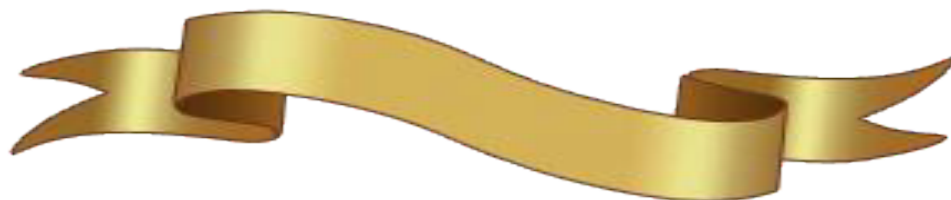




# 2024-2025 Speech & Debate Tournament Handbook



## ***CHSAA Speech and Debate Mission:***

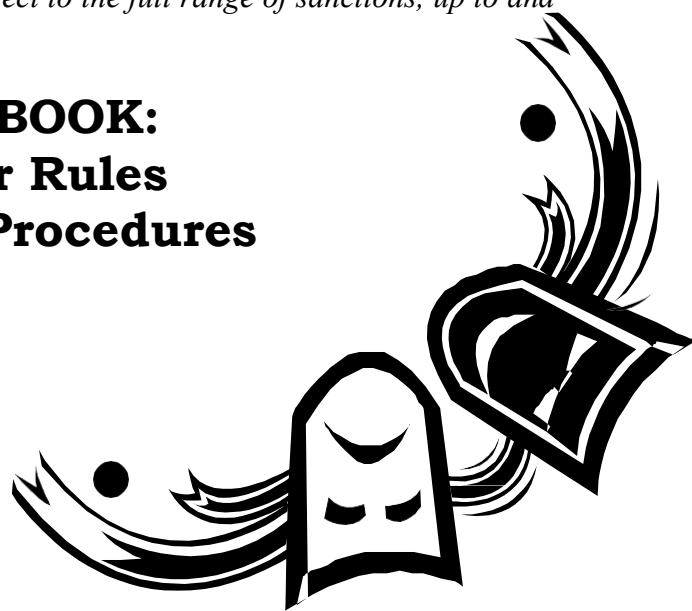
*The CHSAA mission in speech and debate is to provide opportunities and assist its participants in developing diverse communication skills while competing at the highest levels in high school speech and debate. The purpose of this is to instill discipline, teamwork, sportsmanship, honesty and integrity in a highly specialized activity. CHSAA Speech and Debate coaches teach their participants to respect the activity's core values, work hard and compete honestly.*

## ***CHSAA Speech and Debate Inclusion Statement:***

*The CHSAA Speech and Debate community believes inclusion is vital to our community. We are committed to providing a safe and equitable learning and competitive environment that fosters a mindset of empathy, respect, and belonging for all involved in Speech and Debate, including, but not limited to, students, coaches, judges and community members. We honor differences including races and cultures, genders and sexual orientations, abilities and aspirations, identities and affiliations, socioeconomics and worldviews. Embracing our diversity prepares our community to thrive. Individuals found to have violated this policy will be subject to the full range of sanctions, up to and including removal from the tournament premises.*

## **IN THIS HANDBOOK: Events and their Rules State Tournament Procedures Ballots**

Updated 6/1/2024



# Colorado High School Activities Association

## Speech & Debate Handbook

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## 1. Date changes for 3A and 5A State Tournaments:

3A Tournament	Niwot HS	January 31- February 1, 2025
4A Tournament	Pueblo Central	February 21 - 22, 2025
5A Tournament	Overland HS	February 28 - March 1, 2025

## 2. DEBATE TOPIC CLARIFICATION – The debate topic used for the State Tournament will be the NSDA topic for the month in which the Saturday of the State Tournament is located.

	Public Forum Debate	Lincoln-Douglas Debate	Policy Debate
<b>3A</b>	February Topic	January/February Topic	N/A
<b>4A</b>	February Topic	January/February Topic	N/A
<b>5A</b>	March Topic	March/April Topic	24-25 Resolution

3. New CHSAA cycle for school classifications (2024 – 2026). Full list of schools by classification can be found at <https://chsaa.news/data/CLOC/2024-26/classes/> (select “by Sport” and use drop down menu to select Speech and Debate).

## 4. Adopted NSDA Language regarding the use of Artificial Intelligence:

- *Generative Artificial Intelligence: In events in which speeches must be the original created work of a competitor (OO, INF, IX, USX, IMP, CST) students are prohibited from quoting or paraphrasing text directly from generative AI sources. Generative AI should not be cited as a source. The exception is that a student delivering a speech about the topic of AI may quote AI to illustrate their points about AI, in accordance with existing quoted word limits. While generative AI may be used to guide students to articles, ideas, and sources, the original source of any quoted or paraphrased evidence must be available if requested.*
- *In debate events, generative AI should not be cited as a source; while generative AI may be used to guide students to articles, ideas, and sources, the original source of any quoted or paraphrased evidence must be available if requested.*
- *In Interpretation events, students are prohibited from performing material created by generative AI sources. Generative AI should not be used as a source of material; while generative AI may be used to guide students to articles, ideas, and material, the original source of any material that is performed must be available if requested.*

## 5. Added quarterfinals for events with events with 40 or more entries eligible to advance.

## 6. Clarified ballot release process for electronic ballots:

*If eballots are used, ballots will be released electronically to coaches after the round for all rounds through semi-finals at a minimum. Coaches should review ballots; however, results and judge feedback should not be shared with competitors until the conclusion of the tournament.*

## 7. Changes to Congressional Debate:

- For Congressional Debate, total preset recency positions from preliminary rounds will be used to determine recency for advancement rounds. The participant with the highest cumulative recency total from preliminary rounds will have the earlier recency position in advancement rounds. Finals recency will be based on cumulative recency from prelims and semifinals (if applicable). Semifinal recency will be based on prelims. In the case of a tie, a random draw will determine order among all tied participants.
- PO Award goes to student who serves as PO for the longest amount of time
- One hour of presiding counts as one speech towards precedence
- Clarification of procedure for determining questioning precedence (random – independent of schematic) and speech precedence (schematic).

