

WELCOME
COACHES AND JUDGES
TO THE
2016 BETHEL PARK HIGH
SCHOOL



BLACK HAWK INVITATIONAL
February 12-13, 2016

TOURNAMENT SCHEDULE

Friday:

2:45-3:30	Registration	Library
4:00	General Meeting	Auditorium
To follow	Rounds 1-3	

Saturday:

7:30	Extemp competitors to the Prep Room
7:30	Round 4 – Debate
8:00	Round 4 – Speech
	Session 2 – Congress
To follow	Rounds 5, 6, and break rounds
5:00	Awards

Schematics will be available online and will be blasted to those signed up with tabroom. Paper schematics will be posted in the following locations:

Debate: 4th floor hallway past library
Speech: Outside of auditorium

TOURNAMENT VENUES

Registration	Library, 4th floor
Opening assembly Awards assembly	Auditorium
Speech tab room	Library, 4th floor
Speech schematics	Outside of auditorium
Debate tab room	Library Classroom, 4th floor
Debate schematics	4th floor hallway past library
Adult hospitality	M337
Student snacks	Cafeteria
Student lunches	Cafeteria
Extemp prep room	M430

Notes for Speech Judges

- You don't have a code. All judging assignments will be indicated via your name (as registered by your coach).
- Prior to going to your round, you must pick up a ballot packet outside of the library, located on the 4th floor. Please go straight to your room after picking up your ballot packet.
- We are using master ballots this year. Please write the students' ranks both on their critique sheets and on the master ballot. Please double check to make sure the ranks on the master ballot match the ranks on the critique sheets. The master ballot controls in the case of any discrepancy.
- Once the round is finished, put the master ballot on top followed by the first speaker's critique sheet, then the second speaker's critique sheet, etc. Then immediately return the master ballot and critique sheets to the table located outside of the library.
- If you are not assigned a round, please wait in the judge's lounge or the cafeteria in case we need to replace another judge.
- Your coach may have noted that you are capable of judging debate events or the tabroom staff may believe you are capable of judging debate events. If we assign you to a debate event, we will send someone to look for you to notify you of the switch.

Notes for Debate Judges

- You don't have a code. All judging assignments will be indicated via your name (as registered by your coach).
- You have the option of using tabroom's electronic ballots instead of paper ballots.
- If you choose to use electronic ballots, please inform the tabroom staff prior to your first round and click "start round" once you reach your room in future rounds.
- If you choose to use paper ballots, you must pick up your ballot outside of the library classroom, located on the 4th floor, prior to going to your round.
- If you choose to use paper ballots make sure the debaters put their correct codes on the ballot. "Bethel Park AR" is correct – "A AR" is incorrect.
- Once the round is over you MUST disclose your decision in the round, *i.e.*, tell the competitors who won the round. You may choose to give a very brief (2-3 minute) oral critique, however, this is not required.
- If a competitor argues with you after disclosing a decision, please let the tabroom staff know.
- If you are using paper ballots, after you have disclosed your decision, please return your ballot to the table outside the library classroom, located on the 4th floor.
- Speaker points are 0-30 in LD and PF and 0-10 in parliamentary debate. You can give speaker points in 1/10th of point increments, *e.g.*, 27.4.
- Speaker point range for LD and PF (divide by three for parli):
 - < 20 – Debater made racist comments, cheated, clipped cards, etc.
 - 20-23 – Debater made a mockery of the event
 - 24-25 – Debater has lots of work to do
 - 25-27 – Average debater
 - 27-28 – Debater is close to breaking, but not quite there
 - 28-29 – Debater will likely break at this tournament
 - 29-30 – Debater should reach the finals of this tournament
- Low point wins are allowed as long as they are clearly marked on the ballot.
- We may swap judges between debate events if we believe it is in the best interest of the tournament.
- If you are not assigned a round, please wait in the judge's lounge or the cafeteria in case we need to replace another judge.

An Introduction to Evaluating Informative Speaking (INF)



Basic Understanding

Informative Speaking is a 10-minute presentation written and performed by the student. Informative requires students to balance that content with delivery and style. Students in Informative must be articulate, engaging, and smooth with their delivery at both a vocal and physical level. The purpose of the event is to inform and educate the audience on a topic of significance. Students may or may not employ the use of visual aids in the performance.

