



Middle School Judging Instructions

This manual is provided to give guidelines for judges. Please see our “Competition Event Rules” for specific rules for the various competition events offered at the tournament, and “Tournament Procedures” for explanations on how the tournament is operated.

2014 Release

March 20: Initial 2014 Release. Student entry changed to a flat \$20 fee per student, per entry. Extemporaneous Debate added as an exhibition event. NJFL insignia pins available for purchase as part of the registration process.

Middle School National Tournament Guidelines for Judges



Whatever your background or experience, you bring unique perspective to providing *constructive criticism* toward guiding young people in their growth as communicators and performers. Never apologize for "lack of expertise;" if you cannot understand a speaker, the fault is the speaker's for not explaining or proving what they said.

Pick Up Ballots in the judge pooling room *at least 15 minutes prior to each round* you are scheduled to judge. Please **do not swap/trade judging assignments with other judges**. We track which judges have seen which students. Schools whose judges do not report on time (unless they were judging in a round immediately prior that ran late), or swap assignments will lose their \$200 judge bond. Please **return ballots** to the ballot table **after each round**. All judges are committed through the end of the tournament, unless expressly cleared by the tab room – please do not leave until the last final round has begun Friday.

Standby: If your assignment sheet lists you to judge a round, but you are not called for a particular section, you are on standby, and must remain until dismissed (when tournament staff have verified that every room has judges). Failure to appear for standby assignments is the same as failing to appear to judge an assigned round; they can both disrupt and delay the tournament, and we will fine absentee standby judges' schools.

Timeliness: Please report to rounds ASAP, and do your best to keep the tournament on schedule. *Teams are eligible for a forfeit 10 minutes after the scheduled start time of the round.* If you arrive at your room and find contestants in another event are still speaking, please wait patiently for them to finish before attempting to start your round. If no students are presenting, alert the judge that the next round is starting to arrive. If contestants have finished speaking, and your round is scheduled to start, you may ask them to vacate the room or find logistics staff. Please vacate your room at the conclusion of your round so the next group can come in.

Venues: Contestants are not allowed to enter a room without a judge present. Please do not allow furniture to be moved from one room to another. Please do not disturb items beyond tables and chairs in rooms you are judging in. Ask contestants to straighten the room *before you leave*. Please remind students leaving to speak quietly in the corridors as other rounds may still be in session.

Food: Please do not bring food (other than water) to competition rooms.

Writing Evaluations: It is important that you write a complete evaluation, writing **during** students' presentations. It is critical for the contestants and their coaches to have the educational feedback that justifies judges' decisions. Please write legibly, be objective (don't let your own opinions on an idea predetermine your impression of a student's presentation/argument). Determine your evaluation **independently** of other judges, and never confer regarding decisions/rankings/ratings. Sharing of decisions/ranks with students is **NOT PERMITTED**.

Demeanor: Maintain impartiality (**never ask students what school/state they come from**). While oral critiques can be a valuable teaching tool, they are no substitute for documenting your observations *in writing*, so that the student's coach can debrief the feedback for a more lasting impact. If the round finishes early, you may give *brief, general* comments that apply universally to all participants in the room. Do not give individual praise or suggestions or criticize verbally. *Absolutely no profane or vulgar comments* – orally or in writing – are tolerated. Also, please give the contestants your undivided attention and respect. You're in the round to judge, not read books, play video games, text-message, etc. Please model appropriate, formal conduct for impressionable young people.

Please alert the Tab room with conflicts of interest, i.e., you personally know a student who's in a room you're assigned to judge (e.g., past teammate, student you've coached, family/relative, personal friend).

Disqualification: Judges will **not** *disqualify a student!* Should you believe a student has violated rules, alert tournament officials to the situation with documentation (the tab table has a form you can complete). Evaluate the round as if there were no rules violations; tournament staff will adjust results as needed for disqualification.

Middle School National Tournament Judging Speech Events



1. Make sure you're familiar with rules for each event, or obtain a copy before judging.
2. When you determine where you are judging, make sure you have ONE master ballot and 6-7 evaluation sheets.
3. When you get to your room, you should find the same number of students as are listed on the ballot/schematic. You will generally follow the order of speakers as listed, but if students are cross-entered, they may need to go earlier before leaving for their other events, or they may come later (in which case they should have – but don't always remember to – written their code/name on the board).
4. Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Before the speakers begin, ask them if and how they would like you to show them time signals. The speaker may ask you to show the amount of time remaining. Try to accommodate all speakers' requests for timing. (Time limits are on evaluation sheets. If the speaker does not wish it to be shown, you nevertheless keep time -- just don't show it. **Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.**
5. As students announce their title/topic, write it in the designated space on the evaluation sheet.
6. During the speech, make comments on the evaluation sheet for each speaker. Try to make *constructive* suggestions on how the speaker can improve. Do not simply say "good" or "weak." Instead, explain HOW or WHY a student is doing well or poorly. If you give a student a poor score, make sure to indicate the problem with the presentation. It is better to focus on one or two specific ways a student could improve, than to give comments that are too general. *Begin writing evaluations during students' presentations*, so you are finished by the end of the round. If you spend a lot of time writing comments in between speakers, it makes the students nervous and delays the entire tournament. Where notes/manuscripts are allowed, you may weigh memorization and the effect that the use of notes has on the performance in your rank/scoring.
7. Please note the amount of time used by the speaker. Contestants who exceed the 30-second grace period may not be ranked first in the round. Time limits:

10 Minutes: Dec, DI, Duo, HI, OO	7 Minutes: POE, PRO, EXT
8 Minutes (to <i>both</i> prep and speak): IMP	5 Minutes: Story, INF
8. After all speakers are finished, thank them (at which point, they should leave the room). Do not share any results with students.
9. On individual **evaluation sheets** *circle* a rank (1-7) for each contestant. The best in the room receives a rank of "1," the second best a "2," etc. NO TIES.
10. As you complete the **master ballot** for the room, you should write students' codes and titles *in the order of presentation (as listed on the schematic)*, and then write ranks next to each student, determining the best, second best, etc. and rank them accordingly.
11. Please return the master ballot, instruction/rules sheet, and individual contestant evaluation sheets to the ballot collection area following each round. Do not keep any materials.