## 8. CHSAA and Speech Activities will continue to explore options for judge background checks.

## 9. Sweepstakes awards will continue to be piloted in the 2024-2025 school year. A committee will meet to explore tiebreak procedures for sweepstakes.

## 10. Doubling discussion for 3A – no changes to doubling, but a different schedule will be used to accommodate Congressional Debate prelims.

**Reminder:** Please read the Bulletin (CHSAA website) for CHSAA bylaws and other important information pertinent to Speech and Debate.

## EVENTS AND THEIR RULES

### 1. General Rules:

- A. CHSAA rules apply to the State Tournaments (many invitational tournament directors use these rules as a matter of choice).
- B. All coaches, judges, competitors, and students must follow these published CHSAA rules. Violating these rules may result in disqualification.
- C. Competitors must compete under the code listed on the final registration form. Explanation: If a competitor is listed as "A" and competes as "B," the student will be disqualified.
- D. Students are expected to compete in the correct room.
- E. In order to advance, a competitor must compete in every round.
- F. **Students are expected to engage in ethical behavior. All coaches and judges should stress good sportsmanship.**
- G. Students are expected to be on time to all rounds. Students who are more than ten (10) minutes late for a round will be disqualified from that round. The tournament director may waive the penalty for just cause.
- H. Observers are allowed, but they may not use any electronic devices including but not limited to computers, tablets, smartphones, cameras, cell phones, video and/or audio recording equipment. Observers may not take notes in debate. Flowing and note taking is permitted only for the debaters and for the judge(s).
- I. Judges should not discuss any student's performance, debate cases or strategies with coaches, students or other judges during a tournament.
- J. Timing: In non-debate events, when the judge follows the timing rules by having only a judge time, by using and showing time signals, and by giving an audible stop after the 30-second grace period, the speaker(s) who has exceeded the allotted time may not be ranked first in the round.
- K. Speakers should speak in the order in which they are scheduled.
- L. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. Computers or other electronic devices may not be used to receive information for a competitive advantage from noncompetitors (coaches, assistant coaches, other students) inside or outside of the room in which the competition occurs, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.
- M. In Public Forum Debate, Cross Examination Debate, One-on-One Value Debate, and Lincoln-Douglas Debate, the winning team must receive more speaker points than the losing team. Speaker ranks and points must correspond. No ties are allowed.
- N. Oral critiques are not allowed.
- O. **Artistic Plagiarism:** Videos of NSDA final round performances and/or other video media are intended to provide educational examples for coaches and students. They are not intended to serve as a model to directly imitate or duplicate in performance. Although universal human emotions may lead to similarities in portrayal of characters, wholesale impersonation, including cutting, blocking, and/or interpretation (verbal and/or nonverbal portrayal of characters and text) of material of previous NSDA semifinal round, final round, and other video media performances is prohibited and grounds for penalty. Given the extent of the artistic plagiarism, the performance penalty may range from lowering the ranking in the round to disqualification. It is the burden of proof of the individual filing the protest to provide documented evidence of the artistic plagiarism demonstrated in the performance. This includes providing access to the plagiarized video material and written verification of examples to substantiate the complaint.

**P. Generative Artificial Intelligence:**

1. In events in which speeches must be the original created work of a competitor (OO, INF, IX, USX, IMP, CST) students are prohibited from quoting or paraphrasing text directly from generative AI sources. Generative AI should not be cited as a source. The exception is that a student delivering a speech about the topic of AI may quote AI to illustrate their points about AI, in accordance with existing quoted word limits. While generative AI may be used to guide students to articles, ideas, and sources, the original source of any quoted or paraphrased evidence must be available if requested.
2. In debate events, generative AI should not be cited as a source; while generative AI may be used to guide students to articles, ideas, and sources, the original source of any quoted or paraphrased evidence must be available if requested.
3. In Interpretation events, students are prohibited from performing material created by generative AI sources. Generative AI should not be used as a source of material; while generative AI may be used to guide students to articles, ideas, and material, the original source of any material that is performed must be available if requested.