Structure

While Informatives are all different, the structure should provide a framework for the audience to understand the topic. Each main point should explore a specific aspect of the topic the student is presenting. **Research** is a very important component in Informative. All claims should be backed up with evidence that verifies the information the speaker is conveying. If a student has presented two or three components of the topic in an educational and logically sound manner, it is likely they have displayed an adept command of structure.

Evaluating the Round

There are three key areas to consider when evaluating an Informative.

First, **relevance**: to assess the relevance of the speaker's Informative, focus on the timeliness of their topic. Gauge whether the student has done an adequate job of explaining why this topic should be discussed at this point in time. This can happen in a multitude of ways. Pay attention to how the topic is framed within the speaker's introduction. If the thesis of the Informative speech enables you to understand why this topic should be examined now, then they have accomplished a significant goal.

Second, **relatability**: relatability is how the speaker connects the audience to the topic. The speaker should use inclusive rhetoric, giving the audience the sensation that they are affected by the topic. Logical evidence supporting this sentiment should be given throughout the speech. Judges should consider whether they are personally educated and examine whether they feel the student educated the audience.


Third, **originality**: when evaluating originality, it is important to note that there are few truly original topics. Instead, consider how inventively the speaker addresses the topic. Judges ought to consider whether the rhetoric is unique, as well as how new and exciting the approach is to the topic.

Visual Aids

Students may or may not use visual aids within their Informative speech. If used, the student is expected to set up visual aids in an expedient manner. Students cannot use electronic equipment or any banned material (guns, controlled substances, etc.) as a visual aid, nor can they use live animals or another person. Visual aids should contribute to the audience's understanding, emphasize information, and provide a creative outlet that augments the content of the Informative speech. If a student has included a visual aid that is justified and interesting, then they likely have effectively incorporated a visual aid into their speech.

Filling Out the Ballot

Performers are ranked on a scale, generally from one to six, with the best performance receiving the one ranking. The judge will also assign speaker points, typically in a range from 90 and 100, with 100 being outstanding.

The judge writes on the ballot how the speaker can improve—e.g., eye contact, clarity, emotion, etc., and what the student did well. This is an educational activity and all feedback is welcome. Please make sure the feedback is constructive and not merely critical. 

An Introduction to Evaluating Program Oral Interpretation (POI)



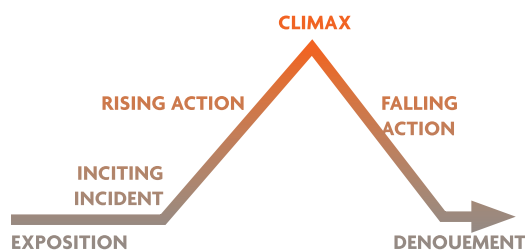
Photo: Sur la Lune Photography

Basic Introduction

Program Oral Interpretation is a 10-minute performance that can include some combination of Prose, Poetry, and Drama. All students must have at least two out of the three genres included in their performance. The use of a manuscript is required. The focus of the event is development of a theme or argument through the use of narrative, story, and/or characterization.

Evaluating the Round

When judging all interpretation events, it is helpful to keep the Dramatic Structure in mind.



Exposition sets the scene and gives background information. Exposition occurs throughout the cutting and enhances the audience's understanding of what the characters in the program are experiencing. The **Inciting Incident** sets a conflict into motion and represents the beginning of the **Rising Action**, which complicates the plot. The **Climax** is the point of greatest intensity and the turning point of the plot. **Falling Action** resolves the conflict and **Denouement** gives a glimpse of life after the conflict.

There are three key areas of a POI that come together to create the performance the judge will evaluate.


First, **programming**, or the process of piecing together different types of literature into one cohesive performance. The program should create a compelling performance centered around a theme or idea.

Second, **blocking**, or the movements a performer makes to convey space, emotion, and action. Blocking should enhance the performance, not distract from the story. Movements should be motivated by either internal or external factors. Internal motivation stems from how the character is feeling, while external motivation comes from a physical reaction to external factors. In POI, the student is allowed to use the manuscript as a prop to enhance blocking as long as they maintain control of the manuscript at all times.

