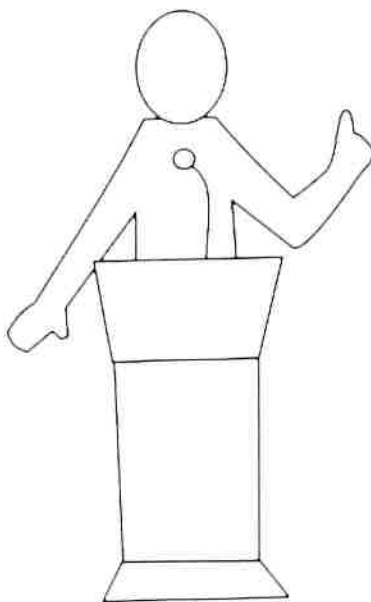


New Judges Packet

Thank you so much for spending your time with our debaters! They cannot get the benefits of this experience without the generosity of our judges.

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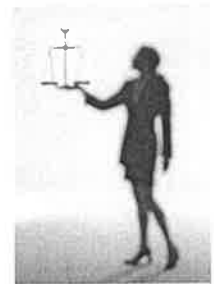
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Judging Debate: Overview

Debate teaches critical thinking and public presentation skills. Your service as a judge helps provide students with an educational, productive, and encouraging experience. You must determine which debater or team more effectively convinced you that his/her side of the resolution is, as a general principle, more valid. Following is a chronology of judging a debate round.



Before the Round

- ❖ Find out the exact wording of the resolution and write it down.
- ❖ Read and follow instructions on the judging ballot you will receive.
- ❖ Report conflicts of interest (relative, personal friend, past teammate, coach, etc.) to tournament officials before the round begins.
- ❖ You may talk with debaters before the round starts, but the conversation should not demonstrate favoritism toward a debater or side of the resolution. Debaters should always be respectful of one another and of you, and you should set a tone of decorum and professionalism.

Beginning the Round

- ❖ The debaters will be pre-assigned a side; or in Public Forum, you will conduct a coin toss, at which time the winner will select side (pro or con) or speaking order (first or second).
- ❖ Record each debater's or team's code and side. You can confirm this information with the debaters. You may ask the debater/team speaking first to sit to *your* left, and the opposing side to sit to *your* right.
- ❖ When both debaters are ready, the affirmative debater (in Public Forum, the team speaking first) will stand in the front of the room to deliver the initial speech.

During the Round

- ❖ While the debaters may keep track of their own time, judges need to monitor speaking times during the round. Speech times and order are listed on the Lincoln Douglas and Public Forum ballots.
- ❖ Each debater or team has preparation time that can be used prior to any of speeches or cross-examination period. Judges must monitor how much preparation time has elapsed for each debater/side.
- ❖ During the debate, you are encouraged to take notes of arguments (often called the *flow*, referring to the relationship of arguments and responses) made by debaters to assist you in making a decision at the end of the round.
- ❖ Also keep track of what each side says in response to the other side's arguments. To ensure fairness, your notes should help you determine if a debater is improperly making brand new arguments in the final rebuttal or summary speeches to which the opposing debater has no opportunity to respond.
- ❖ Judges shall not ask questions during the round.
- ❖ During questioning periods in Lincoln Douglas and Policy Debate, time belongs to the debater asking questions. Questions should be brief, and answers should be short and specific. The person answering questions should not be permitted to refute, but should be limited to simply answering the questions. The questioner should not be permitted to comment on the answers.
- ❖ During *crossfire* periods in Public Forum Debate, the time belongs to all debaters to ask and answer questions. The first speaking team should ask the first question in each period. Questions and answers should be brief and specific. Speakers should stand during regular crossfire and should remain seated for the grand crossfire.

After the Round

- ❖ Check codes and sides carefully. This is especially important when marking the winner of the debate. Completely and neatly fill in all requested information on the ballot.
- ❖ In your written comments, please be as specific and constructive (educational) as possible.
- ❖ Provide a detailed justification of your decision, referring to the central issues the debaters presented in the round. Evaluate the round based only on arguments debaters made and not on personal opinions or on arguments that you would have made.
- ❖ A judge must promptly render a decision no later than 10 minutes after the final speaker concludes, and return to the designated location or staff. If disclosing the winner and/or oral critiques are allowed at a particular tournament, do not do so until the ballot has been turned in.

Ballot Checklist

- ☐ Include all names and codes requested.
- ☐ Select a winner.
- ☐ Assign points (and ranks, if requested).
- ☐ Provide useful suggestions for improvement.
- ☐ Justify your decision thoroughly.