Middle School National Tournament

Judging Debate Events



1. Judges influence how much success young people have, so debaters are concerned with your reactions. Therefore, **please say nothing throughout the debate** (including oral critiques or your decision). Since middle level students are deeply impressionable, and desire success, they will often translate your mannerisms negatively. Be as neutral as possible, saying nothing except a greeting, and appearing interested and supportive. Ballots must be returned within 10 minutes of the end of the final speech in the round.
2. What constitutes a "win?" There are two general approaches. The first is "strict logic." It holds that if a debater wins one crucial argument, that constitutes a win. The other view is more "holistic." It holds that the debater who does the better job establishing a position and refuting that of the opponent should win the debate.
3. Debate judges must allow debaters to dictate the important issues. A student may advance an argument that appears foolish. If the opponent fails to show the argument is poor, it **stands**. In fact, it is probably worse **not** to attack a weak argument than to make one in the first place. The judge is an onlooker, taking note of what is being said by, noting when arguments are "dropped," and evaluating which debater is making more sense when there is true **clash**. Both the Aff. and Neg. are "burdened," or obliged to prove their position and refute that of their opponent.
4. When the debaters arrive, explain how you are going to give time signals. Tell them that they may finish a sentence when time is up, but no more. If they continue, simply stop taking notes... they will stop talking!
5. During cross-examination (CX, LD), time belongs to the debater asking questions, which should be brief and not attempt to refute answers provided by the opposition. The debater answering questions also should be brief and not argue with the questioner.
6. During crossfire (PF), time is shared by both sides, and questions and answers should be brief and specific. The team speaking first should ask the first question. Speakers stand during regular crossfire and sit for the grand crossfire.
7. No new **arguments** should be introduced in rebuttals. Certainly, new **information** (data, quotes, etc.) can be used. Additionally, arguments can be **extended** and developed (or else the debaters would be reduced to mere repetition). However, a **totally new** idea should not be offered.
8. **Take notes** to diagram the flow of arguments offered by each side. Notate each claim made, placing opposing arguments next to one another. That way you can see who "drops" an argument and who misinterprets another's argument; you can also check when a debater claims the opponent did not attack an argument.
9. During prep time, write criticisms on the ballot. At the end of the debate, determine the winner (Aff or Neg). Write the winner's code and circle "Aff/Pro" or "Neg/Con." Then assign points -- the winner receives more than the loser. No more than 30, no less than 20. Finally, fill out the *Reasons for decision*. Try to say something substantive, NOT "one was more persuasive," or "one spoke better." Try to list the winning or losing arguments. To aid in standardizing awarding of speaker/team points, please use the following as a guideline:

30 – Exceptional debating, with minor flaws	22 – Debating, attitude, and/or delivery is lacking (please specify in <u>written</u> comments)
29 – Outstanding, with a few flaws	21 – Serious problems with debating, attitude and/or delivery (please specify in <u>written</u> comments)
28 – Effective, perhaps with some overlooked details	20 – Performance was awful, or attitude was inexcusable
27 – Effective, with more room for improvement	
26 – Average, with some skills that need to be polished and developed	
25 – Average, with a major flaw or two	
24 – Below average or standards you would expect	
23 – The debater spoke well, but had serious flaws in argumentation	

DO NOT AWARD LESS THAN 20 POINTS, EXCEPT FOR AN EVIDENCE VIOLATION
Half-points are acceptable.
10. Prep time: keep record of this and inform the debaters of the amount used/left. "Charge" it to the debater as follows: BEFORE the debater speaks, it is that person's prep time. If you have warned a debater that prep time has expired, and if s/he continues prepping, deduct that amount of time from the debater's next speech time.

Judging Congressional Debate



This is individual debate in a large group setting. Debaters write and research legislation they feel will better our society. At tournaments, debaters speak extemporaneously in favor or against each bill or resolution using proper parliamentary procedure. Judges evaluate contestants for quality of research and analysis of issues, argumentation, skill in asking and answering questions, use of parliamentary procedure, and clarity of delivery.

Evaluation

1. When scoring a speaker, offer constructive comments about the speech. If there is questioning involved, the quality of answers by the speaker should factor into the overall speech score. Award each speech between one and five points. You evaluate the quality of arguments, not whether you agree or disagree. Reserve scores of "1" for students who show little effort, or who make serious errors (speaking on the wrong side, a speech that's a mockery/not serious, or engaging in personal attacks of other students). See rubric for more guidance,
2. Each judge also should complete an evaluation of the presiding officer (PO), awarding 2-6 points per hour, based on how effectively the presiding officer ran the chamber. See rubric for more guidance.
3. When the session ends, judges independently (without consulting one another) rank best legislators on a master ballot:
 - a. Ranking should take into account students' overall impact during the session. In addition to speaking or presiding effectively, did s/he encourage the legislative problem-solving process in a collaborative manner by asking meaningful questions, useful motions, and showing attentive interest throughout the debate? Could you tell which students actually listened by making specific and accurate references to others' arguments?
 - b. Ranking the presiding officer (PO) amidst speakers is like comparing apples and oranges. Therefore, consider the overall performance of the PO. Did s/he effectively facilitate debate in an assertive but not aggressive manner? Were motions and votes handled efficiently? Did s/he rely on a number of unnecessary "crutch phrases," or did s/he speak briefly, but effectively? Considering the PO's overall performance, how would it compare to a speaker's performance based on your expectations? Let that be your determining factor in how you might rank the PO among speakers.
 - c. Quality is more important than quantity. Rank best legislators even if they didn't give the most speeches.
 - d. A student must have spoken or presided to be ranked.
4. Stay in the background as much as possible. Although congress participants may appeal the decision of the student PO to judges, these cases are rare. Allow students to retain control except for serious violations.