Third, **characterization**: characterization reveals the personality of the character through line delivery, vocal, and facial expression, and varying levels of levity and intensity. Each piece of literature in a student's POI should have unique and engaging characters that can be distinguished from other pieces in the program. Additionally, each character should adequately represent the genre of literature from which they are drawn. The student should display command of poetic delivery when performing a selection of poetry, for example.

Filling Out the Ballot

Performers are ranked on a scale, generally from one to six, with the best performance receiving the one ranking. The judge will also assign speaker points, typically in a range from 90 and 100, with 100 being outstanding.

Each performance has a 10-minute time limit with a 30-second grace period. If a performance exceeds the grace period, the student cannot be ranked first. There is no other prescribed penalty. The judge also will write comments to the performers on the ballot addressing different areas of the performance. When critiquing a program, judges ought to reference areas of the **Dramatic Structure** that were strong or weak and suggest ways in which the student can improve upon the cutting, in addition to focusing on how the student's selections of literature fit with each other. Judges should consider if they could easily identify which selection the student was performing. If the performer's blocking is ineffective, the judge ought to indicate ways the performer can improve on the ballot. Critiquing characterization requires the judge to consider whether the character's response to a situation is believable. The ultimate goal of blocking, programming, and characterization is to create a fully-realized performance that moves the audience. The performer who combines these three factors the best should receive the one ranking. 

An Introduction to Evaluating Extemporaneous Speaking

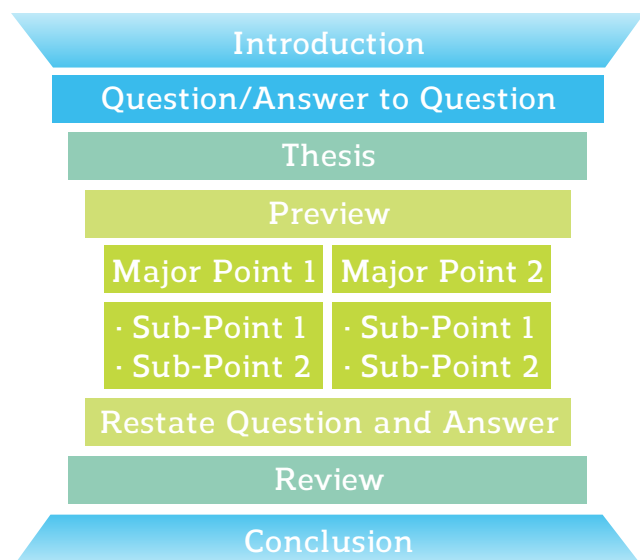


Basic Understanding

Extemporaneous Speaking is a speech on current events with limited preparation time. The competing student's understanding of important political, economic, and cultural issues is assessed along with critical thinking and analytical skills. There are two types of Extemporaneous Speaking. In *International Extemporaneous Speaking*, students prepare a speech related to international current events. Topics range from country-specific issues to regional concerns to foreign policy. In *United States Extemporaneous Speaking*, students deliver speeches related to domestic current events. Topics range from political matters to economic concerns to U.S. foreign policy.

Structure

Each round of competition begins with a draw—all students report to a draw room and await their turn to draw topics. A staff member calls out student codes based upon a pre-assigned speaker order. When a student's code is called, s/he approaches the table and takes three questions from an envelope. The student then has the opportunity to select one of those questions, return the other two to the envelope, and prepare for 30 minutes using research s/he has brought along, commonly called files. Students may consult articles and evidence they have on file, but may not use the Internet during preparation. Students create a thesis responding directly to the chosen question and organize their speech around their answer to the posed question. A sample speech is outlined as follows:




Take Note

Judges are encouraged to give students time signals throughout the speech to signal how much of their seven minutes remains. Students are not permitted to watch the speeches of the competitors presenting before them, but once a student has delivered his or her speech, s/he may watch the rest of the remaining speeches in the round. Tournaments have different rules for the use of notes—be sure to check whether speeches must be completely memorized or if notes are permitted.