Awarding Points: You may be asked to rate each team or debater. Following is a general guide to range, based on a 30-point scale.

| | | | | |
|---------------------------|--------------------|----------------|----------------------|------------------------------------|
| 20-21: Poor/Weakest 5-10% | 22-23: Weakest 25% | 24-26: Average | 27-28: Strongest 25% | 29-30: Outstanding/Strongest 5-10% |
|---------------------------|--------------------|----------------|----------------------|------------------------------------|

Speaker Point Scale

Judges must follow the speaker point scale, regardless of what they are used to or may prefer, so that there is a fair standard across all rounds. Plus, if we have a standard, points provide meaningful feedback instead of being arbitrary and useless! The other thing to keep in mind with regard to speaker points, is that **you can tie teams, giving them all the same points, or giving two or three speakers the same points.**

30: I wish I could frame your speeches – hard to imagine a better speaker

29.0-29.5: you left no doubt about who won and are an excellent speaker

28.0-28.5: you were effective and strategic, and made only minor mistakes

27.5: you hit all the right notes, but could improve (e.g. depth or efficiency)

27.0: you mainly did the right thing, but left something to be desired

26.5: you missed major things and were hard to follow

26.0: you advanced little in the debate or cost your team the round

25.0-25.5: you are not ready for this division/tournament

Below 25: you were offensive, ignorant, rude, or tried to cheat (MUST come to tab)

***Low-point wins (where the winning team has fewer points than the losing team) are allowed.**

***Remember that Varsity students and Novice students do not speak the same, so you should not hold novices to the same standards as Varsity.**

Other things to remember when filling out a ballot:

-Crossfire is not a way to determine who wins a round. If something important happens in crossfire, it has to be brought up in a speech to be a reason to affirm or negate.

-Pick a contention that has won the round based on how students respond to it or don't respond to it. Explain why the winning team has persuaded you on that contention.

-Some students will collapse on an argument (choose one of their contentions) in summary. That is a strategic choice, and they want you to vote on that contention on their side of the flow. It is not a reason to penalize them for having less arguments on the flow.

-If you are judging novices, please do not give them speaker points below a 26, and if you give low speaker points, please explain why you did.

Judging Public Forum Debate



Public Forum is a team debate event that supports or rejects a position posed by the monthly resolution topic (announced at www.nflonline.org/Topics). The clash of ideas must be communicated in a manner persuasive to the non-specialist or "citizen judge", i.e. a member of the American jury. The debate should:

- Display solid logic, lucid reasoning, and depth of analysis
- Utilize evidence without being driven by it
- Present a clash of ideas by countering/refuting arguments of the opposing team (rebuttal)
- Communicate ideas with clarity, organization, eloquence, and professional decorum

The round starts with the judge facilitating a **coin toss** (the team listed first on the schematic/ballot, or that arrives to the room first may call the flip). The winning team selects **either**:

- ❖ The **side** – Pro (for the resolution) or Con (against the resolution) – they will argue
- ❖ The speaker **order** (begin the debate or give the last speech).

The team that loses the toss will then decide their preference from the option not selected by the winner (i.e., if the winning team decides to speak last, then the losing team may decide which side they will argue). The debate, therefore may begin with the con side, arguing against the topic. **The first team should sit to the judge's left.**

The Round

Public Forum focuses on advocacy of a position derived from issues presented in the resolution, not a prescribed set of burdens, a plan or value framework. In Public Forum Debate, the NFL defines a plan or counterplan 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.

During **crossfire**, the two previous speakers stand, asking and answering questions in a polite, but argumentative exchange. Unlike traditional cross-examination, both speakers may question each other, however, the first question of the crossfire period is asked to the speaker who just finished. The judge may halt any crossfire lacking civility.



Summary speeches are rebuttals that extend earlier arguments made or answer opposing refutations, and may incorporate new evidence, but not new arguments.

In the **grand crossfire**, all four debaters may remain seated, asking and answering questions. The first question is asked by the team who had the first summary to the team who had the last summary. After that, any debater may question or answer.

The **final focus** is a compelling restatement of why the judge should vote pro or con. Given the short period, the team must articulate which arguments weigh most importantly on the decision. No new arguments are accepted in final focus speeches.

Evaluation

Judges evaluate teams on the **quality** of arguments made, not on their own personal beliefs, and not on issues they think a particular side *should have covered*. Judges should write notes throughout the debate, assessing the bearing of each argument on the truth or falsehood of the assigned resolution. Logical reasoning, maturity of thought, and effectiveness of communication are of primary consideration. Evidence, examples, and analogies are to be used for the purpose of illustration. Debaters should use quoted evidence to support their claims, and well-chosen, relevant evidence may strengthen – *but not replace* – arguments.

In making a decision, a judge should be as objective as possible. The pro should convince the judge that the resolution should be adopted, and the con should prove that the resolution should be rejected. When deciding the round, judges should ask, "If I had no prior beliefs about this resolution, would the round as a whole have made me more likely to believe the resolution was true or not true?" Teams should strive to provide a straightforward perspective on the resolution; judges should discount unfair, obscure interpretations that only serve to confuse the opposing team.

Clear communication is important. Judges **weigh arguments** to the extent that they are clearly explained, and they will discount arguments that are too fast, too garbled, or too full of technical terminology to be understood by an intelligent high school student or a well-informed citizen. A team should not be penalized for failing to understand his or her opponent's unclear arguments. Speakers should appeal to the widest possible audience through sound reasoning, succinct organization, credible evidence, and clear delivery. Points provide a mechanism for evaluating the relative quality of debating by each side. Write constructive suggestions for improvement to debaters on the ballot. Dishonesty (fabricating, plagiarizing, misusing research sources, etc.) should be reported to officials immediately after the round.

