

GENERAL JUDGING GUIDELINES

- Click START on the Tabroom ballot as soon as it appears on the Tabroom.com dashboard (you find this by clicking your email on the top right-hand side of the page).
- Immediately contact the provided Tabulation room phone number if you have any questions, suspect a rule violation, or if students never show up to round.
- Students who are double entered may show up late, so please do not leave your judging round until all students have competed (please call the provided help phone number if a student never shows up)
- Submit your ballot immediately following each round. Please provide constructive feedback to help the students improve and understand your voting. Ballots can be submitted with rank and points first and then comments can be added/changed until the end of the tournament time.
- DO NOT confer with other judges about specific students/teams at any time during the tournament.
- DO NOT discuss the round with the students at all. Any feedback you have should be written on the ballot.
- DO NOT watch rounds if you didn't receive a ballot for a round.

ISSUES OF FAIRNESS & PROPER BEHAVIOR

- Fair competition requires not merely the absence of impropriety but also the appearance of propriety. Therefore, if you are affiliated with the student or school that you are judging in a way that would make you unable to be impartial. Examples include:
 - Judges who have a competitive or financial agreement - including coaching, consulting or discussion of strategies, arguments, or evidence with students prior to competition.
 - Judges who socialize with students outside of the competition arena are considered to have a personal or social relationship with those students.
 - Judges who, for any reason, feel they are unable to fairly and impartially adjudicate the competition.
- Please notify the ballot table to prevent you from being assigned to judge schools for which you may be partial.

WHEN YOU ENTER THE ROOM

- Students should never enter the room before the judge.
- Control the room. Be aware of observers and ask anyone being distracting to leave.
- Call roll by student code to establish who is present. Do not ask students which school they are from.
- Start the round in a reasonable time – if students do not arrive in a timely manner (or at all), contact the provided help phone number.
- You may begin if not all students are present since some may be double entered and will enter later.
- For Extemp, Radio, and Retold, you will wait for thirty minutes before students start arriving one-by-one

DURING THE ROUND

- Do not interrupt speakers to ask questions or make comments.

- Do not stop speakers if they go over time.
- You are the official timekeeper. Students may time themselves as well or they may ask you to provide time signals.
- You may take notes and fill out the ballot while you judge. Many judges like to type their feedback on a document online and then copy/paste it to Tabroom just in case Tabroom glitches.
- Remain fair and objective. Whether or not you personally like a speech topic is irrelevant to judging their performance.
- Follow the posted order whenever possible; if contestants are not present, proceed to next one. Students who are double entered are permitted to speak out of the assigned order.

AFTER THE ROUND

- Do not disclose to the students who won or lost, and do not give them any verbal feedback.
- If a contestant does not arrive by the end of the scheduled round, call the help phone number to confirm that they are missing, and (if permitted) mark them as no-show.
- Write all feedback on the Tabroom ballot and submit it promptly with rank and rating.
- Feedback should include specific suggestions for improvement and identify where they have done well. There are suggested comments at the back of this packet.
- After all contestants have been heard, they should be ranked. Do not rank them until they have all presented. There can be no tied ranks.
- Additionally, all contestants must be assigned rating points to allow for tiebreaking. These are described as:

Superior	Excellent	Average	Below Average
10	9 8	7 6	5 4

- The student with the 1 rank must have the highest rating out of 10 points. The minimum rating is 4, and is reserved for speakers that are inappropriate, rude, or trite. Ratings can be tied, but lower ranks cannot have higher ratings. For example, your ratings could be:

1, **9** | 2, **8** | 3, **8** | 4, **8** | 5, **6** | 6, **6** | 7, **5**

- Submit your ballot promptly. If you have any questions, ask a tournament official for help.
- Report any rule violations to tournament officials.
- Do not discuss the round with any other judges or competitors.

GENERAL SPEECH RULES

- Costumes and/or human assistance are not permitted in any speech event.
- Visual /audio aids are permitted only in Sales Speaking, Informative Speaking, and Communication Analysis.
- Contestants shall receive no outside assistance once the round has started. In draw events, contestants shall receive no assistance during preparation time.
- The use of real weapons, facsimiles thereof, or look-alikes is prohibited.
- The total time of singing in any speech is not to exceed one minute.
- No live animals may be used in competition.