Evaluating the Round

There are three key areas to consider when evaluating an Extemporaneous Speaking round. First, *argumentation and analysis*: students should organize an approach to the question that examines critical areas of analysis. Students must answer the question and address the justification and impact of their answer. Students should convince the audience that they possess a clear understanding of the topic. Second, *source consideration*: students establish credibility through their analysis of source material. Throughout the development of the speech, competitors should cite their sources. Citations may include the source of the material and the date. Judges should consider the quality and variety of sources students are presenting. Third, *delivery*: judges should take into consideration the major areas of delivery. Use of voice, movement, and expression should factor into the judge's evaluation. Speakers should employ ethos, or credibility, in their speech through a confident delivery. Pitch, tone, pacing, and volume should be employed to express the argument.

Filling Out the Ballot

The judge ranks each contestant, with "one" being the best, and assigns speaker points, generally in a range between 90-100 points, with 100 being outstanding. The judge writes on the ballot how the speaker can improve—e.g., eye contact, clarity, emotion, etc., and what the student did well. As students only have 30 minutes to research, organize, and practice a speech, it is important to note that minor fluency issues may not weigh as much in the judge's assessment of the quality of the speech. Argumentation, source analysis, and delivery should be employed together in assessing the overall quality of the performance. 

An Introduction to Evaluating Original Oratory (OO)



Basic Understanding

Original Oratory is a ten-minute oration written and performed by the student. Oratory requires students to balance that content with delivery and style. Orators must be articulate, engaging, and smooth with their delivery at both a vocal and physical level. The purpose of the event is to inform and persuade the audience on a topic of significance.

Structure

While orations are all different, the arguments made within them are comprised of three important components. First, a student must clearly establish a **claim**. This is a declarative statement that establishes the point the student sets out to justify in the speech. Next, the student must clearly establish why the argument is valid. This is known as the **warrant** for an argument. This means that orators go beyond asserting their claims to explaining why their claims should be accepted by the audience. Finally, the student must provide an **impact** for the argument, explaining why his or her argument matters.

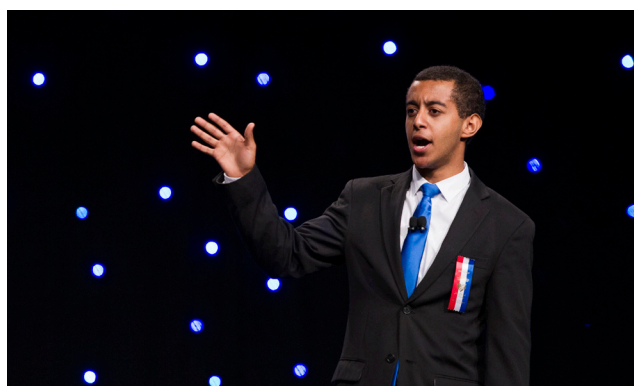
Evaluating the Round

There are three key areas to consider when evaluating an Original Oratory.

First, **importance**: the speaker's topic should be important to the human condition. This appears in the beginning of the speech through a well-developed thesis. Throughout the oration, the student should use **ethos** to build credibility and offer examples supporting the significance of the topic. The delivery can also indicate importance. **Pathos** is created through a personable, invested delivery that speaks to the audience emotionally. The speaker should be clearly passionate about the topic in order to establish pathos. Throughout the round, judges are instructed to ask themselves if the supporting examples establish the critical need to evaluate the topic now.

Second, **relatability**: relatability is how the speaker connects the audience to the topic. The speaker should use inclusive rhetoric, giving the audience the sensation that they are affected by the topic. Logical evidence supporting this sentiment should be given throughout the speech. Judges should consider whether they are personally impacted by the issue being discussed and examine whether they feel motivated to care about the topic.

Third, **originality**: when evaluating originality, it is important to note that there are few truly original topics. Instead, consider how inventively the speaker addresses the topic. Judges ought to consider whether the rhetoric is unique and how new and exciting the examples are.



Notes

Gestures and delivery should be employed to further these three objectives. Through effective intonation and physical imagery, the speaker should illustrate the importance, relatability, and originality of the topic. The speaker should build credibility through a confident demeanor.

