference.
5. LD debate includes a value and a criterion in which to evaluate the round. Debaters will argue which V&C better upholds the round. Here is an explanation of what the V&C is.

*Value:* A value points out what should be valued when deciding for or against the resolution. There are two different types of values. The first value is known as an instrumental value. An instrumental value is valuable because it helps achieve something else that is valuable. Some examples include progress and the environment. The second is an intrinsic value. Intrinsic values are valuable in and of themselves. For example, Freedom, Life, and Safety are valuable in and of themselves.

*Criterion:* According to the University of Oregon, there are several interpretations of criteria in LD. The way criteria are used changes from round to round and area to area. One interpretation is that criteria are a set of standards used to evaluate conflict between the affirmative and negative value premise. Thus, the criteria is contextually founded in the resolution through words such as "ought" and "justified: which inform debaters of the type of standards and justifications needed to uphold competing values. For example, in the resolution "violence is a justified response to political oppression," the criteria for the debate are the standards chosen to determine the conditions of when or if violence can be "justified" in response to political oppression. In other words, what determines when or if violence can be justified? The criteria are often referred to as a lens or a weighting mechanism because all arguments in the debate need to be shuttled through the standard. A second interpretation is that the criteria are the standards used to define the value. In other words, if the value is justice, the criteria are the standards for determining a just condition. In this interpretation, the values are rarely taken from the resolutions, and often considered the words that define the criteria, not the value.

6. Arguments are formatted in contentions. Contention is a term of structure used to label core arguments presented in a case. After the case has covered definitions and value/criteria arguments, debaters generally call their supporting arguments contentions. In the tradition of an essay, contention tag lines (the label) can be thought of as topic sentences for the supporting paragraphs.

# Debate Ballot Feedback Suggestions

Nice job summarizing your evidence.

Good cross ex questions.

Good job answering questions.

Your argument on contention 1 needs more evidence.

Be sure to link your claims and impacts.

You work well together as a team.

Good eye contact.

Make sure to give me some sign posts along the way so I know when you are transitioning to a new argument.

Very clear and articulate.

Stay organized and confident.

Don't let yourself be flustered in cross ex.

Current evidence is generally better.

Work on refutation.

## Reason For Decision (RFD) Fill-in-the-Blank

I felt the \_\_\_\_\_ team persuaded better. The argument on \_\_\_\_\_ was effective and the other team (or opponent) did not refute it well. While the \_\_\_\_\_ team (opponent) had strong evidence, the \_\_\_\_\_ team's (opponent's) analysis of the argument was stronger. All were great speakers. Awesome debate.

# Choosing a Paradigm

Most debaters will ask you to give them your paradigm. A paradigm is your judging philosophy and personal preferences. The following are some generic judge types to help you to develop your own. Important to note when you are a new judge is to own it! By letting the debaters know that this is your first time judging or that you are new to judging, good debaters will do their utmost to make sure that you understand the round. You could say to them, "Lead me, guide me, hold my hand". Another important thing to say is, "Don't assume that I understand your jargon or the topic you are debating. The team that wins this round is the team who makes sure that I am keeping up with them." It is important that debaters adjust to their judge, not the other way around. It is real world experience to adapt to your audience if you want to be heard. Never be ashamed that you are new to this. You have to start somewhere!

Communications Judge: This is a judge that will vote for the individual that is the most persuasive and communicates the most clearly. If you say that you are a comms judge, it is implied that you would like the debaters to speak at a conversational speed, although it never hurts to remind them that they ought to slow down and speak clearly.

Clash and Argumentation Judge: This paradigm says that you really want them to address each other's arguments and make an effort to refute every point. It does not specify which arguments you want to hear, but rather simply that the clash and quality of the arguments is paramount.

Tabula Rasa Judge: This is a Greek word for "Clean Slate." It says you are open to anything. This allows debaters to debate however they want.

You are not limited to the above paradigms. These are only to give you something to say when asked. Over time you will develop your own and eventually you will want to enter it into your Tabroom account.

Included in your paradigm you can request that debaters give you voters at the end. Voters are reasons why they think they have won. Voters are very nice if you are having difficulty with your RFD. If you agree with a team's voters, use them for your RFD!

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## PART I: RULES

### STRUCTURE

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- 2 teams: Government/Proposition and Opposition
- 3-5 members in a team, but only 3 members can speak for each debate round; the other two can prepare with the team before the debate, but not participate or communicate with the three speakers once the debate starts
- 3 substantive speeches (8 minutes each) and 1 reply speech (4 minutes each) per team; reply speeches can only be delivered by either of the first 2 speakers of each team
- Speakers speak in alternating order starting with the Proposition, except for the reply speeches, which is first delivered by Opposition
- Between the 1st and 7th minute of substantive speeches, members of the other side can offer Points of Information (which last for a max of 15 seconds). No POIs can be offered during the Reply speeches
- No communication with the coach or other teams is allowed during the preparation for impromptu rounds and during the actual debates
- No low-point wins... Not even draws! 😊 The winning team must also have the highest sum of speaker points.

### TEAM ROLES

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Definitions: The 1st Speaker of the Proposition team defines the motion and the 1st Speaker of the Opposition team accepts or rejects the definition (more on this later).

### BURDENS

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The Proposition team does not have to prove its case beyond reasonable doubt, but merely that its case is true in the majority of cases. The Opposition team must prove more than a reasonable doubt - they should prove at least a significant minority of cases.



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IF THE MOTION IS WORDED AS AN ABSOLUTE (ex. never or always), the Proposition must prove the topic true in a significant majority of cases, though not in every conceivable case. The Opposition must prove that it is not true for a significant minority of cases (not just a single instance).

Opposition has the option to present a positive case of their own or simply attack Proposition's case. However, they must discharge their burden (see above), and thus, a straight negation case may be risky.