Public Forum Debate

| | | |
|-----------|--|--|
| 4 minutes | Team A, Speaker 1 | Construct and present a logical argument with evidentiary support Read prepared speech to the judge |
| 4 minutes | Team B, Speaker 1 | Construct and present a logical argument with evidentiary support Read prepared speech to the judge |
| 3 minutes | CROSSFIRE A ₁ and B ₁ | Team A speaker asks the first question Questions must be "brief" and answers "on point" Contestants penalized for rudeness and poor communication |
| 4 Minutes | Team A, Speaker 2 | Analyze your opponent's position and explain flaws in the ideas presented by the other team Start to develop CLASH where you can Attacks are line-by-line or group issues with counter attacks |
| 4 minutes | Team B, Speaker 2 | Analyze your opponent's position and explain flaws in the ideas presented by the other team Rebuild your own case Start to develop CLASH where you can Attacks are line-by-line or group issues with counter attacks |
| 3 minutes | CROSSFIRE A ₂ and B ₂ | Team A speaker asks the first question Questions must be "brief" and answers "on point" Contestants penalized for rudeness and poor communication |
| 3 minutes | Summary Speech Team A, Speaker 1 | I. Brief overview of debate so far II. Focus on key ideas (fresh evidence/story or other framing question) III. Summary focus: what is the implication for the world and for the judge IV. Provide clash |
| 3 minutes | Summary Speech Team B, Speaker 1 | I. Brief overview of debate so far II. Focus on key ideas (fresh evidence/story or other framing question) III. Summary focus: what is the implication for the world and for the judge IV. Provide clash |
| 3 minutes | GRAND CROSSFIRE All Debaters | The first question is asked by Team A Work together as a team |
| 2 minutes | Final Focus Team A, Speaker 2 | Choose the issues which matter the most; do not go down the flow Show why these issues are enough for a ballot I. Voting Issues: State your top 2-3 issues II. Explanation of issues III. Appeal to let these issues override all other concerns |
| 2 minutes | Final Focus Team B, Speaker 2 | Choose the issues which matter the most; do not go down the flow Show why these issues are enough for a ballot I. Voting Issues: State your top 2-3 issues II. Explanation of issues III. Appeal to let these issues override all other concerns |

3 minute prep time allowed for each team

Round _____ Date _____

Public Forum Flow Sheet

| Debate starts with coin flip | | |
|------------------------------|-----|-----|
| Circle result | | |
| Winner | Pro | Con |
| Loser | 1st | 2nd |

| Insert Names | Speaker 1 | Speaker 2 | Prep Time Taken Two minutes per team | | |
|--------------|-----------|-----------|---|-----|---|
| Team A | | | Team A | 1/2 | 1 |
| Team B | | | Team B | 1/2 | 2 |

| Opening Statement Arguments and supporting evidence | Opening Statement Arguments and supporting evidence, rebuttal and supporting evidence | Opening Statement Arguments and supporting evidence, rehabilitative arguments and supporting evidence | Opening Statement Arguments and supporting evidence, rehabilitative arguments and supporting evidence | Summary of Most Important Issues | Summary of Most Important Issues | Final Focus The most important issue(s) and conclusion | Final Focus The most important issue(s) and conclusion |
|--|--|--|--|----------------------------------|----------------------------------|---|---|
| Team A Speaker 1 4 minutes | Team B Speaker 1 4 minutes | Team A Speaker 2 4 minutes | Team B Speaker 2 4 minutes | Team A Speaker 1 2 minutes | Team B Speaker 1 2 minutes | Team A Speaker 2 2 minutes | Team B Speaker 2 2 minutes |

| Crossfire Team A Speaker 1 directs first question to Team B Speaker 1 3 minutes | Crossfire Team A Speaker 2 directs first question to Team B Speaker 2 3 minutes | Grand Crossfire All four speakers 3 minutes | Additional Notes: |
|---|---|---|-------------------|
| | | | |

Judging Lincoln Douglas Debate



Lincoln Douglas Debate centers on a proposition of value, which concerns itself with what ought to be instead of what is. Values are ideals held by individuals, societies, governments, etc. Neither side is permitted to offer a plan (a formalized, comprehensive proposal for implementation); rather, they should offer reasoning to support a general principle. Debaters may offer generalized, practical examples or solutions to illustrate how the general principle could guide decisions. Hallmarks include:

1. **Parallel Burdens:** No question of values can be determined entirely true or false. This is why the resolution is debatable. Therefore neither debater should be held to a standard of absolute proof. No debater can realistically be expected to prove complete validity or invalidity of the resolution. The better debater is the one who, on the whole, proves his/her side of the resolution more valid as a general principle.

- ❖ *Burden of proof:* Each debater has the equal burden to prove the validity of his/her side of the resolution as a general principle. As the resolution is a statement of value, there is no presumption for either side.
- ❖ *Burden of clash:* After a case is presented, neither debater should be rewarded for presenting a speech completely unrelated to the arguments of his/her opponent.
- ❖ *Resolutional burden:* The debaters are equally obligated to focus the debate on the central questions of the resolution, not whether the resolution itself is worthy of debate. Because the affirmative must uphold the resolution, the negative must also argue the resolution as presented.