Time Limits – applies to each new legislation

Sponsor Speech	3 Minutes
Questioning of Sponsor	2 Minutes
First Negative Speech	3 Minutes
Questioning of First Negative	2 Minutes
All subsequent speeches	3 Minutes/each
Questioning of all subsequent speakers	1 Minute/each

Ethics and Evidence Rules *Judges should take adherence to these rules into account when ranking:*

Conduct

- A congressperson shall act with integrity and he/she should never be guilty of intentional harassment. Impeaching/censuring other participants is not allowed.
- Participation in this event demands the seriousness of purpose and maturity possessed by real world policymakers. All adult officials, including scorers, will hold each participant to this standard.
- Congresspersons should have a cooperative nature and if there is a problem, then the student should take any concerns to an adult official.

- Participation in debate is essential. Extended absence from the chamber during a session will affect a contestant's overall impression and performance. The practice of "open chambers" interferes with the parliamentarian's ability to monitor student participation.

Evidence and Use of Electronic Devices

- Computers may be used to retrieve evidence per the League's rules for laptops in debate events.
- Visual aids are permitted in Congressional Debate, provided they do not require electronic retrieval devices in the chamber.

Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 5 points for each speech. Each speaker has up to three minutes to present arguments followed by a questioning period (the time length for which will vary, depending on specific league rules). Remember, you **do not base your score on agreement or disagreement with the positions they debaters offer; rather, evaluate based upon how well the debaters argue their positions.**

Points	2	5	4	5
	Weak	Proficient	Excellent	Superior
Content: Organization, Evidence & Language	The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective.	While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak.	While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner; or the speaker relies on one piece of evidence, but does so effectively.	Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance.
Argument & Refutation	The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments.	The speaker fails to either introduce new arguments (simply repeating previous arguments) or the speaker fails to refute previous opposing arguments; in other words, no real clash is present.	New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately.	The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity.
Delivery	Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation.	Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting.	The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times.	The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent.

Scores of one (1) are discouraged, and should be reserved for such circumstances as abusive language, a degrading personal attack on another legislator, or for a speech that is extremely brief (less than 45 seconds) or delivered without purpose or dignity for the cause exhorted by the legislation. Substantial written comments and description of specific incidents should accompany such scores.

Middle School Congressional Debate Rubric: Presiding

This table of evaluation standards may be used by any judge who would like assistance in determining scores for a presiding officer (PO). Each scorer independently (without collaborating) awards 2 to 5 points for each hour of presiding.

Points	2 Weak	3-4 Proficient – Excellent	5 Superior
Speaker Recognition	The PO needs to improve his/her communication with fellow delegates to gain their trust and respect relating to the rationale for rulings made. Frequent errors are made in speaker recognition, which lacks consistent method or impartiality.	While the PO does not adequately explain his/her preferences for running the chamber in advance, he/she does clearly explain rulings, when necessary. Speaker recognition may be somewhat inconsistent or biased.	Presiding preferences are clearly explained at the beginning of the session and executed consistently. The PO is universally respected and trusted by his/her peers, and is consistent in recognition (very few errors) and rulings, distributing speeches throughout the room, equally between schools of the same size, and among individuals.
Parliamentary Procedure	The PO's knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules.	The PO demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc. S/he does not hesitate to consult rules when necessary to ensure fairness.	The PO has command of parliamentary procedure (motions) and uses this almost transparently to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail.
Delivery/ Presence	The PO needs to improve his/her vocal and physical presence and professional demeanor.	The PO displays a satisfactory command of the chamber in his/her vocal and physical presence. Word choice is usually concise. The PO generally has command over the chamber.	The PO dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. The PO does not hesitate to rule abusive or inappropriate motions out of order.

Speaker Recognition Rules:

1. When more than one speaker seeks the floor, the presiding officer must follow the *precedence/recency* method:
 - a. First recognize students who have not spoken during the session
 - b. Next recognize students who have spoken fewer times
 - c. Then recognize students who spoke earlier (least recently)
2. During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak and receive evaluation from scorers. When a new session begins, precedence/recency will be reset along with a new seating chart, and election of a presiding officer.
3. Before precedence is established, the presiding officer should explain his/her recognition process and it must be fair, consistent and justifiable. **They may not use the following methods:**
 - a. Number of motions and/or questions (*activity*)
 - b. Number of times a speaker has risen to seek recognition (*longest standing or standing time*)

Presiding Officers and Motions

The presiding officer should pause briefly between speeches to recognize any motions from the floor, however, he/she should not call for motions (at the beginning of a session, the presiding officer should remind members to seek his/her attention between speeches).



Judging Declamation



Summary: Students deliver a non-original oration written by another person. Competitors convey another speaker's message in a sincere, honest, and realistic style.

Delivery: Students should effectively use mechanics of speech: poise, quality of voice, effectiveness and ease of gesture, emphasis, variety, and enunciation. The speaker should develop the ability to convey another speaker's message in his or her own sincere, honest, and realistic style. This event is interpretation, so the goal is not to mimic original speaker's voice or style.

Material: Presented as a public address and published in print or from any online source that meets League standards. Cutting permitted, but no other alterations to original text. A student may not reuse material presented at any competition from a previous academic year.