## SPEAKER ROLES

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### 1ST SPEAKER OF PROPOSITION

Define the motion (explain team's understanding of key words in the motion, set reasonable debate parameters)

Discuss plan/policy if their team has one/if needed

Introduce division of arguments of their team

Discuss constructive arguments in support of their side

### 1ST SPEAKER OF OPPOSITION

Accept or reject the definition of the 1st Prop speaker; definitional challenges need to be explicit! Not saying anything about the definition, means that the Opposition is accepting it as it is.

Introduce division of arguments of their team

Refute the plan/arguments discussed by the previous speaker

Defend their side, usually with distinct constructive material

### 2ND SPEAKERS FOR BOTH TEAMS

Deal with definitional challenges (if needed) – more on this later

Refute the case of the speaker(s) before them and defend/extend the case of their first speakers

Continue with their team's case as outlined by their first speakers

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## 3RD SPEAKERS FOR BOTH TEAMS

Focus on responding to the other team's case and the other team's attacks to their own case

May present a part of their team's positive case, but this has to be announced by the first speaker of their team in their case division (not always strategic, because it takes time away from responding to material already existing in the debate)

New refutations or new examples/analysis that is tethered to previously made arguments are not 'new material'; 'new positive material' is likely to have a traction different to what previous speakers established

## REPLY SPEECHES

- Provide a holistic overview of own team's case and responses to other side
- Compare the argumentation and cases of both sides (i.e. "biased adjudication")
- Cannot introduce any new material – that part of the debate is over; this is about reviewing the debate from a more detached perspective but that still focuses on why one's team won. A new example / illustration is not considered new material, so long as it is consistent with the examples / illustrations that have already been used by the team
- If significant new material is introduced in 3rd Opp and Opp reply, the Prop reply speaker should point out material that is entirely new in Third Opp and/or Opp Reply and why this was strategically problematic for Opp, rather than engage in new rebuttal.
- No POIs in the reply speeches

## DEFINITIONS

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a) The Proposition must present a reasonable definition of the motion:

- Choose the obvious meaning of the motion - Reasonable parameters are okay (ex. excluding burn victims from a cosmetic surgery ban); unreasonable parameters are not (tautologies, truisms, time/place set)

b) The definition must match the level of abstraction or specificity of the motion;

motions set as general principles must be proven true as general principles (for example, if the motion is THW restrict civil liberties in the name of national security, a definition that defends exclusively compulsory ID cards is too narrow in its focus)

c) Here and now rule – unless otherwise specified in the motion, the context for the debate is in the present

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## OPPOSITION, IN THEIR 1ST SPEECH, CAN:

(a) accept the definition and proceed with the debate (this can be done implicitly, by not commenting on the definition, the 1st Opposition speaker does not have to explicitly state that they accept the definition); (b) explicitly challenge the definition, explain the grounds for challenging, and supply an alternative reasonable definition; (c) broaden the debate back to the motion if it has been unfairly restricted by Proposition; (d) challenge the definition, but still provide 'even-if' arguments

Note: in cases where the Opposition challenges the definition, legitimate grounds for challenging are a definition that creates an undebatable proposition (truism, tautology, too restrictive time / place set). If Opp chooses to challenge the definition, they have to explain why the definition is actually illegitimate. Even in cases of bad definitions, there is no obligation on Opposition to challenge - they are allowed to choose to proceed with the faulty definition.

## POINTS OF INFORMATION

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- Short comment or question addressed to the person currently speaking by a member of the opposing team (max of 15 seconds)
- POIs allow for real-time engagement in the debate
- The speaker who has the floor has a right to refuse POIs, but as a general rule, must accept at least 1 (but judges should consider when and how many points were offered by the other side, so if a speaker is not offered several POIs, and spread out consistently throughout their speech, it is unreasonable to expect them to accept more than one)
- If a speaker accepts a POI, they must ensure that the person offering the POI is given adequate time to express their point
- Speakers may offer POIs any time between the 1st and 7th minute of the current speech, but do so in a way that doesn't obstruct the speech (ex. wait a bit after being denied before offering POIs again; offering in a way that is audible to the speaker, but not so loud that it interrupts the flow; etc)

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## PART II: JUDGING

### MINDSET

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As judges we:

- Are experts on the rules
- Understand the words in the motion, and the burdens the motion creates for the teams
- Are impartial (conflicted from judging teams/individuals with whom we have/had personal relationships/formal professional relationships; we set aside our own biases in relation to the motion or specific arguments we personally agree with);
- Judge the debate in front of us, not the debate we wanted to happen, which means we don't impose arguments on teams;
- Don't complete arguments for debaters, when we can see where they are going or are intuitive to us, or discount arguments we personally dislike - we look for substantiation and evidence
- Diligently track arguments, responses, and POIs – judges should be able to fairly and accurately summarize the debate (not necessarily to the debaters, even just to themselves) before evaluating it
- Are an average reasonable person: we have a general knowledge base/ are aware of current events, but do not use specialist knowledge in evaluating debates
- Accountable and constructive: we explain the decision to debaters persuasively, using criteria (content/style/strategy) and rules, and if needed we can provide suggestions for improvement (after explaining the decision)

### CRITERIA: CONTENT, STYLE, STRATEGY

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- The three categories are important, because they improve standardization in judging, if we all think along the same lines and give the same weight to the categories
- It also makes it easier to explain to teams the decision
- It helps guide our own thinking while judging
- Shouldn't be too rigid in their application as separate criteria, because they are heavily interconnected as well

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## STYLE

- Deals with HOW content is presented (i.e. manner)
  - NOT about language proficiency / accents, but does involve effective use of language (clarity, rhetorical tools, etc.; often, overly technical or overly general language is unpersuasive)
  - Body language (eye contact, effective use of gestures, movement, stance)
  - Voice and tone (tonal variation, audibility, speed, use of pauses)
  - Demeanor (appropriate use of humor or emotion; in general, rudeness is unpersuasive)
  - Notes must facilitate speech, not obstruct contact with audience
  - No single 'superior' style exists, regardless of your personal preference. Different speakers make different styles work effectively, and they should be rewarded when they do it well.