GENERAL EVENT GUIDELINES

- **After Dinner Speaking** *Time: 7 min with a 30-second grace period. No time signals. A timing violation will result in being dropped one rank by the judge.*

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 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. While humorous quips and jokes are appropriate, they must have purpose and fit the occasion.

- **Communication Analysis** *Time: 10 min with a 30-second grace period. No time signals. A timing violation will result in being dropped one rank by the judge.*

This event is 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. Audio-visual aids may or may not be used to supplement and reinforce the message.

- **Dramatic Interpretation** *Time: 10 min. with 30-second grace period. No time signals.*

Remain fair and objective. Whether or not you personally like a speech topic is irrelevant to judging their performance

This event is a memorized, 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, etc. 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. 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).

- **Duo Interpretation** *Time: 10 min with 30-second grace period. No time signals.*

This is a two-person memorized event where they work together to retell a story from a piece of literature. This may be serious or humorous. Remain fair and objective. Whether or not you personally like a speech topic is irrelevant to judging their performance

Each of the two performers may play one or more characters so long as performance responsibility remains as balanced as possible. They may not use physical objects or costuming. During the presentation, the team must name the author and the book or magazine from which the cutting was made. Focus may be direct (performers may make eye contact with each other and/or touch each other) during the introduction, but must be indirect (no eye contact with each other and/or no touching each other) during the performance itself. Presentations must be an original interpretation including characterizations, block and an original introduction.

- **Extemporaneous Speaking** *Time: 7 min with 30-second grace period. Time signals are provided.*

Students will not immediately report to round. First, they will enter their draw room where they will be given their topic and will prep for 30 minutes. Please wait for students to arrive one at a time to give their speeches.

The use of notes, cards, briefs or other aids is prohibited during the speech. 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 (which they should provide to the judge) 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.

- **Humorous Interpretation** *Time: 10 min. with 30-second grace period. No time signals.*

Remain fair and objective. Whether or not you personally like a speech topic is irrelevant to judging their performance

This event is a memorized, 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, etc. 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. 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).

- **Impromptu Speaking** *Time: 7 min (includes prep). No grace period. Time signals are provided. A timing violation will result in being dropped one rank by the judge.*

Each speaker will be designated three topics from which to choose and may use a total of 7 minutes between preparation and speaking. The judge should start timing once the topic is chosen. 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.

- **Informative Speaking** *Time: 10 min with 30-second grace period. No time signals.*

An informative speech is an original, memorized 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.

- **Original Oratory** *Time: 10 min. with 30-second grace period. No time signals.*

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. This contest comprises only memorized orations actually composed by the contestants. No visual aids are permitted. Not more than 150 words of the oration may be direct quotation from any other speech or writing.

- **Panel Discussion** *Time: 40 min. with no time penalties.*

This event includes approximately six students discussing through a provided topic to work towards a consensus. It is not a debate.

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 working towards 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.

- **Program of Oral Interpretation (POI)** *Time: 10 min with 30-second grace period. No time signals.*

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. Remain fair and objective. Whether or not you personally like a speech topic is irrelevant to judging their performance

The title or author of all selections must be verbally identified in either the introduction and/or transitional phrases. 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). 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.

- **Radio/Broadcast Journalism** *Time: 5:30-6:00 minutes. No grace period. No time signals. A timing violation will result in being dropped one rank by the judge.*

Students will not immediately report to round. First, they will enter their draw room where they will be given their topic and will prep for 30 minutes. Please wait for students to arrive one at a time to give their speeches.

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.

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 single 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 single 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. Emphasis should be placed on presentation of the news stories, commercial and editorial commentary.

- **Retold Story** *Time: 6 min maximum. No grace period, **Time signals are provided.** A timing violation will result in being dropped one rank by the judge.*

Students will not immediately report to round. First, they will enter their draw room where they will be given their topic and will prep for 30 minutes. Please wait for students to arrive one at a time to give their speeches.

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.

Competitors shall retell a children's book 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 story shall be retold without notes but must not be memorized.