2. **Value Structure:** The debater establishes a value structure (or framework) to serve two functions: a) to provide an interpretation of the central focus of the resolution, and b) to provide a method for the judge to evaluate the central questions of the resolution. The value structure often (but not always) consists of:



- ❖ *Definitions:* The affirmative should offer definitions, be they dictionary or contextual, that provides a reasonable ground for debate. The negative has the option to challenge these definitions and to offer counter-definitions.
- ❖ *Value Premise/Core Value:* A value is an ideal held by individuals, societies, governments, etc. that serves as the highest goal to be protected, respected, maximized, advanced, or achieved. In general, the debater will establish a value which focuses the central questions of the resolution and will serve as a foundation for argumentation.
- ❖ *Value Criterion/Standard:* Generally, each debater will present a standard, used to:
 - explain how the value should be protected, respected, maximized, advanced, or achieved.
 - measure whether an argument protects, respects, maximizes, advances, or achieves the value.
 - evaluate the relevance and importance of an argument in the context of the round.

The relationship between the value premise and the criterion should be clearly articulated. During the debate, the debaters may argue the validity or priority of the two value structures. They may accept their opponent's value structure, prove the superiority of their own value structure, or synthesize the two.

3. **Argumentation:** Debaters are obligated to construct logical chains of reasoning which lead to the conclusion of the affirmative or negative position. The nature of proof may take a variety of forms (e.g., a student's original analysis, application of philosophy, examples, analogies, statistics, expert opinion, etc.). Arguments should be presented in a cohesive manner that shows a clear relationship to the value structure. Research should be conducted and presented ethically from academically sound and appropriately cited sources.
4. **Cross-Examination:** Questioning should clarify, challenge, and/or advance arguments in the round.
5. **Delivery:** Effective oral communication requires clarity of thought and expression. Arguments should be worded and delivered in a manner accessible to an educated non-specialist audience. This communication encompasses:
 - ❖ *Written:* Cases and arguments should be constructed in a manner that is organized, accessible, and informative to the listener. The debater should employ clear logic and analysis supported by topical research.
 - ❖ *Verbal:* The debater has the obligation to be clear, audible and comprehensible, and to speak persuasively to the listeners. Additionally, debaters should strive for fluency, expressiveness, effective word choice, and eloquence.
 - ❖ *Non-verbal:* The debater should demonstrate an effective use of gestures, eye contact, and posture.

Throughout a round, debaters should demonstrate civility as well as a professional demeanor and style of delivery.

Evaluation

A decision **SHOULD NOT** be based upon:

1. **Personal bias** – A judge's preference for a side of the resolution or a topic bias should not enter into the decision. A judge must decide the round based on the arguments presented in that round. Objectivity is the primary responsibility of any judge.
2. **Partiality** – The judge should not be influenced by the reputation of or relationship with the debaters, schools, or coaches. If a situation arises where impartiality is in doubt, the judge has the responsibility to report this potential conflict of interest to the tab room.
3. **New arguments introduced in rebuttals**– The judges shall disregard new arguments introduced in the rebuttals. This does not include the introduction of new evidence in support of points already advanced or the answering of arguments introduced by opponents.

A decision **SHOULD BE** based upon the consideration of any or all of the following questions:

1. **Burden of proof** - Which debater has proven his/her side of the resolution more valid as a general principle by the end of the round? No debater can realistically be expected to prove complete validity or invalidity of the resolution. A judge should prefer quality and depth of argumentation to mere quantity of argumentation. A judge should base the decision on which debater more effectively resolved the central questions of the resolution rather than on insignificant dropped arguments.
2. **Value structure** – Which debater better established a clear and cohesive relationship between the argumentation and the value structure?
3. **Argumentation** – Which debater better presented his/her arguments with logical reasoning using appropriate support? Which debater best utilized cross-examination to clarify, challenge, or advance arguments?
4. **Resolutionality** –Which debater best addressed the central questions of the resolution?
5. **Clash** – Which debater best showed the ability to both attack his/her opponent's case and to defend his/her own?
6. **Delivery** – Which debater communicated in a more persuasive, clear, and professional manner?