## CONTENT

- Deals with WHAT is being presented
  - The material presented by a speaker on its own terms (ex. arguments, refutation, POIs, definition, etc.) as though it were written down
  - Assessing the quality of analysis (logical links) and evidence presented (credible, relevant, representative, etc. examples)
  - Accurate grasp of opponents' arguments and quality of responses (for example responding to an example vs the underlying logic of an argument or responding to weaker parts of the argument)
  - Actual content of the POIs offered and quality of responses to POIs taken

## STRATEGY

- Overarching question: WHY is content being said
  - Does the speaker/team demonstrate an understanding of the key issues of the debate?
  - Do they have a reasonable interpretation of the motion/tactical choices about challenging/broadening the definition?
  - Does their team position/stance in the debate help their side win?
  - Are they making tactical decisions about responding to a policy/plan?
  - Are they prioritizing arguments/responses and allocating / managing time effectively (will also reveal

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whether they understood critical issues of debate)? Misrepresenting another side's argument reveals a weak understanding of the debate.

- Is there consistency between arguments and speeches of the same side?
- Are they willing to accept POIs?
- How do they select and use examples/stories/rhetorical devices?

## GUIDELINES FOR JUDGING

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### Be able to answer (both to teams and to yourself):

- What points (e.g. points of argumentation, points of style, etc.) were more persuasive on the winning side?
- Why are these specific reasons important in the context of this particular debate? (i.e. how did they play a role in the dynamic of the debate / compared to what the other team did)

### Requirement to be specific:

- Avoid generic phrases like “provided more analysis”, “were more persuasive”, etc., unless you can then also give specific points of reference where that was observable

### Debates are won on the comparative:

- Teams do not lose debates because they made a mistake / or because they were not perfect. The decision is determined based on who, on balance, was better able to persuade you of their side, and met their burden compared to the other team. Explaining the decision vs. providing constructive feedback:
- Our job in the Oral Adjudication after the debate is first and foremost to explain why the win was awarded to one team over another. This should include explicit explanations, following the guidelines above. This should be distinct from giving feedback towards the future improvement of the teams (so, pointers on how to do something better, or arguments that could have been made, should not be conflated with the reason for decision).

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## MARKING

### Total

60 – 80 pts. per speaker / 30 – 40 pts per reply

Average is 70 points per speaker / 35 points for a reply

Half marks (0.5) are allowed for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> speeches

**Style:** 40% overall, 24 – 32 pts for main speeches, 12 – 16 pts for reply speeches

**Content:** 40% overall, 24 – 32 pts for main speeches, 12 – 16 pts for reply speeches

**Strategy:** 20% overall, 12 – 16 pts for main speeches, 6 – 8 pts for reply speeches

### POI adjustment

You can add or subtract up to 2 points per speaker, so long as the total does not exceed the 60-80 range.

Note: it is an adjustment column, not a bonus / penalty column. This means that it should only be used if the quality of the POIs offered was substantially different from the quality of the speech given by that speaker.

### Margins between teams

0-2 – a very close debate 3-5 – close but rather clear 5-10 – one team clearly better, but not dominating

10-20 – winning team dominated the debate 20+ points – winning team “shredded” the losing team

### Giving feedback to teams:

- Keep it short: teams also need to get some rest, food and prepare for the next round. So please prioritise what is most useful for debaters to hear, and focus on that.
- Keep it constructive: give the teams / speakers pointers on how to improve, instead of listing things they do wrong.
- Target it to their level: speakers with different levels of experience can process different feedback. Try to make your feedback useful in each particular case, not just good advice in general.
- Make it useful for the next rounds: sometimes it's useful to also discuss things that could have been said in this particular round / on this particular motion, but usually teams find feedback that they can apply in the next round, regardless of the motion, more useful, so make sure you don't spend too much time telling them what they could have said instead, but focus more on helping them do even better in the next round.
- Don't forget it's a team sport: Don't target individual speakers in a way that makes them feel they are to blame for the result. Giving individual feedback to each speaker is encouraged, but make sure you don't isolate in placing blame.
- Keep it structured and organised: make notes before it's time to give feedback, so you know what you need to say to each team / speaker, without rambling!
- Keep it positive: the end result should be positive. Yes, criticism is useful and that requires pointing at certain mistakes. But it must be done in a way that makes speakers improve and not in a way that makes them feel inadequate / out of their league.

# Speech Events and Rules

## General Rules – Speech Events

1. Costumes and/or human assistance are not permitted in any speech event, including draw preparation.
2. Visual /audio aids are permitted only in Sales Speaking, Informative Speaking, and Communication Analysis.
3. Contestants shall receive no outside assistance once the round has started. In draw events, contestants shall receive no assistance during preparation time.
4. The use of real weapons, facsimiles thereof, or look-alikes is prohibited.
5. The total time of singing in any speech is not to exceed one minute.
6. No live animals may be used in competition.
7. When judging a speech event begin by double checking the rules for that particular event. Look and see if the event allows you to give time signals. Many do, if they do ask the individual competitors how they prefer to receive time signals.
8. Many rounds will have all of the competitors present in the room. Watch, on your ballot, for double entered students, noted by an “+”; you may need to allow them to speak first or last so that they can compete in their second event.
9. In speech there are 2 ways a competitor is judged, rate and rank. Rate is a scale of 1-10, 10 being perfect. Multiple competitors may have the same rate. Rank is the competitor’s placement in the round. 1- 1st place 2- 2nd place, etc.