**2. Rules Regarding Laptop Usage**

- A. Contestants may use electronic devices (including laptop computers, tablets, and/or cell phones) to access the internet during debate rounds with the following conditions:
  1. Computers or other electronic devices may not be used to receive information for competitive advantage from non-competitors (coaches, assistant coaches, other students) inside or outside of the room in which the competition occurs. Information that would be restricted would include but not be limited to coach/nonparticipating competitor generated arguments, advice on arguments to run, questions to ask during cross examination, and other information not generated by the participating competitors.
  2. Internet access may be used to retrieve files, exchange evidence and/or arguments, research arguments, and partner to partner communication. These electronic device guidelines do not limit communication between debate partners during the debate round.
- B. Penalty: Contestants found to have violated these provisions will be disqualified from the tournament and will forfeit all rounds and merit points in that event.
- C. Availability of Evidence: Contestants electing to use computers have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. Printers may be used. Evidence may be printed in the round or produced electronically but must be provided in a format readable by the opposing team and the judge.
- D. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords, and all other necessary accessories. Tournament hosts will not be responsible for providing computers, printers, software, paper, or extension cords for contestants. Host schools may provide wireless internet access, but will not guarantee that contestants will be able to gain access when needed.
- E. Contestants choosing to use laptop computers and/or related devices accept the risk of equipment failure. Judges and/or contest directors will give no special consideration or accommodation, including no additional speech time or prep time, should equipment failure occur.
- F. By choosing to use electronic devices in the round, debaters and other relevant parties are consenting to give tournament officials the right to search their devices in the event of a protest. The device may only be searched by tournament officials and must be restricted to files and/or electronic exchanges relevant to the protest. Failure to comply would result in the upholding of the protest. Debaters and coaches should be present as their device is searched. Debaters who do not wish to consent should not use electronic devices in the round.
- G. Because public speaking decorum remains an important element of debate, all debaters are expected to stand at the front of the room facing the judge while speaking.

**3. Extemporaneous Speaking Rules (3A/4A/5A Event):**

- A. There shall be two divisions: International and National. National topics will cover U.S. domestic and U.S. foreign policy. International topics will cover the domestic affairs of foreign countries and the foreign affairs of all countries, including the United States.
  - 1. At the 3A State Tournament, no later than their draw for the first round, each student will indicate whether they will select from National topics or International topics. This selection will apply to all rounds of competition in which the competitor participates (i.e. a student may not select from National topics for some of the rounds and International topics for other rounds).
  - 2. At the 4A and 5A State Tournaments, there will be separate divisions for National and International Extemporaneous Speaking.
- B. Prior to Round 1 of the tournament, extempers are to report to the preparation room to have files checked. Files may contain published books, magazines, newspapers and journals or articles therefrom provided:
  - 1. The original article or copy is intact and uncut and there is no written material on that article with the exception of a permissible source citation for the article.
  - 2. Topical index without annotation may be present.
  - 3. Highlighting and underlining is permissible providing there is only one color per article.
  - 4. Printed copies of articles may be used.
  - 5. Prewritten speeches, old note cards, handbooks, briefs and outlines shall be barred from the extemp prep room.
  - 6. All files stored either on a computer or electronic device hard drive or cloud storage system must meet the same guidelines as printed sources.
- C. Any extemper found with prohibited material after the start of Round 1 is disqualified.
- D. 30 minutes prior to speaking the extemper will draw three topics in the preparation room. The student immediately chooses one, puts the other two back, and the draw supervisor records the number of the chosen topic.
- E. The speaker shall present the topic slip to the judge. Failure to speak on the topic chosen will result in the speaker's disqualification. Failure to provide the topic slip to the judge will result in the speaker being ranked last in the round.
- F. Preparation: As soon as a question is chosen, the contestant will prepare a speech without consultation and without reference to prepared notes. Students may consult published books, magazines, newspapers and journals or articles, including internet-enabled devices either used in the draw or those materials published from internet sources, provided:
  - 1. Active research from the internet during the round meets the established criteria found in the "Guidelines for Use of Internet Enabled Devices."
  - 2. No material will be allowed in the Extemp prep room other than stated above. Extemp speeches, handbooks, briefs and outlines, including those stored on cloud storage systems or published on websites created for that purpose, are prohibited from the Extemp prep room.
  - 3. Extempers may not confer with others during their preparation. Students may not use the internet to gain help from coaches, other students, or any person, such that it would prevent the speech from being the original work of the competitor. A competitor who confers with others prior to delivering the speech may be disqualified.
  - 4. Students are prohibited from accessing outlines and speeches that have been written prior to their draw time.
  - 5. Underlining or highlighting in Extemp will be allowed if done in only one color on each article or copy.
  - 6. Electronic device use must comply with the Rules for Laptop Usage.
  - 7. Printed copies of information from online computer services may be used.
  - 8. Electronically retrieved evidence used in Extemp competition must conform to the same citation standards as evidence used in debate events.
- G. Contestants with laptops are responsible for providing sufficient battery power.
- H. Speakers are not to leave the prep area until 5 minutes prior to speaking or until released by an official.
- I. One 3X5 note card is allowed. A speaker using a note card larger than 3X5 or more than one card may not be ranked higher than fourth in the round.

- J. There is no minimum time, but the speaker may not exceed 7 minutes. After a 30-second grace period and an audible STOP, the judge may not rank the student who goes over time first in the round, provided all timing rules in 1J were followed.
- K. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.

#### 4. Original Oratory Rules (3A/4A/5A Event):

- A. The competitor presents a memorized oration composed by him/her/themself and not used during a previous State Tournament. **A student may not use the same speech or topic in Informative Speaking and Original Oratory.**
- B. An oratory is an original speech designed to persuade. The general purpose of the speech is to persuade/convince the audience. Any other purpose such as to inform or to entertain shall be secondary.
- C. An orator holding a manuscript may not be ranked higher than fourth in the round.
- D. The orator must be truthful. Any non-factual reference, especially a personal one, must be so identified.
- E. There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge may not rank the speaker who goes over time first in the round, provided all timing rules in 1J were followed.
- F. For the State Tournament the orator's script must be sent to CHSAA with the team's registration. It must have a completed Oratory/Informative Speaking cover sheet (see Appendix). The script must identify the quoted materials, state the number of quoted words, and both the speaker and the coach must attest by signature that the speech is the original work of the contestant. The oratory that is submitted with the registration is the one with which the competitor must compete.
- G. The oratory may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.
- H. If an orator submits an oratory with more than 150 quoted words, the meet director will give the orator a chance to correct the error. Those who fail to do so by the deadline given by the tournament director will not be allowed to compete.
- I. No props or visual aids may be used in Original Oratory.
- J. Orators caught plagiarizing or extensively paraphrasing will be disqualified.