Filling out the Ballot

The judge ranks each contestant, with "one" being the best, and assigns speaker points. Points are generally in a range between 90 and 100 points, with 100 being outstanding. The judge writes on the ballot how the speaker can improve—e.g., eye contact, clarity, emotion, etc., and what the student did well. This is an educational activity and all feedback is welcome. ✨

An Introduction to Evaluating Interpretation (DI), (HI), (DUO)

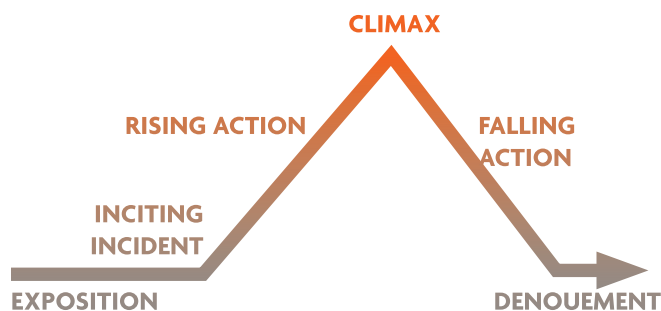


Basic Introduction

Interpretation events include Dramatic, Duo, and Humorous. Dramatic Interpretation is an individual event focused on the performer's ability to convey emotion through the use of a dramatic text. Duo Interpretation is a two-person team event that utilizes off-stage focus to convey emotion and environment by focusing on the relationships and interactions between characters. Humorous Interpretation is an individual event designed to test the performer's ability to use comedic skills to connect with the audience. Judging interpretation events, or Interp, can be thought of as judging the acting abilities of performers.

Evaluating the Round

When judging interpretation, it is helpful to keep the Dramatic Structure in mind.



Exposition sets the scene and gives background information. Exposition occurs throughout the cutting and enhances the audience's understanding of what the character is experiencing. The **Inciting Incident** sets a conflict into motion and represents the beginning of the **Rising Action**, which complicates the plot. The **Climax** is the point of greatest intensity and the turning point of the plot. **Falling Action** resolves the conflict and **Denouement** gives a glimpse of life after the conflict.

There are three key areas of an interpretation that come together to create the performance the judge will evaluate. First, **cutting**, or the process of removing text from a full-length play, book, or short story and transforming it into a 10-minute piece. The cutting should create a compelling and understandable story. Second, **blocking**, or the movements a performer makes to convey space, emotion, and action. Blocking should enhance the performance, not distract from the story. Movements should be motivated by either internal or external factors. Internal motivation stems from how the

character is feeling, while external motivation comes from a physical reaction to external factors. Blocking should not only be motivated but also easy to understand. Third, **characterization**: the performer should make informed decisions about the character(s) based on the text of his or her piece. Characterization reveals the personality of the character through line delivery, vocal and facial expression, and varying levels of levity and intensity. The situation should inform the intensity of the performance, rising to a peak at the climax.

Filling Out the Ballot

Performers are ranked on a scale, generally from one to six, with the best performance receiving the one ranking. The judge will also assign speaker points, typically in a range from 90-100, with 100 being outstanding.

Interpretation events take place without the use of costumes or props, and performances are given from memory. Each performance has a 10-minute time limit with a 30-second grace period. If a performance exceeds the grace period, the student cannot be ranked first. There is no other prescribed penalty. The judge will also write comments to the performers on the ballot addressing different areas of the interpretation. When critiquing a cutting, judges ought to reference areas of the Dramatic Structure that were strong or weak and suggest ways in which the student can improve upon the cutting. Judges should consider if they could easily identify what the performer was doing in the scene and which character was speaking. If the performer's blocking is ineffective, the judge ought to indicate ways the performer can improve on the ballot. Critiquing characterization requires the judge to consider whether the character's response to a situation is believable. The ultimate goal of blocking, cutting, and characterization is to create a fully-realized performance that moves the audience. The performer who combines these three factors the best should receive the one ranking. ✨

An Introduction to Evaluating Public Forum Debate (PF)



Basic Understanding

Public Forum Debate is a two-on-two team debate. Teams debate each other on a predetermined resolution that is based on current events. Designed to be accessible to the public, the goal for each team in Public Forum is to convince the judge that their side of the debate is preferable. The judge is responsible for evaluating each team's arguments and determining which side presented their position more effectively.