Note: Judges do not disqualify competitors. Violations shall be reported to the tournament manager for appropriate action. Any other rule violation shall be considered a

“minor violation” and shall result in dropping one rank.



### During the Speech Round

1. When judging a speech event begin by double checking the rules for that particular event. Look and see if the event allows you to give time signals. Many do, if they do I suggest asking the individual competitors how they prefer to receive time signals.
2. Many rounds will have all of the competitors present in the room. Watch, on your ballot, for double entered students, traditionally noted by an “x” you may need to allow them to speak first or last so that they can compete in their second event. Also some events, Radio, Extemporaneous, and Retold Story are “Draw” events meaning the students are given a limited amount of time to prepare in a specific draw room. As such you may be waiting up to 30 minutes after the round starts before you see your first competitor. These Draw events are given 1 at a time and, usually, without any audience or other competitors present.
3. In speech there are 2 ways a competitor is judged, rate and rank. Rate is a scale of 1-10 10 being perfect. Multiple competitors may have the same rate. Rank is the competitors placement in the round. 1- 1st place 2- 2nd place, etc. When you are judging speech consider creating a grid to keep track of the competitor ranks. you may create something like this:

Code						
<b>216</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>222</b>	-	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>247</b>	-	-	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>201</b>	-	-	-	<b>3</b>	<b>3</b>	<b>3</b>
<b>213</b>	-	-	-	-	<b>5</b>	<b>6</b>
<b>200</b>	-	-	-	-	-	<b>5</b>

This allows you to compare the most recent speech to only the previous speech rather than having to recall them all at the end of the round. If you would like clarification on this technique please ask at the TAB room and someone would be happy to offer assistance.

## Suggested Comments for Speech Ballots

Positive Feedback	Constructive Feedback
Interpretation (HI/DI/Duo) & Retold	Interpretation (HI/DI/Duo) & Retold
Great selection of literature, very engaging.	I am not sure this piece of literature allows you to display your full talent.
Good preparation, there were no memory slips.	Try to become more familiar with the material so you can really engage the audience.
Excellent characterization – I felt like you really captured this character.	The character seems one dimensional; really try to make them a complex human being with a range of feelings.
Wonderful emotional levels. This story takes me through a range of feeling.	Develop a range of emotional levels, don't be the same level of angry/happy/sad/surprised, etc. throughout the entire presentation.
Good physical movement & gestures, they helped to bring the literature to life.	Work on incorporating physical movement and natural gestures. Really think about how this character would stand, motion, and physically react to the situation.
Great facial expressions.	Incorporate facial expressions – they are a tool for characterization and emphasis.
Good inflection and pauses, I appreciate that you vary the tone/rate/volume to match the emotions in the scene.	Find places within the literature to add inflection and pauses. Vary the tone/rate/volume to create an appropriate representation.
Excellent job remaining “in-character” throughout the performance.	Try not to fidget/shuffle feet/ sway back and forth or otherwise distract the judge from the meaning of your presentation.
Good use of time.	The selection was very short/overtime. Please adjust it.
<b>DUO</b> – Good coordinated gestures/dialogue.	<b>DUO</b> – Coordinate your movement/dialogue – identify ways to create a more unified presentation.
Platform/Limited Preparation	Platform/Limited Preparation
Great attention-getter, you captured my interest at the very beginning.	Work on developing a more captivating opening statement to grab my attention at the very beginning.
Good, clear thesis statement.	Your thesis was not clear, have a clear statement of purpose.
Thank you for previewing your main points in the introduction.	Preview your main points in the introduction to give your audience an outline of where you are going.
Your main points do a great job supporting your thesis.	Your main points are unrelated/inconsistent with your thesis (or the topic). Try to make it less confusing.
Wonderful use of examples/analogies/quotations/statistics to prove your points.	Incorporate examples/analogies/quotations/statistics to prove your points.
Good organization, I understood why you structured your speech in this way.	The organization of your speech needs work; try to transition smoothly between your main points.
Good solid conclusion that really wrapped the speech together.	End the speech with a solid conclusion that wraps the whole speech together.
Well written presentation, good use of vocabulary.	Your speech would benefit from some editing there were grammatical errors and repetition in words/phrasing.
Great professional speaking style.	Develop a professional speaking style, be confident!
Nice incorporation of gestures and movement for emphasis of important concepts.	Incorporate gestures for emphasis on important concepts OR Don't overdo the hand gestures, place them for specific emphasis.
Good memorization/preparation, the speech was very fluent.	Get your presentation memorized [or work on fluency for limited prep] so you don't have stumbles or awkward pauses.
Great eye contact!	Give your audience the benefit of eye contact – really draw us in!
Good balance of time throughout the speech.	Use your time wisely, balance time within your main points so it isn't lopsided / use more time / don't go overtime.
	Avoid fidgeting/foot shuffling/nervous movements.

3. Contestants shall receive no outside assistance once the round has started. In draw events, contestants shall receive no assistance during preparation time.
4. The use of real weapons, facsimiles thereof, or look-alikes is prohibited.
5. The total time of singing in any speech is not to exceed one minute.
6. No live animals may be used in competition.

### **ISC/NSDA Rule Precedence**

1. The ISATA speech caucus will vote each year during the conference to adopt the current NSDA portion of the speech procedures and rules. This will serve to maintain consistency between the state and national rules.
2. All references to the NSDA district/ National tournament should be understood as embodied in the state speech tournament. Procedures and references unique to the district NSDA tournament--including but not limited to the tabulation committee, tabulation method, the national office and a national office referee--should be considered null and void at the state speech tournament.
3. The NSDA is in no way affiliated with the state speech tournament. Duties and responsibilities tied to the national office defer to the state grievance committee who acts as the final arbiter at the IHSA state speech tournament.
  - a. All decisions rendered by this committee may not be appealed.