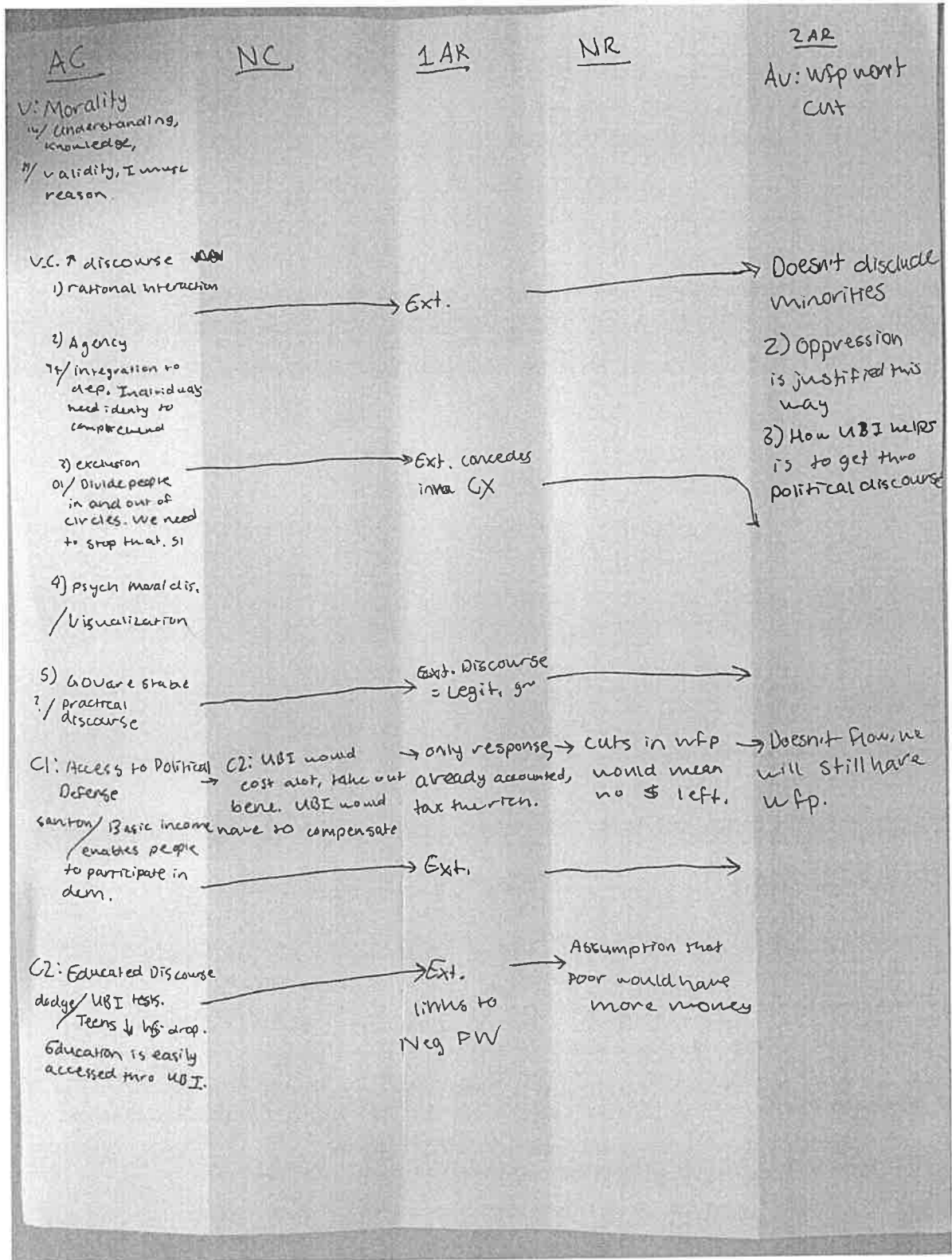
A judge should give weight only to those arguments that were presented in a manner that was clear and understandable to him or her as a judge.

Lincoln Douglas Debate Format:

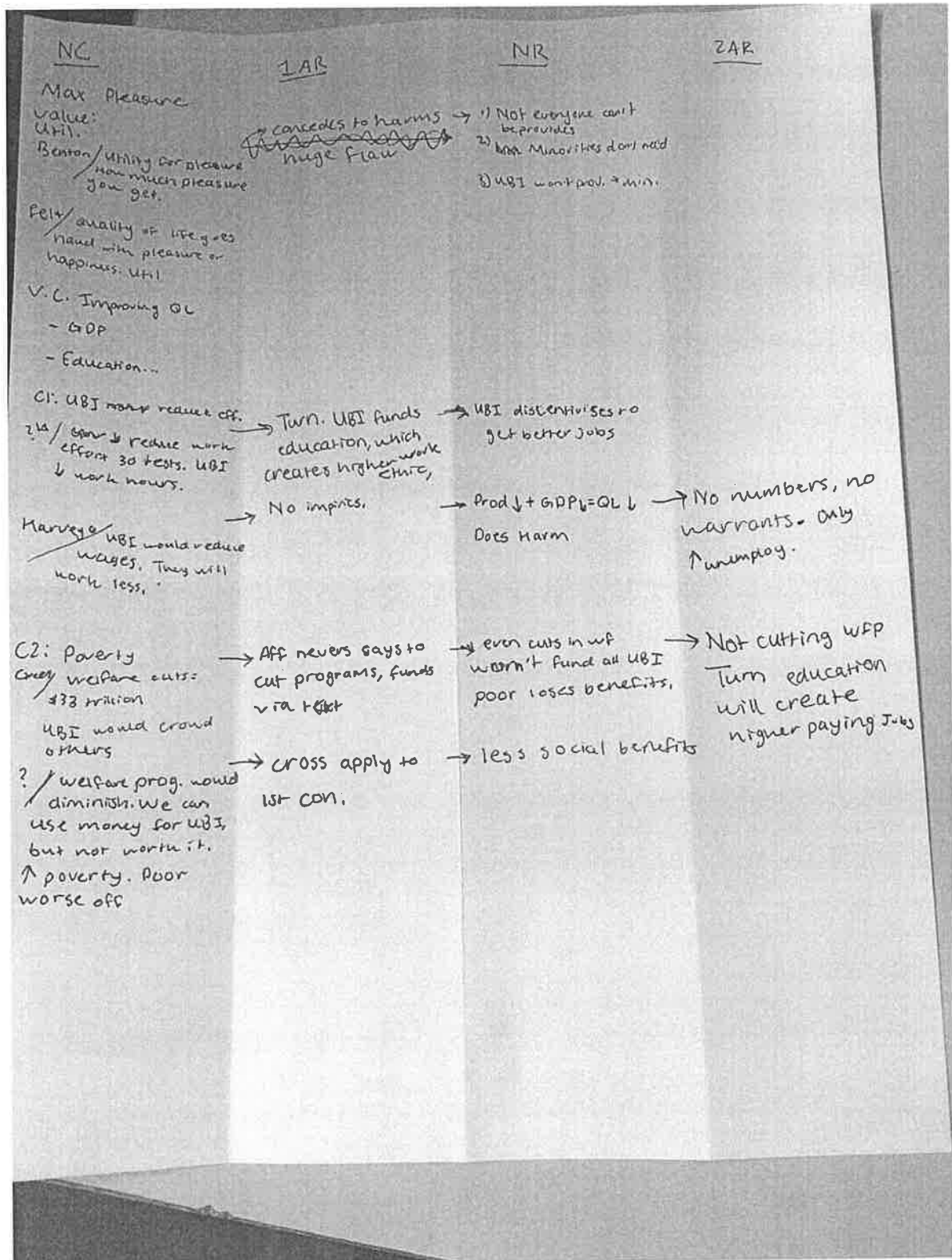
Both sides get 13 minutes presenting the case and 3 minutes cross examining; prep time 4 minutes can be used anywhere.
 Any insertion of new ideas is regarded as a response to a rebuttal, meaning don't add new ideas unless it is mentioned in your case.
 Website to use: google, google scholars, jstor.org, ebsco host, lexisnexis, project muse. Do not use Wikipedia, biased sites.