Getting Started

Each round begins with a coin flip to determine sides. The winner of the flip may either choose their team's side (Pro/Con) or speaking position (First/Second). The loser of the flip makes the remaining decision. Once sides and speakers are determined, the judge will fill in this information in the appropriate spaces on the ballot. In order to follow along and evaluate arguments, it is highly recommended that the judge take notes throughout the round. The debate proceeds as follows:

Speech	Time	Responsibility of Debater
Team A Speaker 1 - Constructive	4 min	Present the team's case
Team B Speaker 1 - Constructive	4 min	Present the team's case
Crossfire	3 min	Speaker 1 from Team A & B alternate asking and answering questions
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
Crossfire	3 min	Speaker 2 from Team A & B alternate asking and answering questions
Team A Speaker 1 - Summary	2 min	Begin crystallizing the main issues in the round
Team B Speaker 1 - Summary	2 min	Begin crystallizing the main issues in the round
Grand Crossfire	3 min	All four debaters involved in a crossfire at once
Team A Speaker 2 - Final Focus**	2 min	Explain reasons that you win the round
Team B Speaker 2 - Final Focus**	2 min	Explain reasons that you win the round


*Each team is entitled to 2 min. of prep time during the round.

**Judges are instructed to ignore arguments introduced for the first time in the Final Focus.

Evaluating the Round

There are three key areas to consider when making a decision in Public Forum. First, **argumentation**: competitors are to be evaluated based upon the soundness of their arguments. To make a complete argument, debaters are to establish a claim, or a response to their opponent's claim, a warrant, explaining why their argument is true, and an impact, explaining why their argument matters. Properly formulated arguments are to be given more weight than those lacking one or more of these aspects. Second, **interactive clash**: clash occurs when a debater explicitly responds to an opponent's argument. It is important to keep the overall goal in mind; the judge is not in the room to evaluate competing speeches, but to preside over an interactive exchange of ideas. When a competitor fails to address one of their opponent's arguments, this point is given more weight when the argument is brought up again in later speeches. By failing to respond to an argument, the team has tacitly agreed to the point. When making a decision, the judge should pay close attention to which side is advancing the most significant arguments in the round. Third, **team balance**: because Public Forum is a team event, it is important that the ideas expressed throughout the round are consistent between partners. Speeches should connect and build upon each other.

Filling out the Ballot

At the end of the round, the judge records on the ballot which arguments convinced them to vote for a team and evaluates the speaking abilities of each competitor by ranking them. Judges are instructed to base their decisions only upon arguments made in the round; personal opinions are checked at the door. Just as debaters are required to argue both sides of the topic, judges are to remove any personal biases when making their decision. Any issues or questions that the judge feels ought to have been addressed may be written on the ballot along with comments on the style or delivery of speeches. This is an educational activity and feedback is always welcome and encouraged. 

PHSSL Parliamentary Debate - Judge Instruction Sheet

Thanks for agreeing to judge this round of Parliamentary Debate. Please know that the event is evolving with every round debated and you are an important part of that. Please address any comments on the event to the PHSSL Office.

Beginning a Round

You may be asked to judge a Prepared Debate or an **Extemporaneous** Debate.

- If you are judging a **Prepared** round, students knew the resolution well before this day of competition. Unless the sides of the debate are specified on the schematic, you will need to conduct a coin flip to see which team will be The Government (in favor of the motion) and which team will be The Opposition (against the motion.) Teams are allowed to bring any materials and computers, if they wish, into these Prepared Rounds.
- If you are judging an **Extemporaneous** round, students are just seeing the motion for debate for the first time. Conduct a coin flip to see which side each team will debate: The Government or The Opposition. Announce the beginning of the 15-minute prep time. Give students 15 minutes to prepare. During this time they are allowed to use any resources including technology that they have available. Teams may want to go to different parts of the room so that they are not disturbed by their opponents' work. Hand your ballot to each team and ask them to fill in their team code and the speaker names.