### **Draw Events**

#### **Extemporaneous Speaking - 7 minutes with a 30-second "grace period." Time signals provided.**

1. **Categories:** Two categories of topics in Extemporaneous Speaking will be held at the district and state level:
  - a. United States: Questions will cover U.S. domestic and U.S. foreign policy.
  - b. International: Questions will cover the domestic affairs of foreign countries and the foreign affairs of all countries, including the United States.
2. **Topics:** The contents of the list must not be disclosed except as contestants draw questions. A new subject area will be used for each round with no duplication of questions between the divisions.
  - a. Prior to the tournament the commissioner will select 105 domestic and 105 international topics from vetted websites that include but are not limited to NFHS April topics, speechanddebate.org, speechgeek.com, and extemphub.com. The state manager will compile the topics for each round, vetting all for timeliness. Competitors will choose domestic or international news upon arrival. The draw room will post three topics in each category (domestic and international) from which each speaker may choose.
3. **Drawing:** Thirty minutes before the contest is to begin, the first speaker draws three questions, choose one, and return the other two. The other contestants draw in like manner, in the order of speaking, at intervals of seven minutes. A contestant drawing a question on which they have spoken previously in the tournament must return it and draw again. The 30 minutes of prep is done in the draw room.
4. **Preparation:** As soon as a question is chosen, the contestant will have 30 minutes to prepare a speech without consultation and without references to prepared notes. Students may

consult published books, magazines, newspapers and journals or articles, provided:

- a. They are originals or copies of whole pages.
  - b. Provided those originals or copies are uncut.
  - c. There is no written material on that original or copy other than citation information.
  - d. Topical index without annotation may be present. No other material will be allowed in the Extemp prep room other than stated above. Extemp speeches, handbooks, briefs and outlines are prohibited from the Extemp prep room. Underlining or highlighting in Extemp will be allowed if done in only one color on each article or copy. Please see rules concerning Use of Internet-Enabled Devices in Extemporaneous Speaking. Printed copies of information from online computer services may be used. Electronically retrieved evidence used in any Association Extemp competition must conform to the citation standard of the Modern Language Association [consult the MLA Handbook for Writers of Research Papers (7th edition) or <http://owl.english.purdue.edu/owl/resource/747/05/>]
  - e. Resource materials will not be provided by the tournament.
5. **Topic Areas:** Each round of Extemporaneous Speaking will have general topic areas for both International and United States questions. At the state tournament, each topic area will be used once. A blind draw at the beginning of the tournament will determine which topic areas are used for each preliminary round as well as the semifinal and final rounds.
  6. **Notes:** Contestants may make notes during the preparation time, but the use of notes, cards, briefs or other aids is prohibited during the speech.
  7. **Time:** The time limit in both Extemporaneous Speaking events is seven minutes with a 30-second "grace period. "If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.
  8. **Recuse:** Contestants may not leave the preparation area until dismissed by the Extemp proctor. Consultation with any person other than the Extemp proctor between the time of drawing and time of speaking is prohibited.
  9. **Observation:** Students in Extemporaneous Speaking are encouraged, but not required, to stay and watch the remaining speakers after they deliver their speech. Students who are double entered may be able to observe as time permits.
  10. **Performance:** Students shall enter the room one at a time. They should not watch others prior to speaking, but they may stay in the room to observe once they have spoken. Students should clearly answer the prompt question and provide support for their answer using various types of evidence including quotes, sources, stories and historical examples. Emphasis should be placed on presentation and organization. The presentation may not use physical objects or costuming.
  11. **GUIDELINES for Use of Internet-Enabled Devices in Extemporaneous Speaking**  
These rules will be used at the State Tournament.

- a. **Preparation:** As soon as a question is chosen, the contestant will prepare a speech without consultation and without references to prepared notes. Students may consult published books, magazines, newspapers and journals or articles, including internet enabled devices either used in the draw or those materials published from internet sources, provided:
  1. They are originals or copies of whole pages.
  2. Provided those originals or copies are uncut.
  3. There is no written material on that original or copy other than citation information.
  4. Topical index without annotation may be present.
  5. Files stored either on a computer or electronic device hard drive or cloud storage system. All files in this format must meet the same guidelines as printed sources.
  6. Active research from the internet during the round that meets the established criteria found in the "Guidelines for Use of Internet Enabled Devices."
- b. No other material will be allowed in the Extemp prep room other than stated above. Extemp speeches, handbooks, briefs and outlines, including those stored on cloud storage systems or published on websites created for that purpose, are prohibited from the Extemp prep room. Students may not use the internet to gain help from coaches, other students, or any person, such that it would prevent the speech from being the original work of the competitor. Students are prohibited from accessing outlines and speeches that have been written prior to their draw time. Underlining or highlighting in Extemp will be allowed if done in only one color on each article or copy. Electronic device use must comply with the "Guidelines for Use of Internet-Enabled Devices in Debate Events." Printed copies of information from online computer services may be used. Electronically retrieved evidence used in any Association Extemp competition must conform to the citation standard of the Modern Language Association [consult the MLA Handbook for Writers of Research Papers (7th edition) or <http://owl.english.purdue.edu/owl/resource/747/05/>]

#### **Panel Discussion - 40-minute round with no time penalties**

1. **Topics:** A list of topics will be collected from coaches at the Fall ISATA Conference that will encompass the topics tournaments will use throughout the season. Additionally, five topics, to be used only at district and state tournaments, will be selected and voted on by the ISATA members prior to those tournaments.
2. **Event Procedure:** Panel members do not make formal speeches but remain seated and discuss the topic informally. Notes may be taken during the discussion. Emphasis is on problem solving through engaging presentation of ideas, civil discourse, and unique perspectives, not group consensus. Panelists should be familiar with the topic and be prepared to discuss facts and opinions. Contestants may bring a pen or pencil and research limited to one page, one sided (8.5 x 11) to the round. Introductions should be no more than one minute per competitor and should be limited to your name, entry code, and a thesis statement that represents your initial view on the topic. Conclusions should be limited to one minute per competitor and be a reminder of their name, entry code, and their final thought on the topic.