- **Sales Speaking** *Time: 7 minutes maximum with a 30-second grace period, plus questioning by the judge. No time signals provided. A timing violation will result in being dropped one rank by the judge.*

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. Contestants must identify brand. The actual product (not a model) must be displayed and/or demonstrated. Presentation may be memorized. Notes on one side of a 4 x 6 card may be used, but texts are not permitted.

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.

Following the presentation, the judge should ask the competitor 3-5 questions about the product and/or presentation.

- **Improv Comedy** *Time: 5 minutes speaking after 5 minutes of prep. Time signals: optional. No grace period*

The event itself is very similar to Impromptu, with topics being drawn/prepared in the contest room for a total of 5 minutes of preparation, followed by 5 minutes of speaking and acting. The contestant may take notes during the preparation time, but may not refer to them during the presentation. Topics will vary from round to round, with comedic events featured in one round, abstract prompts in another, and celebrity appearances in a third. In the final rounds, the contestant will receive one comedic event, one Celebrity, and one abstract prompt to choose from. Since this event is based on acting and performing, a maximum of 3 characters per round is allowed, but not required.

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; 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 [insert emotion] throughout.
Good physical movement & gestures, they helped to bring the literature to life.	Work on incorporating physical movement and natural gestures. 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/distract the judge from the meaning of your presentation.
Good use of time.	The selection was very short/overtime.
DUO - Good coordinated gestures/dialogue.	DUO - 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 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 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 OR Don't overdo the hand gestures, place them for specific emphasis.
Good memorization/preparation, the speech was very fluent.	Memorize your presentation [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 in your main points so it isn't lopsided/use more time/don't go overtime.

-Debate Getting Started and Terms to Know-

Personal Biases- Do your best to leave personal biases outside of the debate room. The topics include highly opinionated ideas, but our own personal opinions on the topics should not be a part of the debate.

Paradigm- your judging philosophy or what you're looking for in the round. Judging is subjective rather than objective so our personal philosophies with debate will come in to play during judging. The students will ask, "What's your paradigm?" Here are some simple responses if you're not sure of your paradigm

- I'm looking for good arguments that make sense.
- Explain everything to me and show me how your side wins. Really spell it out for me.
- If you speak so quickly that I cannot take notes, that is a BAD thing. I don't like speed talking.
- I'm looking for QUALITY arguments, not quantity arguments.
- I prefer rebuttals that chronologically attack your opponent's contentions.

Flow- Taking notes during major arguments, tracking responses to major arguments, noting which arguments are left unscathed, notes for yourself, questions, etc. This can be on paper or on a spreadsheet.

Ballots- These are the forms used to judge on Tabroom.com. When you receive a ballot, click start immediately then head to your room. You should fill out your ballot during the round. When the round is done, submit the ballot. You have until the end of the tournament day to edit your comments on the ballots. However, any errors in scores must be reported to the tabroom officials.

Tabroom.com- The website we use to judge from, so always bring a computer to tournaments.

The Tabroom- A room made up of tournament managers, hosts, and coaches who are running the tournament, checking ballots, and there to help judges and competitors. Go here or call the provided tournament phone number if you have any issues or questions.

Flights- This is when you judge two debates within one round. The first group of debaters will come to your room to debate, and then the second group will come in after the first group.

Disclosure- DO NOT tell the kids if they won/lost or what they did well/poorly. Keep conversations with contestants to the bare minimum but you can still be friendly if you'd like.

What to evaluate- (These are things you can look for, but not all can be constantly inspected)

- Content- are they providing valid and good information
- Organization- can you follow the argumentation or is it jumbled?
- Language- Is it appropriate or are they using too much jargon or too much slang?
- Evidence- is their evidence appropriate and integrated well? (also can be called cards)
- Argumentation- do they give a claim with data that they connect to their claim?
- Refutation- Are they thoroughly refuting each other's arguments?
- Delivery- How are their delivery and speaking skills?

-Lincoln Douglas-

One versus one value-based debate. At its core – what ought we value based off the resolution? Not necessarily what is but rather what should be. All cases should have a value (what we want) and criterion (how we get it). The debaters should specifically relate to their value and criterion throughout the round since this is the core of the debate.

Value- what the competitor is valuing in the round. Could be ideas like justice, welfare of society, peace, etc.

Criterion- how they uphold their value or how their value is achieved. For example, if the value is social progress, then their criterion could be communalism or the philosophy that the good of the community outweighs the good of the individual.