Format of a Round

First Speaker for The Government – 6 minutes

First Speaker for The Opposition – 6 minutes

Second Speaker for The Government – 6 minutes

Second Speaker for The Opposition – 6 minutes

Third Speaker for The Government – 6 minutes

Third Speaker for The Opposition – 6 minutes

Reply Speech for The Opposition – 3 minutes

Reply Speech for The Government – 3 minutes

There is no extra time for preparation once the debate begins.

Unique Feature of Parliamentary Debate -- Points of Information

- The most unusual feature of this debate is the ability of any member of the opposing team (the interrupter) to question the speaker. In fact, that is where most clash comes from. Points of Information are the only interruptions to a student's speech that PHSSL rules recognize.
- The speaker who has the floor is in total control of the time and may either accept the Point of Information from the interrupter or decline it.
- If the Point is accepted, the interrupter may make a short point or ask a short question (15 seconds or less) that deals with some issue in the debate.
- A Point of Information is offered by standing and saying "Point of Information" or similar.

- The speaker on the floor is not obliged to accept every point. He may ask the interrupter to sit down, may finish the sentence and then accept the point, or may accept the point immediately.
- Debaters must sometimes tread a fine line between the offering legitimate Points and overwhelming the speaker. Points should advance the debate, not merely interrupt it.
- The first and last minute of each main speech and the entire reply speech is “protected time” – Points of Information are not allowed during these times.

Timing the Debate

The first minute and last minute of each speech is protected time. No Points of Information can be offered during those times. Minutes two through five are open to Points of Information. Agree with the speakers before the round begins what signals you will use. Many judges find it useful to “knock” on the table at the one-minute point and the five-minute point of the main speeches to signal that protected time has ended and has begun.

There is no grace period for the speeches. After time expires, speakers ought to be allowed to finish their sentence but then must stop speaking.

An Introduction to Evaluating Lincoln-Douglas Debate (LD)



Basic Understanding

Lincoln-Douglas Debate, or LD, is an individual debate event that addresses what we value. During a round, questions of morality, justice, or how a society should function are examined. The event is centered on a resolution. The student representing the affirmative will advocate for the resolution while the student representing the negative will oppose the resolution. To begin the debate, each student presents his/her case, also known as a constructive, and refutes the opponent's arguments as the debate progresses. At the end of the debate, the judge determines which student better argued his/her side of the resolution. This student is deemed the winner of the round.

Speech	Time	Responsibility of Debater
Affirmative Constructive	6 min	Present the affirmative case
Negative Cross-Examination	3 min	Negative asks questions of the affirmative
Negative Constructive/ Negative Rebuttal	7 min	Present the negative case and refute the affirmative case
Affirmative Cross-Examination	3 min	Affirmative asks questions of the negative
First Affirmative Rebuttal	4 min	Refute the negative case and rebuild the affirmative case
2nd Negative Rebuttal	6 min	Refute the affirmative case, rebuild the negative case, and offer reasons that negative should win the round, commonly referred to as voting issues.
2nd Affirmative Rebuttal	3 min	Address negative voting issues and offer crystallization for why the affirmative should win.

**Each debater is entitled to 4 mins. of prep during the round.*


Note: Judges will ignore arguments introduced for the first time in the final rebuttal.

Evaluating the Round

There are three key areas to consider when evaluating a Lincoln-Douglas Debate round. First, **well-structured argumentation**: debate is an exchange of ideas between students. The judge is responsible for determining which student is the better debater in that round. Successful debaters will focus on advancing their own arguments while also refuting their opponent's points. The cases presented and the refutations provided both require well-developed argumentation. Declarations relying on charismatic delivery are not strong arguments. To make a complete argument, debaters should establish a claim, or a response to their opponent's claim; a warrant, explaining why their argument is