Introduction: Provides title of the speech and the author, as well as any relevant information about the situation in which the speech was originally delivered.

Length: Max 10 minutes. A speaker that exceeds the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students*.
- ❖ **Material/Persona:** Was the speech selected appropriate for competition and the presenter? Did the contestant develop a unique interpretation, or simply mimic or reproduce the delivery style of the original speaker?
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Duo Interpretation



Summary: Two students interpret a selection of literature. Each student may play one or more characters, but time among the two performers should remain balanced. Students recreate the characters presented and attempt to make them seem living and real to the audience—carry away the audience into the literature. Performance from memory, without the use of physical objects or costume.

Material: Cuttings from published, printed novels, short stories, plays or poetry, or from an online source that meets specific League standards. Must be from a *single* work of literature: one story, or one play, etc. School publications or recorded material that is not printed and published are not permitted. Adaptations may be made for the purpose of transition. Adaptations of television skits or other non-published material are prohibited. A cross-entered student may not draw literature from the same source for different interpretation events. A student may not reuse material presented at any competition from a previous academic year. If narration is included in the text, either or both of the performers may present the narration.

Introduction: Provides title and author, as well as any relevant context or information.

Length: Max 10 minutes. A team exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students*.
- ❖ **Material/Persona:** Was the cutting appropriate for competition and presenters (adaptations only made for continuity), and balanced between both performers? The title/publication source and author must be named. Were characterizations believable and consistent, and narrations, if used, animated and vivid? Was the audience transported to the realm of the plot and setting? The use of good literature should be noted favorably and a selection devoid of literary merit graded lowest.
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?
- ❖ **Focus** – Focus may be direct during the introduction and the performers may look at each other but must be indirect (off-stage) during the performance itself.

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present.

Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Extemporaneous Speaking



Summary: Students are given 30 minutes to prepare a speech not to exceed 7 minutes, answering a question pertaining to current events. Preparation time is used to develop argumentation, find supporting evidence, and practice delivery. Speech should demonstrate synthesis of current fact and opinion on the designated topic, as presented by numerous evidence sources.

Content: Extemporaneous speeches should directly answer the question chosen. The speech should remain topical, should demonstrate organizational skills and appropriate, ethical use of evidence, and should effectively communicate information to the audience. Information presented should be well-chosen, pertinent, and sufficient to support the central thought of the topic. Speakers are not required to take a personal stand, but instead to present arguments and ideas.

Delivery: Exhibits good mechanics of speech—poise, quality and use of voice, enunciation, fluency, bodily expressiveness—and should be effective in enlisting and holding the audience's interest.

Length: Max 7 minutes. Provide time signals, at minimum, at 6:00 and 6:30. A speaker exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking. There is neither a minimum time nor a penalty for brevity unless a competitor fails to adequately cover the chosen subject.

Notes: Speakers may use one index card per round, up to 4-inches by 6-inches. These cards may only be written on in the preparation area.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students.*
- ❖ **Content:** Did the speaker adhere to answering the topic drawn, developing ideas in a clear, eloquent, organized and logical manner, adequately supported with credible evidence?
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Before the speakers begin, ask if and how they would like you to show them time signals. The speaker may ask you to show the amount of time remaining. Try to accommodate all speakers' requests for timing. If the speaker does not wish to receive time signals, keep time nonetheless—just don't show it.

Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Dramatic Interpretation



Summary: A student interprets a selection of serious or dramatic literature. Competitors recreate the characters presented and attempt to make them seem living and real to the audience—carry away the audience into the literature. Performance from memory, without the use of physical objects or costume.

Material: Cuttings from published, printed novels, short stories, plays or poetry, or from an online source that meets specific League standards. Must be from a *single* work of literature: one story, or one play, etc. School publications or recorded material that is not printed and published are not permitted. Monologues or dialogues are acceptable. Adaptations may be made for the purpose of transition. Adaptations of television skits or other non-published material are prohibited. A cross-entered student may not draw literature from the same source for different interpretation events. A student may not reuse material presented at any competition from a previous academic year.

Introduction: Provides title and author, as well as any relevant context or information.

Length: Max 10 minutes. A team exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students*.
- ❖ **Material/Persona:** Was the cutting appropriate for competition and the competitor (adaptations only made for continuity)? The title/publication source and author must be named. Were characterizations believable and consistent, and narrations, if used, animated and vivid? Was the audience transported to the realm of the plot and setting? The use of good literature should be noted favorably and a selection devoid of literary merit graded lowest.
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?
- ❖ **Focus** – Use of focal points and/or direct contact with the audience should be determined by the requirements of the literature being interpreted.

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present.

Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Humorous Interpretation



Summary: A student interprets a selection of humorous or comedic literature. Competitors recreate the characters presented and attempt to make them seem living and real to the audience—carry away the audience into the literature. Performance from memory, without the use of physical objects or costume.

Material: Cuttings from published, printed novels, short stories, plays or poetry, or from an online source that meets specific League standards. Must be from a *single* work of literature: one story, or one play, etc. School publications or recorded material that is not printed and published are not permitted. Monologues or dialogues are acceptable. Adaptations may be made for the purpose of transition. Adaptations of television skits or other non-published material are prohibited. A cross-entered student may not draw literature from the same source for different interpretation events. A student may not reuse material presented at any competition from a previous academic year.

Introduction: Provides title and author, as well as any relevant context or information.

Length: Max 10 minutes. A team exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students*.
- ❖ **Material/Persona:** Was the cutting appropriate for competition and the competitor (adaptations only made for continuity)? The title/publication source and author must be named. Were characterizations believable and consistent, and narrations, if used, animated and vivid? Was the audience transported to the realm of the plot and setting? The use of good literature should be noted favorably and a selection devoid of literary merit graded lowest.
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?
- ❖ **Focus** – Use of focal points and/or direct contact with the audience should be determined by the requirements of the literature being interpreted.