Contentions- arguments made throughout the round. Could have subpoints but it is structured with claim, warrant and impact. This is outlined during the constructive speech. Note- no new contentions or arguments are allowed to be brought up after the debaters' constructive speeches, but new evidence is permitted.

Voters- reasons why one person won over the other. Presented during a debater's last speech.

Off-Time Roadmap- outline of what their speech will include before they start their time. This is not required but many do it and some judges prefer it.

The hallmarks of LD include:

- ⊘ Argumentation- The competitor needs to attack every contention or point that their opponent has and defend every attack on their case. If they don't then it is called a **dropped point** and it is up to their opponent to say that they dropped their point. Watch out for debaters claiming this and it not being true. Usually this is a huge determining factor in the round as a dropped point means that they have a solid point and we should look towards their side.
- ⊘ Cross Examination- This is where one side asks their opponent questions about their case or the resolution. Only one person asks questions during their time and the other only answers the questions. The person who asks questions is allowed to interrupt their opponent as it is their cross ex time.
- ⊘ Effective Delivery- they should speak clearly and well. Usually competitors talk fast, so if a judge can't understand speed, I suggest you tell the competitors before the round so they know to go slow.

Structure:

Speech	Time	Purpose
Aff Constructive	6 min	Present the affirmative case
Neg Cross Examine	3 min	Negative asks questions of the affirmative
Neg Constructive	7 min	Present the negative case and refute the affirmative case
Aff Cross Examine	3 min	Affirmative asks questions of the negative
1 st Aff Rebuttal	4. min	Refute the negative case and rebuild the affirmative case
Neg Rebuttal	6 min	Refute the aff case, rebuild the negative case, and offer reasons that neg should win the round (commonly referred to as voting issues)
2 nd Aff Rebuttal	3 min	Address the negative voting issues & reasons for why aff should win

*Each team gets four minutes of prep time during the round

-Public Forum-

Two versus two fact-based debate. Meaning the topic at hand addresses if something is true or not or if something is good or not. 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. It should also utilize evidence without being driven by it. There will be a clash of ideas that should be communicated with clarity, organization, eloquence, and professional decorum.

Coin Toss- The round begins with a coin toss. The winner will choose EITHER the side they will argue OR the speaker order. The loser will determine the other, unpicked option. Competitors are expected to provide a coin or use a digital coin. The teams will then take turns presenting information, building up their cases, challenging their opponents' cases, and responding to attacks directed at their own cases.

Contentions- arguments made throughout the round. Could have subpoints but it is structured with claim, warrant (evidence), and impact. This is outlined during the constructive speech. Note- no new contentions are allowed to be brought up after the debaters' constructive speeches, but new evidence is permitted.

Framework- This is the tool used to weigh or evaluate the round. Each team should (but they're not required to) provide a framework. This could be anything from a cost-benefit analysis, human welfare, social progress, or safety etc. Debaters' frameworks should relate back to the rest of their case.

How to judge- Judges evaluate teams on the quality of the arguments actually made, not on their own personal beliefs, and not on issues they think a particular side should have covered. Judges should assess the bearing of each argument on the truth or falsehood of the assigned resolution. The pro should prove that the resolution is true, and the con should prove that the resolution is not true. 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. Plans (formalized, comprehensive proposals for implementation), counterplans and kritiks (off-topic arguments) are not allowed. Generalized, practical solutions should support a position of advocacy.

Speech	Time	Purpose
Team A Speaker 1- Constructive	4 min	Present the team’s case
Team B Speaker 1- Constructive	4 min	Present the team’s case
Both Speaker 1s- Crossfire	3 min	Speaker 1 from team A and B alternate asking and answering questions starting with team A
Team A Speaker 2- Rebuttal	4 min	Refute the opposing side’s arguments
Team B Speaker 2- Rebuttal	4 min	Refute the opposing side’s arguments
Both Speaker 2s- Crossfire	3 min	Speaker 2 from team A and B alternate asking and answering questions starting with team A
Team A Speaker 1- Summary	3 min	Begin crystalizing the main issues in the round
Team B Speaker 1- Summary	3 min	Begin crystalizing the main issues in the round
All Speakers- Grand Crossfire	3 min	All four debaters question each other at once starting with team A
Team A Speaker 2- Final Focus	2 min	Explain reasons why this team won the round
Team B Speaker 2- Final Focus	2 min	Explain reasons why this team won the round

*Each team is entitled to three minutes of prep during the round

-Congress-

Judges preside over a room of students as they simulate a session of Congress. A typical Congress session lasts three hours with a short break in the middle. As students debate proposed bills and resolutions, judges evaluate each speech that is given during the round.