true; and an impact, explaining why their argument matters. Judges must keep in mind that in Lincoln-Douglas Debate, all offensive arguments should link back to a standard or framework (see below). Properly formulated arguments are to be given more weight than those lacking one or more of these aspects. It is important to keep the overall goal in mind; the judge is not in the room to evaluate competing speeches, but to preside over an interactive exchange of ideas. When a competitor fails to address one of the opponent's arguments, this point is given more weight when the argument is brought up again in later speeches. By failing to respond to an argument, the debater has tacitly agreed to the point. When making a decision, the judge should pay close attention to which side is advancing the most significant arguments in the round. Second, **framework level arguments**: each debater should provide a framework, or a standard they think the judge should use to evaluate the round. The debater will explain to the judge why his or her specific framework should be used to evaluate the round. Each debater must respond to the opponent's framework. Typically, because of the broad nature of LD topics, the debater proposes a value or ideal based upon the topic. After a value is established, the debater proposes a value criterion, or a specific means of measuring if the value is achieved. For example, if justice is the value, an appropriate criterion could be protection of rights because a debater can justify that the protection of rights leads to justice. Throughout the round, judges should consider which debater's framework they are using to compare arguments. The framework used to evaluate the round should be the one that is better defended. **Note**: The value and criterion approach to framework analysis is common in Lincoln-Douglas Debate, but other well-formed approaches should not be discredited simply because they are of a different format. Third, **offensive argumentation**: once the judge has determined which framework s/he is using to evaluate the round, it is necessary to determine who is winning the debate under the terms of that framework. Just because the judge determines that one debater's framework will be used to evaluate the round does not mean that the debater will win the round. The other student in the round may be able to show why s/he ought to win the round when examining the debate through the opponent's framework.

Filling out the Ballot

At the end of the debate, the judge will indicate on the ballot which debater won the round based and assign speaker points, generally on a scale from 25-30, with 30 being outstanding. Judges will note on the ballot why they favored one framework over the other. They may also give tips on improving argumentation, speaking style, etc. Debate is an educational activity and all feedback is welcome. 

An Introduction to Evaluating Congressional Debate (CD)



Basic Understanding

Congressional Debate, or Congress, is a simulation of the United States legislative process. Congress is an individual event. Students author bills and alternate delivering speeches for and against a piece of legislation in a group setting. An elected student serves as a Presiding Officer (P.O.) to ensure the debate flows smoothly.

Evaluating the Round

There are three key areas to keep in mind when evaluating a Congressional Debate round. First, **argumentation**: students discuss a multitude of topics in a round. As the debate progresses, they should be prepared to present fresh, unique arguments. The judge ought to consider the research and logic students use in their arguments. Declarations relying on charismatic charm and delivery are not well-developed arguments. Instead, the student should establish their **claim** or response to their opponents claim. To formulate an argument, this claim must be backed by a **warrant**, or reasons why the claim is true and given an **impact**, or reason why the claim matters. Argumentation lacking this structure should not be given the same weight as fully developed arguments. There are no time limits for discussing a piece of legislation. As the debate progresses, arguments should advance. Students who are merely repeating arguments made by others are not advancing the debate or adding to the educational value of the round. Second, **delivery**: throughout the debate, judges should keep in mind the main areas of delivery skills. Use of **voice**, **movement**, and **expression** all combine to create a strong delivery. Students with excellent delivery skills will demonstrate sound logic and a confident demeanor. Judges ought to keep in mind that while students prepare multiple speeches for the tournament, adjustments are made based on the debate and minor fluency issues should not be heavily weighted. Third, **parliamentary procedure**: this process

is used to keep the debate moving. Roberts Rules of Order determine who should speak, the number of votes needed for a motion to pass, etc. Judges should take note of students who use these procedures.

Evaluating the Presiding Officer

The Presiding Officer, or P.O., runs the chamber to provide a smooth and efficient debate. The P.O. typically does not give speeches and thus should be evaluated on his/her ability to recognize speakers in a fair and consistent manner, keep the debate moving, and handle parliamentary procedure rules. Presiding Officers may be ranked at the end of the round if the judge believes their performance is worthy.



Filling out the Ballot

At the conclusion of the debate, the judge ranks the students. The student receiving the one ranking is the best legislator in the round. Depending on the tournament, the judge may indicate on the ballot how effective the student's argumentation was. The judge may also explain how the student may improve delivery through adjustments to eye contact, tone, inflection, etc., and what the student did well. ✎