3. **Selection of Topics:** At the state tournament, each topic will be used once. A blind draw at the beginning of the tournament will determine which topics are used for all preliminary rounds as well as the semifinal and final rounds.

**Time:** This event has a 40-minute maximum. Time signals are provided. Students may time themselves for reference, but the judge is the official timekeeper of the round.

#### **Radio/Broadcast Journalism - 5:30-6:00 minutes, no "grace period." No time signals provided.**

1. **Materials:** All contestants use the same material provided by the tournament management. The contestant is allowed a 30-minute period to prepare a news broadcast from the material provided.
2. **Draw:** Draw event material prepared in draw room. Each round shall consist of 6-8 news articles, with a mixture of local (news pertaining to the State of Idaho), national, and international news. Prior to the tournament, the following year's host district will select 40 articles from vetted websites evaluating all for timeliness. A physical copy of the articles will be provided to the competitor during draw.
3. **Performance:** This speech must include a minimum of three pieces of news. The speech shall be a news broadcast with an original commercial of no fewer than 30 seconds and an editorial commentary about a news item covered in the provided material. The editorial commentary, which shall be an original extemporaneous editorial reflecting the opinion of the contestant on a news story used in the presentation shall consume between 1-2 minutes of the total speech and shall be presented in the last half of the broadcast. Manuscripts and notes, including the news clippings given before the round, are permitted. The presentation may not use physical objects or costuming.
4. **Procedure:** Students shall enter the room one at a time while other contestants wait outside. Contestants shall sit with their back toward the judge. Contestants must give the judge the news article that they use for their commentary after completing their speech.
5. **Expectations:** Emphasis should be placed on presentation of the news stories, commercial and editorial commentary. Note this is not an interpretation event.
6. **Time:** Contestants may time themselves but may not have another person assist with timing. This event has a 5:30 minimum-6:00 maximum with no grace period. After which a timing violation will result in being dropped one rank by the judge. Time signals are not provided. Students may time themselves for reference, but the judge is the official timekeeper of the round.

#### **Retold Story - 6:00 minutes maximum, no "grace period." Time signals provided.**

1. **Materials:** Contestants will select a story from a group of three elementary level books provided by the tournament. The same book may be presented only once by a contestant.
2. **Draw:** Draw Event Stories selected/prepared in draw room in 30 minutes
3. **Performance:** Competitors shall retell the story as if they are presenting in front of an elementary-age audience. The story shall follow the basic storyline of the book being retold. The presentation may not use physical objects or costuming.
4. **Expectations:** The story shall be retold without notes but must not be memorized.
5. **Procedure:** Contestants will enter the round in staggered intervals and will hand the selected book to the judge before

starting their presentation. The judge will return books to the tab room after each round but will not read each book while the contestant is retelling the story. At the conclusion of the presentation, judges shall review the selected book to ensure the competitor followed the basic storyline of the book.

6. **Time:** This event has a 6:00 minute maximum with no grace period. After which a timing violation will result in being dropped one rank by the judge. Time signals are provided. Students may time themselves for reference, but the judge is the official timekeeper of the round.

### Non-Draw Events

#### After Dinner Speaking - 7:00 minutes maximum with a 30-second "grace period." No time signals provided.

1. **Performance:** Competitors are speaking as if they are a keynote speaker addressing a specific group. The group being addressed (real or fictional) should be identified in the speech introduction. Delivery must be memorized. The presentation may not use physical objects or costuming.
2. **Intent:** The intent of ADS is to develop a thesis, idea, or observation of some personal or societal importance through the appropriate use of satire, quips and humor. ADS is not intended to be an interpretive event with multiple characters.
3. **Material:** Material presented must be original. While humorous quips and jokes are appropriate, they must have purpose and fit the occasion.
4. **Time:** This event has a 7-minute maximum with a 30 second grace period. After which a timing violation will result in being dropped one rank by the judge. Time signals are not provided. Students may time themselves for reference, but the judge is the official timekeeper of the round. Timing penalties are not given in semi-finals and finals at State Speech.

#### Communication Analysis - 10 minutes maximum with a 30-second "grace period." No time signals provided.

1. **Performance:** An original speech by the student designed to offer an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc., through the use of rhetorical principles. Manuscripts are permitted.
2. **Visual Aids:** Audio-visual aids may or may not be used to supplement and reinforce the message.
3. **Time:** This event has a 10 maximum with a 30 second grace period. After which a timing violation will result in being dropped one rank by the judge. Time signals are not provided. Students may time themselves for reference, but the judge is the official timekeeper of the round.

#### Dramatic Interpretation - 10 minutes with a 30-second "grace period." No time signals provided.

Individual (solo) performance of dramatic (serious) literature of either emotive appeal, with selections drawn from published, printed: novels, short stories, plays, poetry, or other printed, published works, PDFs, e-books, as well as limited online and recorded works as provided for in the rules below.

1. **Length:** The time limit in Dramatic Interpretation is ten minutes with a 30-second "grace period." If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go

beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.