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present.

Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Impromptu Speaking



Summary: Students are given 8 minutes during which they will prepare and deliver an original speech. Students select one of three topics, then prepare and deliver a speech responding to the topic.

Judging procedure:

1. Cross-entered contestants, noted on master ballots with an “(xe),” if present, should speak before single-entered contestants.
2. Announce how you will signal time for prep and speaking (see suggestions in items 6 and 7 below).
3. Call for the first cross-entered contestant. If none are present, call the first contestant in order.
4. **Send contestants who have not yet spoken out of the room.** Once a contestant has spoken, s/he may remain in the room to watch the others.
5. Invite the contestant to **draw 3 topic slips** from the envelope. S/he selects one, and returns the others.
6. Start your timer/stopwatch as the contestant sits down to begin preparing a speech. The speaker has eight minutes to *both* prepare *and* speak. As the speaker is preparing, verbally call out **time used** at thirty-second intervals (“30 seconds,” “one minute,” “one minute thirty seconds,” etc.)
7. Once the contestant starts speaking, keep the timer running and **signal time remaining** (out of 8 minutes) either with your hands or cards. Give signals in one-minute intervals (five fingers for five minutes left, four for four minutes left, etc.) Please give a signal for thirty seconds remaining, e.g., by shaping your hand like a “C.”
8. When the speaker reaches eight minutes, indicate time has elapsed (hold up a clenched fist or say “time”). If the speaker continues speaking, verbally stop him/her after allowing a 30-second grace period (at 8:30). As speakers conclude, ask them to open the door, and announce which contestant to invite in next. Again, if any contestants are not present, move to the next speaker on your ballot.
9. Allow cross-entered contestants who have not yet spoken in their other event to leave. All others should stay to listen. Once all contestants have spoken, allow them to leave the room. Please wait for cross-entered contestants to arrive before ranking the round. Please wait 10 minutes after the last speaker in case of cross-entry. Please let a tournament staff person know if you suspect a student is a no-show.

Content: Speeches should be clearly organized, flow logically, and use supporting examples, anecdotes, and other information. Speeches should remain topical, not wandering away from the prompt.

Delivery: Exhibits good mechanics of speech—poise, quality and use of voice, enunciation, fluency, bodily expressiveness—and should be effective in enlisting and holding the audience’s interest.

Length: Max 8 minutes. A speaker exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking. There is no minimum time, but the student must cover the topic adequately.

Notes: Speakers may use one index card per round, up to 4-inches by 6-inches. These cards may only be written on in the preparation area.

Judging Original Oratory



Summary: Students deliver original orations. Speeches may be persuasive, informative, commemorative, or celebratory. Thought, composition, and delivery should all be considered, giving weight to each component as part of a holistic speech.

Content: Speakers should be expected to discuss intelligently, with a degree of originality, in an interesting manner, and in a way that benefits his/her audience. Any non-factual reference, especially a personal one, must be so identified. Speakers should demonstrate strong organizational skills as well as appropriate and ethical use of evidence. Composition should demonstrate mastery of American English. Careful word choice, use of appropriate figures of speech, similes and metaphors, balanced sentences, allusions, and other rhetorical devices should be used appropriately and effectively.

Subject: Although many orations deal with a current problem and propose a solution, the judge is expressly reminded that this is not the only acceptable form of oratory. The oration may simply alert the audience to a threatening danger, strengthen its devotion to an accepted cause, or eulogize a person. The orator should be given free choice of subject and judged solely on the effectiveness of its development and presentation. Students may not reuse the same speech topic from any competition in a previous academic year.

Delivery: Delivery should be judged for mastery of the usual mechanics of speech -- poise, quality and use of voice, bodily expressiveness, and for the qualities of directness and sincerity which impress the oration upon the minds of the audience. Each contestant is to be judged upon the effectiveness of his/her delivery, free to choose or develop whatever style will best give him/her that effectiveness with his/her particular oration. No visual aids are permitted.

Quotation: Not more than 150 words of the oration may be direct quotation from any other speech or writing. Extensive paraphrasing from other sources is prohibited.

Length: Max 10 minutes. Time signals may be used. A speaker that exceeds the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students*.
- ❖ **Subject and content:** Did the speaker develop ideas effectively, vividly and sincerely through the use of eloquent word choices, narrative, metaphors, and other rhetorical devices? Was the speech organized and logical, adequately supported with a variety of credible supporting evidence? Was the subject pressing, inspiring, and engaging?
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Poetry Interpretation



Summary: Students interpret poetic literature. Competitors showcase mastery of language and highlight its use in poetry through performance.

Performance: Performances must be from a manuscript (which may be in a binder/portfolio). Reading from a book or magazine is not permitted. Excessive movement below the waist (i.e., walking) is discouraged; the emphasis on interpreting poetic and prose scripts is on vocal delivery and suggestive gestures, rather than acting movements.

Material: Material may be drawn from multiple printed, published works, or from an online source that meets specific League standards. Poetry is writing which expresses ideas, experience, or emotion through the creative arrangement of words according to their sound, their rhythm, their meaning. Poetry may rely on verse and stanza form. During the presentation the contestant must name the author and the book or magazine from which the cutting was made. No plays or other dramatic materials may be used. **Poetry does *not* have to rhyme.**

A cross-entered student may not draw literature from the same source for different interpretation events. A student may not reuse material presented at any competition from a previous academic year.

Introduction: Provides title(s) and author(s), as well as any relevant context or information.