| AC | CX | NC +1NR Negative Constructive 7 minutes | CX Negative Cross Examination 3 minutes | 1AR First Affirmative Rebuttal 4 minutes | 2NR Second Negative Rebuttal 6 minutes | 2AR Second Affirmative Rebuttal 3 minutes |
|---|---|---|---|---|--|--|
| <p><i>affirmative</i> is a <i>prewritten</i> defending the olution.</p> <p>State the resolution. Offer definition. Provide a value. Set the criterion (standards). Enumerate contentions and sub-points with claims, warrants, and impact. Preempt (optional)</p> | <p><i>The negative</i> questions the affirmative.</p> <p>1. Ask to clarify arguments in the affirmative constructive.</p> <p>2. Indict the affirmative arguments.</p> <p>3. Agree on the criterion (burdens and standards).</p> | <p>1. Half the time: Negative reads a prewritten case rejecting the resolution; outlines reasons for why the resolution is invalid, including a value premise, criterion, and contentions.</p> <p>2. Half the time: replies/rebutts the affirmative case in the order they were presented exposing the logical flaws of the argument, and why the case fails to prove the resolution.</p> | <p><i>The affirmative</i> questions the negative.</p> <p>1. Ask to clarify arguments in the negative constructive.</p> <p>2. Indict the negative arguments.</p> <p>3. Agree on the criterion (burdens and standards).</p> | <p>1. A will attempt to answer every one of the N's arguments in the order they were presented.</p> <p>2. A rebuilds his/her own case responding to attacks made by the N, spending about two minutes on each side.</p> | <p>1. N replies to A's attacks, arguing that A's answers still did not disprove the N's previous attack.</p> <p>2. N rebuilds case in light of the attacks from the 1AR.</p> <p>3. Restate the value premises and criterion to remind the judge that N best meets them.</p> <p>4. Crystalize the best meets them. judges that N best meets them. Crystalize the voting issues.</p> | <p><i>The A has a slight advantage in that more negative speeches may be made. Therefore, general, the entire A's second rebuttal is devoted to voting issues.</i></p> <p>1. Restate the value premises and criterion to remind the judge that N best meets them.</p> <p>2. Crystalize (wh you should win voting issues.</p> |

Lincoln Douglas Flow Example



Namitha Aff vs. Jenny Neg



This was a very close round because both of them had strengths and weaknesses

Sample Ballots on:

Resolved: The United States federal government should legalize all illicit drugs.

1
My main voting issues were prison sentences for non-violent offenses and cartel violence. PRO won on both counts as CON did little to refute their case and provided no evidence to do so beyond the vague reasoning that lack of full solvency on the issues in a PRO world means that it's not worth trying to do anything. PRO effectively refuted this point as fallacious in their summary. Thus, these major wedge issues flowed through the debate for PRO.

Going forward, I would recommend that the CON team spend less speaking and crossfire time telling me how I should judge/diagnosing the problems with debate as an activity, and more time convincing me to actually vote for you in this round on the substantive issues pertaining to the resolution. Also, you always need empirical evidence when you're making an empirical claim.

RFD: overall I thought both teams did a good job weighing and pointing out where there was clash. I do not buy the idea that decriminalization leads to legalization. I think they are separate things which is something that the con also extends throughout the case. I think con first voter is weak but it flows through. I also think that opioid deaths as an all-time high was not the most persuasive way to consolidate the arg about less deaths, but it does get flowed through and gives offense. The pro wins the human trafficking arg and extends it across the flow, but con also links in summary speech.

2a
a note for con: a lot was dropped in your final two speeches that could have given you guys a lot of offense the whole econ angle specifically. maybe you extended but I just got a lot of debate abt decriminalization vs legalization so the focus was unclear in the last two speeches.