#### 5. Informative Speaking Rules (3A/4A/5A Event):

- A. The competitor presents a memorized informative speech composed by him/her/themself and not used during a previous State Tournament. **A student may not use the same speech or topic in Informative Speaking and Original Oratory.**
- B. An informative speech is an original speech designed to explain, define, describe, or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose such as to entertain or to convince shall be secondary.
- C. A competitor in Informative Speaking holding a manuscript may not be ranked higher than fourth in the round.
- D. The use of audio/visual aids is optional. Audio/visual aids may or may not be used to supplement and reinforce the message. During the presentation, no electronic equipment is permitted. Electronic equipment is anything that plugs in or runs on battery or solar power. The use of live animals or any additional people as visual aids is not allowed during the speech. Items of dress put on and removed during the course of the presentation are considered costumes and may not be part of the contestant's presentation. Visual aids may not violate law (weapons, drugs, etc.) The host school is not responsible for providing any facilities, equipment, or assistance in a contestant's use of visual aids. Expedient set up and take down of aids is expected. If a visual aid displays published pictorial material, the source must be included in the work-cited page but does not need to be cited orally.

- E. The speaker must be truthful. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified.
- F. There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge may not rank the speaker who goes over time first in the round, provided all timing rules in 1J were followed.
- G. For the State Tournament the speaker's script must be sent to CHSAA with the team's registration. It must have a completed Oratory/Informative Speaking cover sheet (see Appendix). The script must identify the quoted materials, state the number of quoted words, include a works-cited page in APA or MLA format, and both the speaker and the coach must attest by signature that the speech is the original work of the contestant. The informative speech that is submitted with the registration is the one with which the competitor must compete.
- H. The informative speech may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.
- I. If a speaker submits an informative speech with more than 150 quoted words, the meet director will give the speaker a chance to correct the error. Those who fail to do so by the deadline given by the tournament director will not be allowed to compete.
- J. Speakers caught plagiarizing or extensively paraphrasing will be disqualified.

#### **6. Impromptu Speaking Rules (3A Event Only)**

- A. Schedules of drawing and speaking time, preparation room assignments and speaking room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
- B. At the time designated on the schedule, the speaker is to be at the assigned speaking room. Before speaking, the list of impromptu topics selected are to be given to the judge.
- C. Exactly 5 minutes before each student is scheduled to speak in a round, the speaker will receive a list of three topics in the preparation room. These topics will consist of (1) a sentence, (2) a phrase, (3) a word, on each card. One of the three topics shall be a current event. The student is to choose one of the three topics on which to speak and is to prepare on that topic.
- D. No reference to material or notes will be allowed during the preparation time. However, speakers may use one 3 x 5 card for notes to be used while speaking.
- E. Time limits are not less than three and not more than five minutes.
- F. A speaker who does not speak for the minimum three (3) minutes, may not be ranked first in the round, provided all timing rules in 1J were followed.
- G. The speaker may not exceed five (5) minutes. After a 30-second grace period and an audible STOP, the judge may not rank the speaker who goes over time first in the round, provided all timing rules in 1J were followed.

#### **7. Dramatic Interpretation Rules (3A/4A/5A Event):**

- A. The oral interpreter recreates and shares a selection of material.
- B. Any source material is permitted as long as it meets the standards outlined below:
  - 1. Original source material must not be written by the competitor who is performing it.
  - 2. Original source material must be publicly accessible throughout the duration of the tournament. Digital printed publications such as web pages and PDFs retrieved or purchased from web pages are permitted as long as the web page is publicly accessible throughout the duration of the tournament. Digital unprinted publications, such as videos, audio files, and films are permitted as long as the original source is publicly accessible throughout the duration of the tournament and the competitor can obtain an official transcript of the original source (see 2d for official transcript details).
    - a. For print publications such as novels, short stories, plays, or poetry, the original source is the physical book or e-book. Photocopies of original literature are not acceptable. Presenting the physical book or e-book is sufficient to prove that a printed publication is publicly accessible.