2. **Performance:** The presentation may not use physical objects or costuming. During the presentation, the contestant must name the author and the book or magazine from which the cutting was made. Additionally:
  - a. Dramatic Interpretation selections must be presented from memory.
  - b. Monologues, prose, and poetry selections are acceptable in Dramatic Interpretation.
  - c. The contestants should be evaluated on poise, quality and use of voice, physical expression and especially the ability to interpret characters correctly and consistently. This allows full body movement (bending, kneeling, turning).
2. **Focus:** In Dramatic Interpretation use of focal points and/or direct contact with the audience should be determined by the requirements of the literature being interpreted.

#### Duo Interpretation - 10 minutes with a 30-second "grace period." No time signals provided.

Duo performance of either emotive appeal, with selections drawn from published, printed: novels, short stories, plays, poetry, or other printed, published works, PDFs, e-books, as well as limited online and recorded works as provided for in the rules below.

1. **Length:** The time limit in Duo Interpretation is ten minutes with a 30-second "grace period." If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.
2. **Performance:** The presentation may not use physical objects or costuming. During the presentation, the contestant/team must name the author and the book or magazine from which the cutting was made. Additionally:
  - a. Duo Interpretation selections must be presented from memory.
  - b. In Duo Interpretation, each of the two performers may play one or more characters so long as performance responsibility in the cutting remains as balanced as possible.
  - c. In Duo Interpretation, if the selection is prose or poetry and contains narration, either or both of the performers may present the narration.
3. **Focus:** In Duo Interpretation, focus may be direct during the introduction [the performers may look at each other] but must be indirect [off-stage] during the performance itself.

#### Humorous Interpretation - 10 minutes with a 30-second "grace period." No time signals provided.

Individual (solo) performance of humorous literature of either emotive appeal, with selections drawn from published, printed: novels, short stories, plays, poetry, or other printed, published works, PDFs, e-books, as well as limited online and recorded works as provided for in the rules below.

1. **Length:** The time limit in Humorous Interpretation is ten minutes with a 30-second "grace period." If there are

multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.

2. **Performance:** The presentation may not use physical objects or costuming. During the presentation, the contestant must name the author and the book or magazine from which the cutting was made. Additionally:
  - a. Humorous Interpretation selections must be presented from memory.
  - b. Monologues, prose, and poetry selections are acceptable in Humorous Interpretation.
  - c. The contestants should be evaluated on poise, quality and use of voice, physical expression and especially the ability to interpret characters correctly and consistently. This allows full body movement (bending, kneeling, turning).
3. **Focus:** In Humorous Interpretation use of focal points and/or direct contact with the audience should be determined by the requirements of the literature being interpreted.

**Impromptu Speaking - 7 minutes (including prep) maximum, no "grace period." Time signals provided.**

1. **Purpose:** Impromptu tests a student's ability to analyze a prompt, process their thoughts, organize the points of the speech, and deliver them in a clear, coherent manner. Students' logic is extremely important. They must be able to take a provided prompt and put together a speech that has a thesis and supporting information.
2. **Procedure:** Each speaker will be designated three topics from which to choose and may use a total of 7 minutes between preparation and speaking. The contestant may take notes during the preparation time but may not refer to the notes during the presentation. Speakers may not use or reference any prepared notes during their speaking prep time.
3. **Draw:** Draw Event Topics are drawn and prepared in contest room.
4. **Topics:** Topics will be news items for one round, abstract words for one round, and quotations for one round. In semi and final rounds, the contestant will receive one news item, one quotation, and one abstract word.
5. **Time:** This event has a 7-minute maximum including prep time with no grace period. After which a timing violation will result in being dropped one rank by the judge. Time signals are provided. Students may time themselves for reference, but the judge is the official timekeeper of the round.
6. **Performance:** The presentation may not use physical objects or costuming.

**Informative Speaking - 10 minutes with a 30-second "grace period." No time signals provided.**

1. **Purpose:** An informative speech is an original speech designed to explain, define, describe, or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose such as to entertain or to convince shall be secondary. The use of audio/visual aids is optional. (See # 4 on Aids.)

2. **Contest:** This contest comprises only memorized speeches composed by the contestants and not used by them during a previous contest season.
3. **Subject:** Effective speeches provide new information or perspectives on a topic, including those that are widely known. The responsibility for choosing a worthwhile topic rests with the contestant. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified.
4. **Aids:** Audio/visual aids may or may not be used to supplement and reinforce the message. If used, the audio/visual aids should enhance or support the message rather than distract from the overall effectiveness of the presentation. During the presentation, electronic equipment is only permitted for audio sounds. Electronic equipment is defined as any object requiring an electrical cord, battery, or solar power to operate it (projectors, cell phones, radios, iPads, computers, etc.). The use of live animals, any additional people as visual aids, or costumes is not allowed during the speech. Visual aids may not violate policies as dictated by local and state law (weapons, drugs, etc.) Contestants may not distribute items to the judges or audience before, during, or after the round. This includes but is not limited to food, objects, handouts, flyers, and promotional merchandise. The host school is not responsible for providing any facilities, equipment, including tables, chairs, or easels, or assistance in a contestant's use of visual aids. In order to facilitate the video recording of the final round at the State Tournament, one table will be provided for use by the contestants. This provision is only for the final round. Expedient set up and take down of aids is expected. If a visual aid displays published pictorial material, the source must be included in the work-cited page but does not need to be cited orally.
5. **Length:** The time limit is 10 minutes with a 30-second "grace period." If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.
6. **Quotation:** Not more than 150 words of the speech may be direct quotation and such quotations must be identified orally and in a submitted copy of the speech supplied prior to registration.
7. **Script:** Manuscripts must be available at all district tournament contests in the event of a protest. However, it shall be the choice of each individual District Committee whether or not to require these materials be submitted prior to the district contest. The script must identify the quoted materials, state the number of quoted words, include a work-cited page in APA or MLA format, and both the speaker and the coach must attest by signature that the speech is the original work of the contestant. At the State Tournament, all coaches with competitors in OO are required to submit a copy of their manuscript, including a works cited page, to the commissioner.
8. **Re-Use:** A student may not use an informative speech the student used in district, state or national competition in any previous contest year