Length: Max 7 mins. A competitor exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students.*
- ❖ **Material/Emotion:** Was the cutting appropriate for competition and the presenter? Literary adaptations should be for the purpose of continuity only. The title/publication source and author must be named. Did the student capture the artistry of the poetic language and help the audience connect to the emotional content through interpretation and not acting?
- ❖ **Performance:** Was the presentation clear and effective in use of such items as cadence, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?
- ❖ **Focus** – Use of focal points and/or direct contact with the audience should be determined by the requirements of the literature being interpreted.

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Prose Interpretation



Summary: Prose expresses thought through language recorded in sentences and paragraphs: fiction (short stories, novels) and non-fiction (articles, essays, journals, biographies). No plays or other dramatic materials may be used.

Material: Material may be drawn from multiple printed, published works, or from an online source that meets specific League standards. The presentation itself may be of an entire work, a cutting of a single longer work, or a collection of shorter works or short cuttings of longer works by one author or several authors arranged in a program. Any selection used in the performance must have been printed and published. A cross-entered student may not draw literature from the same source for different interpretation events. A student may not reuse material presented at any competition from a previous academic year.

Delivery: The contestant will perform the reading (interpretation) using a manuscript (which may be in a folder). Reading from a book or magazine is not permitted. Since the contestant will be holding a manuscript, use of that manuscript should be an integral part of the performance. Responsive use of the body (i.e., spontaneous changes in posture and gesture) is permissible so long as this active use of the body is appropriate to the demands of the selection and a natural outgrowth from the literature being performed. This is a contest in interpretation and not acting.

Introduction: Provides title(s) and author(s), as well as any relevant context or information.

Length: Max 7 mins. A competitor exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students.*
- ❖ **Material/Emotion:** Was the cutting appropriate for competition and the presenter? Literary adaptations should be for the purpose of continuity only. The title/publication source and author must be named. Did the student convey narrative and help the audience connect to the characterization and themes of the material through interpretation and not acting?
- ❖ **Performance:** Was the presentation clear and effective in use of such items as cadence, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?
- ❖ **Focus** – Use of focal points and/or direct contact with the audience should be determined by the requirements of the literature being interpreted.

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Storytelling



Summary: Students use a single published, printed story, anecdote, tale, myth, or legend that must be retold without notes or props, and is appropriate content for young children.

Material: Material must be drawn from published materials, or from an online source that meets specific League standards. Students will use their own words to convey the story's plot. The retelling must be true to the original tale. The contestant may not add new material or materially change the content of the story.

Topic Area: The story must apply to the current year's topic area; for 2014, this is:

Will appear here after May 1.

Delivery: Movement is allowed and one chair may be used, or the speaker may stand. No other props or costumes will be allowed. The presentation must be memorized, not read. No book or script may be used. The performer should present the piece to the audience as if they were very young children.

The storyteller uses vocal variation and physical movement to suggest different characters and character relationships in order to make the story come alive in the mind of the listener. The teller should create a mood wherein a spoken narrative transports the audience to the time and place of the story being recounted. A storyteller is a narrator - not an actor or actress - and although gestures, pantomime, movement, and characterization are not barred, they must be used with restraint.

Introduction: Creates the atmosphere/mood for the story, grasps the attention of the audience should include the title of the story, and either the author or culture from which the story comes. Must be included within the 5-minute time limit (but may be delivered after a brief teaser).

Length: Max 5 mins. A competitor exceeding the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students*.
- ❖ **Material/Emotion/Persona:** Was the cutting appropriate for competition and the presenter? Literary adaptations should be for the purpose of continuity only. The title/publication source and author must be named. Did the student convey a sense of audience identity through his/her narration, bringing the story to life suggestively, rather than acting?
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?
- ❖ **Focus –** Focus should be directly on the audience.

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Informative Speaking



Summary: Students deliver an original speech, with the purpose of informing, educating, or raising awareness. While persuasive elements may be present, the speaker should not endeavor to influence the audience to act, or change their minds. Rather, the speaker should present an impartial, balanced perspective on an issue. Thought, composition, and delivery should all be considered, giving weight to each component as part of a holistic speech.

Content: Speakers should be expected to discuss intelligently, with a degree of originality, in an interesting manner, and in a way that benefits his/her audience. Any non-factual reference, especially a personal one, must be so identified. Speakers should demonstrate strong organizational skills as well as appropriate and ethical use of evidence. Composition should demonstrate mastery of American English. Careful word choice, use of appropriate figures of speech, similes and metaphors, balanced sentences, allusions, and other rhetorical devices should be used appropriately and effectively.

Subject: Students may not reuse the same speech topic from any competition in a previous academic year, nor use the same topic presented in Original Oratory.

Delivery: Delivery should be judged for mastery of the usual mechanics of speech -- poise, quality and use of voice, bodily expressiveness, and for the qualities of directness and sincerity which impress the oration upon the minds of the audience. Each contestant is to be judged upon the effectiveness of his/her delivery, free to choose or develop whatever style will best give him/her that effectiveness with his/her particular oration. No visual aids are permitted.

Quotation: Not more than 75 words of the oration may be direct quotation from any other speech or writing. Extensive paraphrasing from other sources is prohibited.

Length: Max 5 minutes. Time signals may be used. A speaker that exceeds the maximum speaking time for the event by more than 30 seconds is not eligible to receive a 1st place ranking.

- ❖ **Rules:** Rank regardless of suspected rule violations, but report these to the ballot check-in staff, and *do not confront students*.
- ❖ **Subject and content:** Did the speaker develop ideas effectively, vividly and sincerely through the use of eloquent word choices, narrative, metaphors, and other rhetorical devices? Was the speech organized and logical, adequately supported with a variety of credible supporting evidence? Was the subject pressing, inspiring, and engaging?
- ❖ **Performance:** Was the presentation clear and effective in use of such items as articulation, pronunciation, pause, volume, rate, and pitch? Did the presenter employ natural poise and purposeful facial expressions, gestures, eye contact and bodily movement?