A note for pro: even if pro won all of its impacts off the contention level, I do not think that the scope of people who will mitigate HIV because of clean needles is a strong arg that will get you much offense when weighing. I did not think of the arg like this when evaluating round just thought I should mention in case you have another tournament. I also think having Portugal/ switz just gets you in a rabbit hole and now all of a sudden you have the burden of doing more work to make a distinction abt decriminalization and legalization which is not fair.

RFD: I vote for the PRO team in this round. I vote for them on their first contention on the war on drugs. The con team does not respond to the argument about racial disparities in incarceration in the rebuttal. The pro team tells me that 80% of drug related arrests affect black or latinos and that

we should reverse war on drugs policy to reverse racism. I needed the con team to develop defense on this argument and to pick up offense on cartels by explicitly explaining the ramifications of making cartels desperate, and then to also argue why the magnitude of e.g. human trafficking is more important than scope of reducing cartel influence in order to win the round.

Feedback for everyone:

- 26
- * Set up weighing in rebuttals, and definitely weigh more throughout the back half of the round
 - * Make quality extensions of warranting/evidence
 - * Impacts are typically a number and a talking point. You need to talk about them more when you weigh. To make it easier on yourselves, you can use a common framework like deontology or utilitarianism which suits your case.

IMSA LG: I think your next step is to implement overviews and frameworks that compel me to vote with a certain preference of impacts. Also, I would recommend that you add more historical context to your first contention about the war on drugs so you can make a compelling case for that the USFG really messed up and needs to change.

Sandburg SP: You guys are good speakers, but you need to use evidence and warranting which more directly connects to your opponents case when you go line-by-line in the rebuttal.

30

RFD: I voted CON in this round for the following reasons: 1) CON's point of the direct effects of lobbying on regulation and the lack thereof went unaddressed throughout the round. The attacks made against it were towards small businesses but did not adequately address the impacts and the access to them. 2) The empirical difference between decriminalization and legalization creates a stark difference in the impacts. PRO was arguing off of evidence that was brought from decriminalization, not legalization. 3) PRO lost direct access to their impacts due to CON proving structural violence being worse in the PRO world. The systemic nature of police violence on marginalized folx was proven to not be dependent on specific laws, but rather their ability to find reasons to commit the same acts they are already making. The added point that financially, the police would see the same money that is supposed to be redirected to social programs coming back to them through taxes.

Anna (she/her): Great first speech! You were very poised at the podium and did a great job of conveying your impacts. Where I would offer constructive: Your contention is incredible in theory, however, your access to your impacts is fundamentally weak. Especially in terms of a systemic oppressive cycle, it is hard to establish a guarantee that legalizing drugs would directly lead to a defunding of police. As nice of an idea that is, future opponents could point out that the police have

gone through extensive defunding and reforming cases that ultimately did not impact their ability to perpetrate racist systems of power. I think where there needs to be more evidence and argumentation is in the link of reinvesting this money into social programs. That qualifies a lot of impacts and the access to them, but there is not evidence that this will actually happen.

36 Ella (she/her): Loved your first speech! Your delivery was incredibly smooth and gave great emphasis on your impact analysis which was really nice to see on the flow. Where I would offer constructive case wise: Your first contention is extremely strong, but I think in concept, your 2nd contention is weak. In your development of your argument, I see the importance come out, but I think your case can be strengthened. There is a card I've heard that would pair really nicely with your first contention, essentially it says that illicit drug legalization would follow alcohol and tobacco models, which would go really well with your statistics on those addictions being perpetuated through their legal status.

Noa (she/her): That was an amazing rebuttal!! I really loved your ability to go down the flow in a smooth and efficient manner. I think you took a really niche counter argument with small businesses. Although this may be true but on an impact analysis, lobbying and the inefficient regulation of such has a much higher magnitude and scope and I think that needed to be directly addressed.

Gabe (he/him): That rebuttal was absolutely phenomenal. Where I would offer constructive: Ask for the relativity of how much money will be gone. They cite 1.6 billion dollars, but its important that you put that into context and there were very plausible attacks to be made off that. The more critical link that I wish you addressed was the lack of practicality of this money being reallocated to the right places. Historically that has not been done and there isn't much evidence saying it will. But i think you did a great job in addressing the systemic nature of this oppression and how the root cause will persist even without the specific drug laws being addressed.

4. RFD: PRO wins this debate on two points. First, PRO effectively argues that opioids like Fentanyl are being used today...but because people don't know the potency they are more at risk...with regulation...you can also regulate the potency. This was a fairly compelling argument that I don't feel the CON had a good response for beyond arguing that they can't access this because drug use will increase in a PRO world...so they don't get to access any of their opioid impacts...this may actually be true...but if that is the case, then CON should have spent more time flushing out whether usage will actually increase. Second issue that I believe flows to PRO is violence...PRO argues that 50% of violent crimes are drug related...and only CON response was that gun violence has nothing to do with drugs...but the PRO card linked that in the opening remarks. For CON...I don't really have any offense left at the end of the round to vote on because I think PRO effectively dismantled your date rate claim...and did so by using your evidence against you.

Tabroom.com Online Balloting -- Judge Instructions

TO LINK YOUR ACCOUNT

1. Sign up for a tabroom.com account if you don't already have one. Go to tabroom.com and click "Sign Up" in the upper right hand corner. Fill out the info, especially your cell number & email if you want automatic updates pushed to your phone.