- b. For digital printed publications such as web pages, the original source must be publicly accessible for viewing or purchase by a simple internet search or by a URL not requiring passwords or access codes. Competitors must also present a printed manuscript to be used in the case of a protest, but presenting a printed copy of a website is not alone sufficient to prove that a digital printed publication is publicly accessible.
  - c. PDFs are permitted as long as the website from which the PDF is retrieved or purchased is publicly accessible for viewing or purchase by a simple internet search or by a URL not requiring passwords or access codes. Competitors must also present a printed copy of the PDF to be used in the case of a protest, but presenting a printed copy of the PDF is not alone sufficient to prove that a PDF is publicly accessible.
  - d. For digital unprinted publications such as videos, audio files, and films, the original source must be publicly accessible for viewing or purchase by a simple internet search or by a URL not requiring passwords or access codes. Competitors must also present a printed official transcript of the original source to be used in the case of a protest, but presenting an official transcript is not alone sufficient to prove that the original source is publicly accessible. An official transcript is one approved by the original source's producer, licensing agent, or copyright holder. As long as approval has been granted, an official transcript may be obtained through the aforementioned parties or through an official transcription service such as TranscribeMe, Scribie, or iScribed, which use non-automated, manual transcription.
- C. Material printed on the jacket of a recording is considered to be printed, published material.
  - D. There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge may not rank the speaker who goes over time first in the round, provided all timing rules in 1J were followed.
  - E. Deletions of words from the original may be made, but words may be added only for transitional purposes.
  - F. The interper must provide an introduction that adequately identifies the title and author of the source(s).
  - G. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
  - H. When an interper is using multiple vignettes, multiple introductions may be used.
  - I. During the introduction and throughout the performance, the interper may use vocal, facial, and bodily expression as long as it does not detract from the meaning of the material.
  - J. Singing is allowed.
  - K. The interper must follow all source rules listed in Rule B. If there is a protest and the competitor cannot produce/access the original source, the student will be disqualified.
  - L. A student may not use a cutting from a work of literature the student used in State Tournament competition in any previous contest year. A student entered in two events may not use the same selection of literature in both events.
  - M. No props or costumes are allowed.
  - N. The cutting listed on the final registration form for the tournament must be the one the competitor uses in that competition.
  - O. Scripts are optional.
  - P. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining a form from the tournament director (see Appendix).

#### **8. Humorous Interpretation Rules (3A/4A/5A Event):**

- A. The rules for humor are the same as those listed above (A – P) for Drama.

#### **9. Poetry Interpretation Rules (3A/4A/5A Event):**

- A. The rules for poetry are the same as those listed above (A – P) for Drama.

**10. Duo Interpretation Rules (3A/4A/5A Event):**

- A. The rules for duo are the same as those listed above (A – P) for Drama.
- B. Each speaker must portray one or more characters during the presentation.
- C. Narration may be presented by one or both speakers.
- D. In Duo Interpretation, focus may be direct during the introduction [the performers may look at each other] but must be indirect [off-stage] during the performance itself.
- E. Either may pivot from side-to-side or turn around, change places, stand with one behind the other, or otherwise move and suggest changes in relationships.
- F. Material may be humorous, serious, or both.

**11. Program Oral Interpretation Rules (3A/4A/5A Event):**

- A. The rules for program oral interpretation are the same as those listed above (A-P) for Drama except rules M and O.
- B. POI is a program of oral interpretation of thematically-linked selections chosen from two or three genres: prose, poetry, drama (plays). At least two pieces of literature that represent at least two separate genres must be used. All selections must be verbally identified by title and author. Competitors are encouraged to devote approximately equal times to each of the genres used in the program. This distinction pertains to these two or three genres as a whole, not types of literature within a genre (such as fiction/nonfiction). The multiple pieces of Literature can be intertwined or given in succession.
- C. The use of a manuscript during the performance is required. Common practices include the use of a binder or folder. Reading from a book or magazine is not permitted. The intact manuscript may be used by the contestant as a prop, so long as it remains in the contestant's control at all times. No costumes or props other than the manuscript are permitted. The contestant must address the script; however, introduction and transitional material may be memorized.

**12. Creative Storytelling Rules (3A Event Only):**

- A. The best creative storytelling will utilize narration and characterization.
- B. No stage accessories may be used in Creative Storytelling except one chair.
- C. Acting is permissible as characterization is essential in some types of stories.
- D. Fifteen minutes prior to speaking, the competitor shall draw three story outlines. The competitor shall immediately choose one of the three outlines drawn and return the two unused outlines.
- E. The competitor cannot leave the preparation room until released by staff, nor can the competitor receive help from a coach or any other student. No reference material or notes will be allowed during the preparation time. A scratch pad may be used to put down notes and ideas for the presentation, but may not be used during the presentation.
- F. The competitor shall present the topic slip to the judge. Failure to speak on the topic chosen will result in the competitor being ranked last in the round.
- G. Time limits are not less than three and not more than five minutes.
- H. A speaker who does not speak for the minimum three (3) minutes, may not be ranked first in the round, provided all timing rules in 1J were followed.
- I. The speaker may not exceed five (5) minutes. After a 30-second grace period and an audible STOP, the judge may not rank the speaker who goes over time first in the round, provided all timing rules in 1J were followed.

**13. Debate Evidence Rules - adapted from NSDA Debate Evidence rules (3A/4A/5A Events):****13.1 Responsibilities of Contestants Reading Evidence**

- A. Evidence defined. Debaters are responsible for the validity of all evidence they introduce in the debate. Evidence includes, but is not limited to: facts, statistics, or examples attributable to a specific, identifiable, authoritative source used to support a claim. Unattributed ideas are the opinion of the student competitor and are not evidence.