Notes: Speakers may use one index card, up to 4-inches by 6-inches.

Procedure notes: Ask for the first speaker who is double-entered, and then the first speaker listed who is present. Please wait 10 minutes after the last speaker for any missing double-entered speakers and be sure to alert the ballot table if you had any no-shows.

Judging Extemporaneous Debate



1. Contestants will be assigned sides by the tab room. Both contestants must use mandatory prep time at the same time.
2. The topic is to be debated literally. Debaters are prohibited from using published or digital materials (dictionaries, magazines, books, etc.), prepared arguments, or other similar resources in the debate. Notes and/or an outline may be used but the debater but should speak extemporaneously rather than read prewritten speeches. Debaters should signpost, explain/warrant, and impact their arguments, referencing current fact and opinion where appropriate.
3. All speeches are two minutes in length and all speech times are protected; a speaker may not be interrupted. The proposition debater must affirm the resolution by presenting and defending a sufficient case for that resolution. The opposition debater must oppose the resolution and/or the proposition debater's case. Debaters need not restrict themselves to the most obvious arguments for or against the resolution but should focus on the main reason(s) to affirm or reject it.
4. Judges will record a win or a loss for each entry, and write brief comments.

The 2014 National Tournament topic is:

Will be printed in judge instructions at the tournament (released June 17).

Judging Public Forum Debate



Public Forum is a team debate event that supports or rejects a position posed by the monthly resolution. 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

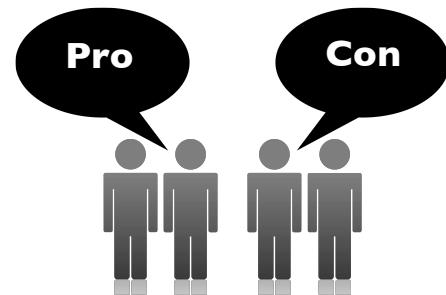
The round starts with the judge facilitating a **coin toss** (the team listed first on the schematic/ballot, or that arrives to the room first may call the flip). The winning team selects **either**:

- ❖ 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 League 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.

The 2014 National Tournament topic is:

Will appear here after May 1.

Timing - Timekeeping is required. If no timekeeper is used, debaters may time for their opponent or the judge may keep time.	
Speaker 1 (Team A, 1st speaker)	4 min.
Speaker 2 (Team B, 1st speaker)	4 min.
Crossfire (between speakers 1&2)	3 min.
Speaker 3 (Team A, 2nd speaker)	4 min.
Speaker 4 (Team B, 2nd speaker)	4 min.
Crossfire (between speakers 3&4)	3 min.
Speaker 1 Summary	2 min.
Speaker 2 Summary	2 min.
Grand Crossfire (all speakers)	3 min.
Speaker 3 Final Focus	2 min.
Speaker 4 Final Focus	2 min.
Prep time for each team	2 min.

Judging Policy Debate



Policy debate focuses on the advocacy of a **plan** or policy action. The affirmative team should outline the *harms* in the current system or some sort of need. Then they should present a policy that would satisfy the *need* they have outlined. In addition the affirmative may discuss additional *advantages* to the policy.

The negative team may argue that the affirmative policy fails to meet the need they have outlined (i.e. the affirmative does not solve). The negative also has the option to present *disadvantages* to the policy (the policy may solve the problem, but it will create new problems).

Other ways do exist for structuring an affirmative case or negative strategy, but in the end the debate should focus on whether or not a particular policy is an appropriate course of action. Each individual debater must give *one and only one* constructive speech, one period of questioning, one period of answering, and one rebuttal.

Stock Issues

Often, judges view the round in terms of stock issues, or major questions that both teams need to address:

- ❖ **Topicality:** Does the affirmative plan meet the terms of the resolution? Is it an example of the resolution?
- ❖ **Harms:** What's the problem with the status quo?
- ❖ **Significance:** What is the scope of the problem with the status quo?
- ❖ **Inherency:** Does the plan exist in the *status quo* (the way things are now), and what structural or attitudinal barriers exist?
- ❖ **Solvency:** Does the affirmative plan solve the problem?

In the traditional view, the affirmative has to successfully defend the argument that their plan meets all five of the stock issues: it can't exist already (inherency), it has to address an important problem (harms and significance together), it has to fix that important problem (solvency), and it has to be an example of the resolution, to ensure a fair debate (topicality). If the negative can prove that the affirmative violates any one of the stock issues – for example, that the plan won't fix the problem (solvency) – then the negative wins the debate.

Disadvantages

Sometimes an affirmative plan can solve for all five of the stock issues and still be a bad idea. For example, an affirmative plan to dissolve the entire U.S. prison system would certainly remedy the problem of excessive detention, doesn't exist in the status quo, and very substantially decreases the government's ability to detain without charge. However, there are still extremely good reasons not to vote for such a plan: prisoners might run rampant on the streets; people would be less afraid to commit crimes since they would know that there were no prisons to punish them for breaking the law; lots of prison staff would be out of employment, and so forth.

A disadvantage is a somewhat more structured way of arguing that the negative consequences of a plan provide a reason not to vote for it. Disadvantages have several important parts:

- ❖ **Uniqueness:** is the disadvantage happening in the status quo? If a disadvantage argues that an affirmative plan will cause the economy to stagnate (stop growing), then it can be proved non-unique if an affirmative effectively argues that the economy is already stagnating and, hence, the plan wouldn't make the economy any worse than it already is.
- ❖ **Link:** does the plan cause the problem to happen? If a disadvantage argues that releasing detainees held at Guantanamo Bay would cause terrorism to increase, the negative has to prove that prisoners there are involved in terrorism and that their captivity is important to preventing terrorism.
- ❖ **Impact:** does the plan cause something bad to happen? If a disadvantage argues that limiting the government's ability to conduct sneak and peek searches under Section 213 of the USA PATRIOT Act would impair the government's law enforcement ability, the negative has to prove that law enforcement by the government is a good thing.