**Original Oratory - 10 minutes with a 30-second “grace period.”**  
**No time signals provided.**

1. **Purpose:** The general purpose of the speech is to persuade in order to accomplish a response of feeling, belief, or action. Any other purpose such as to inform or entertain shall be secondary.
2. **Contest:** This contest comprises only memorized orations actually composed by the contestants and not used by them during a previous contest season. No visual aids are permitted.
3. **Subject:** Any appropriate subject may be used, but the orator must be truthful. Any non-factual reference, especially a personal one, must be so identified.
4. **Length:** The time limit in Original Oratory is ten minutes with a 30-second “grace period.” If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge’s discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.
5. **Quotation:** Not more than 150 words of the oration may be direct quotation from any other speech or writing and such quotations must be identified in a submitted copy of the oration supplied prior to registration. Extensive paraphrasing from other sources is prohibited.
6. **Script:** The orator’s script must identify the quoted materials, state the number of quoted words and include a work cited page in APA or MLA format. It is the responsibility of the contestant to have a script ready upon request should the speech be challenged. At the State Tournament, all coaches with competitors in OO are required to turn in a submitted, typed copy of their manuscript, including a works cited page, to the commissioner.
7. **Re-Use:** A student may not use an oration the student used in district, state or national competition in any previous contest year.
8. **Performance:** The presentation may not use physical objects or costuming.

**Program Oral Interpretation - 10 minutes with a 30-second “grace period.” No time signals provided.**

1. **Purpose:** POI is a program of oral interpretation of thematically-linked selections chosen from two or three genres: prose, poetry, drama (plays). At least two pieces of literature that represent at least two separate genres must be used. Unlike the other interpretation events, Program Oral Interpretation may use multiple sources for the program. The title or author of all selections must be verbally identified in either the introduction and/or transitional phrases. The title may identify the primary source (e.g., book, anthology, journal, magazine, newspaper, approved website, etc.) or the specific title within the primary source (e.g., a poem, a play, a short story, a journal/magazine article, a newspaper article, etc.). If more than one author is attributed to the source, at a minimum, the primary author should be verbally cited. A Works Cited of all sources must be available to tournament officials upon request. Competitors are encouraged to devote approximately equal times to each of the genres used in the program. This distinction pertains to these two or three genres as a whole, not types of literature within a genre (such as fiction/nonfiction). Prose expresses thought through language recorded in sentences and paragraphs: fiction (short

stories, novels) and non-fiction (articles, essays, journals, biographies). Poetry is writing which expresses ideas, experience, or emotion through the creative arrangement of words according to their sound, their rhythm, their meaning. Poetry may rely on verse and stanza form.

2. **Contest:** The use of a manuscript during the performance is required. Common practices include the use of a binder or folder. Reading from a book or magazine is not permitted. The intact manuscript may be used by the contestant as a prop, so long as it is in the contestant’s control by remaining in contact with the body at all times. No costumes or props other than the manuscript are permitted. Pictures, graphics, and/or illustrations are considered a visual aid, even if included in the original manuscript, and may not be displayed. The contestant must address the script; however, introduction and transitional material may be memorized.
3. **Length:** The time limit is 10 minutes with a 30-second “grace period.” If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge’s discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.
4. **Publication Rules:** All literature performed must meet the publication rules of the Idaho Speech Code.
5. **Adaptations** to material may only be used for the purpose of transition. Any word changes (to eliminate profane language) and/or additions (for transition) must be indicated clearly in ink. Failure to clearly indicate the addition of words will be subject to disqualification. Changes to the script may only be used for the purpose of transition or to eliminate profane language. The voice of a script may not be changed. For example, changing “She moved to California when she was 13” to “I moved to California when I was 13” is not permitted. Combining small fractions of sentences or singular words to create humorous or dramatic dialogue, scenes, moments, and/or plot lines not intended in the original literature is prohibited. For example, it is not permitted to take one word from page 13 (e.g. home), a phrase from page 211 (e.g. ran away from), and a name, (e.g. Tyler) from page 59 to create dialogue between characters or events that do not exist in the script. Example: adding “Tyler ran away from home.” when this did not occur and was not said in the script is not permitted. Transitions only may be used to clarify the logical sequence of ideas. They are not to be used for the purpose of embellishing the humorous or dramatic effect of the literature.

**Sales Speaking - 7:00 minutes maximum with a 30-second “grace period,” plus questioning by the judge. No time signals provided.**

1. **Purpose:** The purpose of this event is to sell a singular, legitimate product and may include variations of that product. “Services” are not considered legitimate products.
2. **Performance:** Contestants must identify brand. The actual product (not a model) must be displayed and/or demonstrated. Presentation may be memorized.
3. **Visual Aids:** Video /audio aids are optional. In order to demonstrate the function of a product, that product may be put on as the demonstration begins and then removed following the demonstration. The contestant may not wear the product into the room, nor leave it on once the demonstration of that product is concluded. Additional items

of clothing that might serve to enhance the visual effect of the product are considered costuming and are prohibited. Products or samples may not be gifted to the judge or audience. There should be no physical interaction or participation with anyone but the judge(s) of the round:

4. **Time:** This event has a 7-minute maximum with a 30 second grace period. After which a timing violation will result in being dropped one rank by the judge. Time signals are not provided. Students may time themselves for reference, but the judge is the official timekeeper of the round. Following the presentation, the judge should ask the competitor 3-5 questions about the product and/or presentation.