- B. Oral source citation. In all debate events, contestants are expected to, at a minimum, orally deliver the following when introducing evidence in a debate round: primary author(s) name (last) and year of publication. Any other information such as source, author's qualifications, etc. may be given, but is not required. Should two or more quotations be used from the same source, the author and year must be given orally only for the first piece of evidence from that source. Subsequently, only the author's name is required. Oral citations do not substitute for the written source citation. The full written citation must be provided if requested by an opponent or judge.
- C. Written source citation. To the extent provided by the original source, a written source citation must include:
1. Full name of primary author and/or editor
  2. Publication date
  3. Source
  4. Title of article
  5. Date accessed for digital evidence
  6. Full URL, if applicable
  7. Author qualifications
  8. Page number(s)
- D. Paraphrasing, authoritative source versus general understanding. If paraphrasing is used in a debate, the debater will be held to the same standard of citation and accuracy as if the entire text of the evidence were read. Paraphrasing may be used to shorten or clarify one specific portion of an original source. It should not be confused with general summary of an entire book, chapter, study, etc., which may only be used for information that is widely considered to be common knowledge. Paraphrasing focuses on a single idea, while summary focuses on a general concept. For example, if a debater references a specific theory by a specific author, the debater must also be able to provide an original source as well as the specific text from the original source which is being paraphrased. If a debater were to reference social contract theory in general, that would not be an authoritative source that would require citation. However, if the debater references "John Locke's Social Contract," evidence would need to be available.
- E. Ellipses prohibited. In all debate events, the use of internal ellipsis (...) is prohibited unless it is a replication of the original document. Debaters may omit the reading of certain words; however, the text that is verbally omitted must be present in the text of what was read for opposing debaters and/or judges to examine. The portions of the evidence read including where the debater begins and ends must be clearly marked as outlined in 13.1(G)(2).
- F. Availability of evidence.
1. In all debate events, for reference, any material (evidence, cases, written citations, etc.) that is presented during the round must be made available to the opponent and/or judge/parliamentarian during the round if requested. When requested, the original source or copy of the relevant (as outlined in 13.2) pages of evidence read in the round must be available to the opponent in a timely fashion during the round and/or judge(s) at the conclusion of the round. In Congressional Debate, when challenged, the original source or copy of the relevant (as outlined in 13.1(G)(2)) pages of evidence read in round must be available to the student making the challenge within two speeches.
  2. Original source(s) defined. Understanding that teams/individuals obtain their evidence in multiple ways, the original source for evidence may include, but is not limited solely to, one of the following:
    - a. Accessing the live or displaying a copy of a web page (teams/individuals may access the Internet to provide this information if requested).
    - b. A copy of the pages preceding, including, and following or the actual printed (book, periodical, pamphlet, etc.) source.
    - c. Copies or electronic versions of published handbooks (i.e., Baylor Briefs, Planet Debate, etc.).
    - d. Electronic or printed versions or the web page for a debate institute or the NDCA sponsored Open Evidence Project or similar sites.
  3. Regardless of the form of material used to satisfy the original source requirement, debaters are responsible for the content and accuracy of all evidence they present and/or read.

- G. Distinguishing between which parts of each piece of evidence are and are not read in a particular round. In all debate events, debaters must mark their evidence in two ways:
1. Oral delivery of each piece of evidence must be identified by a clear oral pause or by saying phrases such as “quote/unquote” or “mark the card.” The use of a phrase is definitive and may be preferable to debaters. Clear, oral pauses are left solely to the discretion of the judge(s) (and parliamentarian in Congressional Debate).
  2. The written text must be marked to clearly indicate the portions read in the debate. In the written text the standard practices of underlining what is read, or highlighting what is read, and/or minimizing what is unread, is definitive and may be preferable to debaters. The clarity of other means of marking evidence is left to the discretion of the judge.
- H. Private communication prohibited. Private, personal correspondence or communication between an author and the debater is inadmissible as evidence.

### 13.2 Definitions of Evidence Violations

- A. “Distortion” exists when the textual evidence itself contains added and/or deleted word(s), which significantly alters the conclusion of the author (e.g., deleting ‘not’; adding the word ‘not’). Additionally, failure to bracket added words would be considered distortion of evidence.
- B. “Non-existent evidence” means one or more of the following:
1. The debater citing the evidence is unable to provide the original source or copy of the relevant pages when requested by their opponent, judge, parliamentarian or tournament official.
  2. The original source provided does not contain the evidence cited.
  3. The evidence is paraphrased but lacks an original source to verify the accuracy of the paraphrasing.
  4. The debater is in possession of the original source, but declines to provide it to their opponent upon request in a timely fashion (as outlined in 13.4.C).
- C. “Clipping” occurs when the debater claims to have read the complete text of highlighted and/or underlined evidence when, in fact, the contestant skips or omits portions of evidence.
- D. “Straw argument.” A “straw argument” is a position or argumentative claim introduced by an author for the purpose of refuting, discrediting or characterizing it. Reliance on a straw argument occurs in a debate round when a debater asserts incorrectly that the author supports or endorses the straw argument as the author’s own position. Note: A debater who acknowledges using a “straw argument” when verbally first read in the round, would not be misrepresenting evidence. However, if the debater fails to acknowledge the use of a “straw argument” and the opponent questions the use of such an argument, then that debater has committed an evidence violation.