2. The system will bring you to a large welcome screen. Click on "link your account" under the Judges heading. If you already had a Tabroom.com account, click on "Link your account to a judge" under Your Account on the lower right.

3. If your account name is the same as what we have entered in the system spelling-wise, you should see the option to link yourself to a judge record that is connected with your school. If you are a tournament hired judge, you'll be listed as Hired. If your name does not show up from the search, check the spelling on the tournament's judge list linked off of Tabroom.com, and look up how your name is spelled; there may have been a typo, or a nickname was used.

If someone else has claimed your judge record already, you will not be able to link your account; if you think this is the case, contact your Tab room staff and they can help you out.

4. Click "Claim Judge" next to the appropriate judge record. Once you do this, you'll need to be approved by a tournament admin, but once that happens you will get text or email updates for your pairings, and you will see your online ballots as they're assigned to you.

TO VOTE ONLINE

Once a round has been posted, going to the Tabroom homepage for your account (click on your email address on the top right if you're lost) will list your pending and past ballots. Once the round you are judging begins, click START ROUND next to the right round. You will see your ballot, with space for comments below and an online timer at right.

You may submit comments or an RFD under the results; clicking Save RFD under here will save your comments *without submitting results*; the RFD will also be saved when you submit results. You can also sent comments to specific speakers by choosing them from the menu at right; but save any RFD first before doing so. For congress, each speech will give you a chance to record points for that speech, the topic thereof, and comments specific to the speech.

Once the round is done, enter the scores needed (win/loss, ranks, points). You will be asked to confirm your ballot; please review the results and confirm. You cannot change results after confirmation, though you can edit/add feedback until the tournament is done. Then you're done!

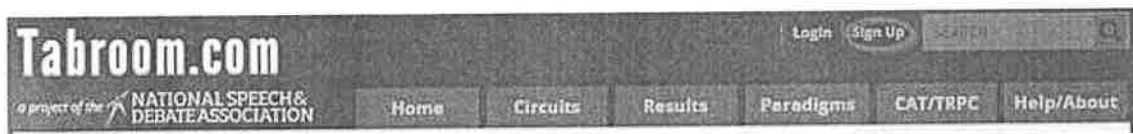
You will see your past ballots on your tabroom home screen during the tournament, so if you notice an error let the tournament staff know and they can fix the ballots for you.

TABROOM.COM JUDGE BALLOT INSTRUCTIONS

JUDGES: Please set up and link your tabroom.com account ASAP and at least a few days ahead of the tournament. Communicate with your coach if there are issues. They can then communicate with the tournament director if the issues still need resolution.

IF YOU DO NOT ALREADY HAVE ONE, CREATE A TABROOM.COM JUDGE ACCOUNT

- 1) Go to tabroom.com
- 2) Click the "Sign Up" link in the upper right hand corner of the page:



- 3) Fill out the form and click "Create Account:"

CREATE YOUR TABROOM ACCOUNT

Email Address

First Name

Last Name

Phone Number

Cell Provider:

State (if applicable):

Country:

Time Zone:

Password

Repeat the Password

* These fields are required.

-You can use any email address you like to sign up.

-Please put in your cell phone number and choose your provider, ***you will be able to receive texts from tournaments you attend with pairings, information, etc.*** You are strongly encouraged to do this.

Otherwise, notifications can only come via e-mail.

-You can edit your contact information as well as opt out of text or notification emails in your account settings after signing up.

- 4) Once you have signed up, click "Link Your Account" for Judges.

WELCOME TO TABROOM

Coaches

To register online for tournaments, first:

To manage your own tournament with Tabroom, first:

Judges

To enter online ballots and get emails or text pairings:

Judging

Your Account

LINKING A JUDGE TO A SCHOOL

- 1) In order to receive online ballots, *coaches* must link your account to the judge entry on your school's roster. *Make sure you provide them with the correct e-mail address used for your account.*
- 2) You can request the linking of your account to a judge by clicking the link for "Link your account to a judge" in the sidebar:



This will automatically search for any unlinked judges and show you a list of results, if any:

JUDGES NAMED JOHN SMITH

Link a judge record to your accounts for email/text pairings & ballot assignments. Note: the administrators of your team or school will have to approve requests to claim a judge record before you can access them. Team admins will be notified of requests by email.

Only link to your OWN judge record; this controls online ballots!

| Name | School/Team | Created | Tournament(s) | |
|---|--------------------------------|---------|----------------|-----------------------------|
| John Smith | St Josephs Prep (PA) | | 0 tournaments | Claim judge |
| John Smith | United States Military Academy | | 1 tournaments | Claim judge |
| John Smith | Turkey Foot Middle School | | 12 tournaments | Claim judge |
| John Smith | Battlefield | | 1 tournaments | Claim judge |
| Search another name: <input type="text" value="first name"/> <input type="text" value="last name"/> <input type="button" value="Go"/> | | | | |

If you want to get text/updates for one of your team's judges, you should instead sign up on the tournament's online updates page.

If you find yourself in the list, click the "Claim judge" button to request linking to that judge. *Your school coach/administrator will still need to approve your request - they will be notified of your request by email.*

If no results are found automatically, you can also use the "Search" box at the bottom of the page to try a different name, different spelling, etc.