Cross-Examination

The questioner shall control the use of the time and may interrupt the respondent, but may not comment on the answers or make any statement of his/her own views.

Evaluation

Judges are expected to carefully and fairly decide the outcomes of a debate. There are two outcomes for a debate. The judge must decide the winning side of the debate. That is the team that argued successfully on the topic. If the affirmative team proves its case, the judge should reward the affirmative team. If the affirmative team did not prove its case, the judge should declare the negative team as the winner. There are no ties in debates. Neither can two teams win a debate or both teams lose a debate.

In addition to deciding the winning team in the debate, a judge must award individual points to each of the four debaters. Student are rated on a scale of 0-30 points, with "30" points awarded for a perfect performance. The judge should consider public speaking, argumentation, and teamwork skills in assigning individual speaker points. It is possible to give the same speaker points to more than one student. Often, judges also must **rank** each of the four debaters, and there may **not** be a tie in *rank*.

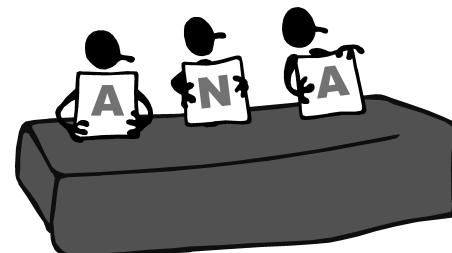
Timing - Timekeeping is required. If no timekeeper is used, debaters may time for their opponent or the judge may keep time.	
First Affirmative Constructive (IAC)	8 min.
2nd Negative Cross-Examines 1AC	3 min.
First Negative Constructive (INC)	8 min.
1st Affirmative Cross-Examines 1NC	3 min.
Second Affirmative Constructive (2AC)	8 min.
1st Negative Cross-Examines 2AC	3 min.
Second Negative Constructive (2NC)	8 min.
2nd Affirmative Cross-Examines 2NC	3 min.
First Negative Rebuttal (INR)	5 min.
First Affirmative Rebuttal (IAR)	5 min.
Second Negative Rebuttal (2NR)	5 min.
Second Affirmative Rebuttal (2AR)	5 min.
<i>Prep time, per team</i>	5 min.

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

1. **The merits of the resolution.** The judge should not be influenced by prejudices in favor or against the resolution.
2. **Partiality.** The judge should not be influenced by the reputation of, or partiality for or against, either of the competing teams, their schools, or coaches.
3. **Preconceived notions on arguments.** The judge should not allow his idea of what the best affirmative or negative arguments or cases may be to influence the decision.
4. **Personal preferences on debating style.** A judge should not penalize a team if its style, either in case construction or delivery, differs from that which s/he personally prefers; but should evaluate all styles on the basis of effectiveness in winning conviction.

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

1. **Skill in analysis.** This includes not only the analysis of the proposition, but also analysis of the debate as it progresses.
2. **Use of evidence.** This includes the use of sufficient evidence and proper reference to source.
3. **Validity of argument.** This includes reasoning and conclusions drawn from the evidence presented.
4. **Clarity of organization.** This includes clear outlining of constructive arguments and easily followed handling of refutation.
5. **Effectiveness of delivery.** This includes all matters pertaining to oral presentation with special emphasis upon extemporaneous abilities.



The 2014 National Tournament topic is:

Resolved: The United States federal government should substantially increase its economic engagement toward Cuba, Mexico or Venezuela.

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.
 - ❖ *Resolutinal 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.

Timing - Timekeeping is required. If no timekeeper is used, debaters may time for their opponent or the judge may keep time.	
Affirmative Constructive	6 min.
Negative Cross-Examines Aff.	3 min.
Negative Constructive	7 min.
Affirmative Cross-Examines Neg.	3 min.
Affirmative Rebuttal	4 min.
Negative Rebuttal	6 min.
Affirmative Rebuttal	3 min.
Prep time for each debater	4 min.

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.

The 2014 National Tournament topic is:

Will appear here after May 1.

Descriptive Word Bank for Judges



Mental block? Use this list to help jar your memory for descriptive words.

QUALITY	PRESENTATION	“OOMPH”	“NEEDS”
amazing	articulate	animation	absent of
breathtaking	believable	energy	could use
beautiful	characterization	enthusiasm	deficient in
brilliant	coherent	gusto	incomplete
decent	cohesive	life	lacks
delightful	credible	liveliness	missing
dynamic	dramatic	passion	requires
enjoyable	emotional	pizzazz	short on...
excellent	enthusiastic	sparkle	potential
extraordinary	expression	spirit	
fabulous	honesty	vivaciousness	
fine	genuine	vigor	
first-class	innovative		
first-rate	understated		
grand	whimsical	“POOR”	
great	rhetorical	artificial	
impressive		awkward	
incredible		broad	
lovely	accomplished	faulty	
marvelous	capable	flawed	
perfect	clever	hinder	
pleasant	convincing	incoherent	
remarkable	creative	incorrect	
satisfactory	effortless	mellow	
spectacular	expert	monotonous	
splendid	proficient	poor	
stunning	natural	repetitive	
superb	skilled	scarce	
terrific	talented	weak	
wonderful	well developed	wrong	
	mastered		
TALENT			THE PIECE
			assortment
			combination
			compilation
			execution
			plethora
			unified
			unsuitable
			wealth
DEBATE			
			logically linked
			illogical
			credibility
			warrant
			clash
			impact
			refute
			rebut
			flow