### 13.3 Procedures for Resolving Evidence Violations in Cross Examination Debate, Lincoln Douglas Debate, and Public Forum Debate

- A. Judges are responsible for resolving disputes between debaters regarding oral citations (13.1(B)); written source citations (13.1(C)); distinguishing between what parts of each piece of evidence are and are not read in a particular round (13.1(G)). When the judge(s) has/have such a dispute in the round, they must make a written note on the ballot or inform the tabulation committee of the dispute. They must do so particularly if it impacts the decision in the debate. These decisions may not be appealed.
- B. An appeal can only be made if the issue has been raised in the round with the exception of the issues listed in 13.3(C). Grievances may only be filed if judge(s) has/have misapplied, misinterpreted, or ignored a rule.
- C. A formal allegation of violation of the evidence rules is permitted during the round only if the debater(s) allege a violation of 13.2(A) (distortion); 13.2(B) (nonexistent evidence); 13.2(C) (clipping). If a formal allegation of violation of these rules is made during a round, the following procedures must be followed: (see section 13.3(D) for procedures for making a formal allegation after the conclusion of the round):

1. The team/individual alleging a violation must make a definitive indication that they are formally alleging a violation of an evidence rule.
  2. The team/individual alleging the violation of the evidence must articulate the specific violation as defined in 13.2(A); 13.2(B) and/or 13.2(C).
  3. The judge should stop the round at that time to examine the evidence from both teams/individuals and render a decision about the credibility of the evidence.
    - a. If the judge determines that the allegation is legitimate and an evidence violation has occurred, the team/individual committing the violation will be given the loss in the round. Other sanctions may apply as well as articulated in 13.3(E).
    - b. If the judge determines that the allegation is not legitimate and that there is no violation, the team/individual making the challenge will receive the loss in the round. Note: Teams/individuals may question the credibility and/or efficacy of the evidence without a formal allegation that requires the round to end. Teams/debaters may make in-round arguments regarding the credibility of evidence without making a formal allegation of violation of these rules. Such informal arguments about the evidence will not automatically end the round, and will be treated by the judge in the same fashion as any other argument.
- D. The grievance committee is authorized to hear:
1. Grievances, pursuant to 13.3(B), claiming that a judge ignored, misinterpreted or misapplied rules other than those from which no appeal is permitted pursuant to 13.3(A).
  2. Grievances of a judge's decision, pursuant to 13.3(C), on a formal in-round allegation of distortion or nonexistent evidence (note: judge decisions regarding clipping may not be appealed)
  3. A formal allegation of distortion or nonexistent evidence that is made for the first time after the conclusion of the debate.
- E. The procedures for making a grievance or post-round formal allegation are as follows:
1. A coach or school-affiliated adult representative from the school(s) competing in the debate or a judge for the round must notify the ombudsperson of intent to submit a grievance within 20-minutes of the end of the debate round. The 20-minute time period begins once the last ballot from all sections (if flighted, both flights) has been collected by the judge's table.
  2. The coach or school-affiliated adult must submit the post-round grievance to the ombudsperson within 10 minutes of the formal notification of the intent to grieve. The allegation must be in writing and articulate the specific evidence violation that is being challenged. The challenged contestant and coach will then be notified.
  3. If the grievance committee determines that the original protest has merit, the coach or school-affiliated adult and contestant(s) being challenged will be given 20 minutes to provide evidence denying, or to the contrary of the claim. If such evidence cannot be offered, the challenged debater(s) will be given the loss in the round and may be subject to additional penalties. If the grievance committee determines that the allegation is not legitimate and that there is no violation, the team/individual making the challenge will receive the loss in the round.
  4. The grievance committee has the discretion of extending the time limits for these actions if circumstances do not allow a coach or school-affiliated adult to be available within the prescribed time limits.
- F. If challenges or grievances are made in rounds in which multiple judges are being used, normal procedures should be followed to ensure each judge reaches a decision as independently as possible. Judges will be instructed not to confer or discuss the charge and/or answer to the potential violation. It will be possible for one judge to determine that an evidence violation has occurred and the other judge(s) to determine no violation has occurred. The tabulation committee will record the panel's decision in the same fashion as a normal win or loss; the outcome is thus tabulated in the same fashion as a round in which an evidence violation has not occurred. If the majority of the panel finds an evidence violation did not occur, no sanction may be applied to the team/individual charged with the violation. If the majority finds a violation has occurred, the appropriate penalties will be administered.

**13.4 Penalties for Evidence Violations in Cross Examination Debate, Lincoln Douglas Debate, and Public Forum Debate**

- A. If the judge determines that an entry has violated one of the rules listed in 13.3(A) and 13.1(H) (oral citation, written citation, indication of parts of card read or not read, use of private communication), the judge has the discretion to disregard the evidence, diminish the credibility given to the evidence, take the violation into account (solely or partially) in deciding the winner of the debate, or take no action.
- B. If a debater(s) commits an evidence violation for “clipping” (13.2(C)), the use of a “straw argument” (13.2(D)) or the use of “ellipses” (13.1(E)), it will result in a loss for the debater(s) committing the evidence violation. The judge should award zero speaker points (if applicable), and indicate the reason for decision on the ballot.
- C. If debater(s) commits an evidence violation of “distortion” (13.2(A)) or has used “nonexistent evidence” (as defined by 13.2(B)) the offending debater(s) will lose the debate and be disqualified from the tournament. However, if a debater(s) loses a round due to “non-existent evidence” (13.2(B)) violation during an in-round formal allegation but can produce it after the round within 20 minutes to the grievance committee, the committee may decide not to disqualify the entry. The loss that was recorded by the judge may not be changed. If a post-round protest is levied against a debater for not providing evidence or an original source in round (non-existent evidence), and the judge confirms they in fact did not provide the evidence in a timely fashion when requested in round, the debater(s) will lose the round and be disqualified from the tournament. However, if a debater(s) produces the evidence within the post-round challenge period, that debater(s) may avoid disqualification.
- D. Evidence infractions violate the Code of Honor. Depending on the severity, an offense may result in notification of said offense to the contestant’s high school administration. These decisions would be left to CHSAA and not the tournament director or grievance committee.