At the beginning of the round students will sit in the given seating chart, familiarize themselves with the set precedence, vote on which bills to debate (if that isn’t pre-set), and elect a Presiding Officer (PO), a competitor who will abstain from speaking in order to orchestrate the proceedings. The PO will do things like keep time, call for speakers, count votes, etc. Being a PO **does count** as a speech when ranking the debaters.

There should be a parliamentarian judge in each round who will help run the round and uphold the order with the PO.

Your role as a judge is to both evaluate the quality of the speeches given by the Representatives as well as ensure that decorum is maintained during the round. Competitors that are speaking out of turn, ignoring the PO, acting without decorum, etc. should be reported to tabroom and potentially asked to leave the room in extreme circumstances.

When ranking the debaters, the places 9 and lower will all be given 9th place.

Speech	Time	Questioning Time
First Speech in Affirmation (students of the school who submitted the legislation get to speak first)	3 min	Followed by two minutes of questioning
First Speech in Negation	3 min	Followed by two minutes of questioning

Second Speech in Affirmation	3 min	Followed by one minute of questioning
Second Speech in Negation	3 min	Followed by one minute of questioning
This continues until the chamber votes to move on.

-World Schools-

The WS judging rubric: allocates 40% for content (“the matter”), 40% for style (“how the matter is presented”) and 20% for strategy (“how the matter is utilized”). The team with the higher total points wins the rounds. There are no tied team points, nor low point wins based on team points. Judges should use a holistic, comparative focus.

Allocation of speaker points: the norm is for constructive speeches to receive between 60 and 80 points with 70 points being the average you expect at the tournament. Generally, the minimum amount of points is about 66. Reply speeches should receive between 30 and 40. Generally, the minimum amount of points is about 32.

Roles and burdens of teams: the Proposition must prove that the motion is true as a general principle and/or in the majority of circumstances. The Opposition must cast more than just a reasonable doubt in the Proposition case. Even when the motion is express as an absolute, the Opposition must show it is false in a (at least) significant minority of cases. In other words: both teams have an equal burden of proof in WS style debating.

Communication style: as noted above, WS Debate emphasizes "style" as 40% of the scoring rubric. In practice that means that speeches are persuasive in nature and delivered at conversational speed. There should be no "spreading" at all in this format. Eye contact, facial expressions, and gestures are all part of persuasive delivery. If you think of Oratory or Extemp speed and style, you will have a sense of what you are looking for in a WS speech. That does NOT mean that signposting arguments or noting where you are on attacking opponent arguments is precluded; it DOES mean that the average person in the back of the room should be able to keep up with what is being advocated and argued. World Schools is very flexible in allowing competitors to be who they are in round (whether that means being sassy, having strong rhetoric, or using humor) as long as the discourse is courteous.

Communication on the bench: students are allowed and even expected to communicate with each other during other speeches as there is no allotted prep time. This is not seen as disrespectful unless the whispers become too loud and distract the speaker. Speakers on the bench may move to sit together while the other member of their team goes to center of the room to speak.

Use of devices: computers and/or other electronic devices should NOT be used at any point in the delivery of speeches for either prepared or impromptu debates. Cell phones may be used for timing, but should be placed in airplane mode to avoid any perception of outside communication. Devices may be used to research prepared motions in advance of a round, but should not be used during the round itself. Impromptu motion preparation may only utilize a dictionary/thesaurus and a one-volume almanac (ex. the World Almanac OR the CIA Fact Book). Students speak from paper/notecards.

Argument construction and use of evidence: there should be a focus on proving the motion and clashing “big ideas.” Arguments in the WS format are derived from logic, rather than through a focus on carded evidence (as in other debate formats). Students are not expected to cite their evidence (name, publication, date, etc.), and should not be penalized in any way for not doing so. In general, arguments are supported by warrants (analysis and logic) and examples (used from across the globe). Students are expected to be able to provide examples from outside the United States to support their arguments unless the motion is country-specific. There are no “cards” that are read. Evidence cannot be “called for” or looked at during or after the round. Supporting material is integrated into the speeches, similar to Extemp or Oratory, but without the need for specific source notes. As in all forms of debate, the example should not BE the point, rather, it is an illustration OF the point. In other words, in judging the quality of an argument, the question of whether the logic makes sense comes before the evaluation of supporting material. New content is designed for constructive speeches (delivered by the 1st and 2nd speakers). The 3rd speaker is allowed to have new warrants and to make extensions, but is generally not offering new substantive arguments (claims). Replies should not have any new content (unless the Prop Reply is replying to new material in the Opp 3) as they should be crystallizing the debate. Debates aren’t won solely based on what’s on the “flow”—often in American debates people think if an argument is conceded it is automatically true, but a lot of judges in the WS format won’t vote on arguments they think are poorly explained/justified or wildly implausible even if the other team doesn’t explicitly respond to them.

Refutation: WS Debate is not intended to be delivered line-by-line. This means that refuting every single example/link is not necessary: it is more about the bigger picture. Arguments and lines of analysis may be discarded in the round without impacting the decision as long as the principles behind the arguments and the core points are extended.

Models: while there are not plans in WS debate, Side Proposition can offer a model (an illustration) of what the Prop world would look like. It does not have to be specific advocacy and is not needed for every motion. Side Opposition could offer a counter-model if a model was presented but these are not common and are unnecessary in most cases.

Definitions & Definitional challenges:

WHAT IS A GOOD DEFINITION:

Definitions should be 1) reasonable, 2) obvious (understandable, expected and accepted by an average voter / intelligent person), 3) fair (allow “normal” / quality debate)

WHAT CAN OPPOSITION DO IF THEY DISAGREE WITH THE DEFINITION

accept it, broaden it, challenge it, run "even if" case

DEFINITIONAL CHALLENGES must be

Explicit (done by the 1st Speaker of Opposition), Explained (arguments for the re-interpretation are offered) Relevant (debater should explain how the judge just see the debate under the new terms)

JUDGING DEFINITIONAL CHALLENGES:

1. Judge needs to holistically compare both definitions and decide how the debate should be understood
2. There are no automatic losses regardless of who wins the definitional challenge

POIs: the norm for Points of Information is that a speaker will take two. Taking less is seen as not engaging with the other team. Taking more can be viewed as strategically weak as it cedes too much time to the other team. POIs may be questions OR statements and should be limited to 15 seconds in length. They should NOT be offered in two parts nor are follow up questions (as might appear in direct questioning in Congress) generally accepted. Other team members should avoid interrupting the speaker with more POIs while that individual is attempting to answer. POIs may be offered at approximately 20 second intervals. Interrupting more frequently is viewed as "barracking" (harassing) the speaker. POIs only occur in the first three speeches on each side; there are no POIs in the reply speeches. Additionally, the first and last minute of each eight minute speech is considered protected time where POIs cannot be asked.

The judge as chair: the judge serves as the Chair of the round and therefore should call the various speakers to the center of the room to deliver the speech. Conventionally, the speakers/audience members use tapping the table to indicate support. The judge taps the table once at the 1 minute mark, once at the seven-minute mark to indicate protected time has concluded, and twice at the 8 minute mark. The judge should tap the table repeatedly at the 8:15 minute mark to indicate that the speaker should stop. There is no prep time and there is no “off-time road map.”

Speech	Time	Purpose
First Proposition	8 min	Introduce motion, define key terms, set burdens, establish mechanism or model if needed, offer substantive arguments
First Opposition	8 min	Deal with proposed framework by proposition, clash with proposition arguments, offer own substantive arguments
Second Proposition	8 min	Clash, offer new substantive arguments, defend first speaker’s points
Second Opposition	8 min	Clash, offer new substantive arguments, defend first speaker’s points
Third Proposition	8 min	Clash and summarize key issues
Third Opposition	8 min	Clash and summarize key issues
Opposition Reply	4 min	Crystalize the round
Proposition Reply	4 min	Crystalize the round