**13.5 Procedures for Raising Evidence Questions During a Congressional Debate Session**

The procedures for making an in-round evidence question are as follows:

- A. Congressional Debate entries must rise to a point of information after a speech to formally request a copy of the evidence cited, the citation, or the original source of evidence. When requested during the point of information, the presiding officer will instruct the debater being challenged to produce the copy of the evidence, citation, or original source. The debater being challenged must produce the requested materials in a timely fashion. Should a debater feel they are not receiving the information they requested in a timely fashion, they may rise to another point of information for the presiding officer and parliamentarian to address the situation.
- B. Debaters who request the information must receive the evidence from the presiding officer within a period of two speeches. The round should not be put on hold for the request to be completed. For example, if a debater rises to a point of order after speech #4, then by the conclusion of speech #6, the requested evidence should be presented to the presiding officer.
- C. If after reviewing the evidence in question, a debater feels that an evidence violation has occurred, they may submit a formal allegation by completing an evidence challenge form (see Appendix) and, after making a motion to approach the chair, the debater will present the form to the presiding officer and parliamentarian.

**13.6 Penalties for Resolving Evidence Violations During Congressional Debate.**

- A. All evidence challenges must occur during the session of Congressional Debate where an alleged violation took place, and should happen before a vote on the pending legislation. If the concern arises during the last cycle of speeches, the parliamentarian may grant a challenge after the vote, prior to the first speech on a new piece of legislation.
- B. Parliamentarians are responsible for resolving disputes between debaters regarding evidence. When the parliamentarian has such a dispute in the round, the parliamentarian must submit the protest form to the grievance committee (see Appendix).
  - 1. The parliamentarian will determine the legitimacy of the challenge, and if the parliamentarian considers the request justified, the debater making the allegation will move a point of order to address the allegation to the chamber.

2. The debater being challenged will be recognized by the presiding officer for a response to the evidence violation.
  3. The parliamentarian will evaluate the legitimacy and severity of the charge and make a recommendation to the presiding officer for action. The recommendation may be charged against either student involved in the dispute. Depending on the severity of the offense, the parliamentarian may opt to censure the debater(s). Refer to section 13.7 for an outline of the severity of offenses and corresponding actions.
  4. The presiding officer will announce the parliamentarian's decision and recognize either/both debaters for consequent action.
- C. Procedures for Appealing the Parliamentarian's Decision
1. An appeal can only be made if the issue in question has been raised, by a student, in the round. Appeals may only be made if the parliamentarian has misapplied, misinterpreted, or ignored a rule.
  2. A coach or school-affiliated adult representative must notify the ombudsperson of the intent to submit an appeal of the parliamentarian's ruling with 20 minutes of the end of the session as recorded by the parliamentarian for that chamber.
    - a. The coach must submit the post-round appeal to the ombudsperson within 10 minutes of the formal notification of the intent to appeal. The allegation must be in writing and articulate the specific evidence violation and ruling that is being challenged.
    - b. If the ombudsperson determines the grievance has merit, both parties involved in the original dispute and their coaches will be given 20 minutes to respond.
    - c. The grievance committee will make a decision and has the discretion of extending the time limits for these actions if the circumstances do not allow a coach or school-affiliated adult to be available within the prescribed time limits.
- 13.7 Penalties for Evidence Violations in Congressional Debate
- A. If the parliamentarian determines that an entry has violated one of the rules listed in 13.1 (A-D, F-H) (oral citation, written citation, indication of parts of card read or not read, use of private communication), the parliamentarian must notify the judge(s) of the violation. The judge(s) and parliamentarian may at their individual discretion disregard the evidence, diminish the credibility given to the evidence, take the violation into account (solely or partially) in the ranking of the chamber participants, or take no action. These offenses are considered minor, and a parliamentarian sanction is the only prescribed penalty.
  - B. If the debater(s) commits an evidence violation or "distortion" (13.2(A)), uses "nonexistent evidence" (13.2(B)) or the use of "ellipses" (13.1(E)), such action will result in the debater(s) committing the evidence violation not being ranked by the judge(s) and parliamentarian. These offenses are considered major and censure by the parliamentarian would be applied.
  - C. Evidence infractions violate the Code of Honor. Depending on the severity, an offense may result in notification of said offense to the contestant's high school administration. These decisions would be left to CHSAA and not the tournament director or grievance committee.
- 13.8 Tournament Adjustments
- A. Under no circumstance will a tournament or part of a tournament be re-run because of a violation of these rules.
  - B. In the case of the disqualification/censure of a debater(s), all ranks and decisions of other debater(s) made prior to the start of the round being protested stand and no revision of past round ranks or decisions will take place. Penalties listed in 13.4 (Cross Examination Debate, Lincoln Douglas Debate, and Public Forum Debate) or 13.7 (Congressional Debate) will be applied.
  - C. In Congressional Debate, when a session has been held between the session being appealed and a final decision regarding the protest, the result of that session will be recorded as follows:
    1. If the protest is upheld, all ranks and scores will remain as recorded. The evidence violation would apply only to the session in which it occurred and not affect prior or subsequent sessions.

2. If the appeal is upheld, the judge and/or parliamentarian will restore any ranks and scores that were earned by that debater.

#### 14. Lincoln-Douglas Debate Rules (3A/4A/5A Event):

- A. The topic used for the State Tournament will be the National Speech and Debate Association Lincoln-Douglas topic for the month in which the Saturday of the State Tournament falls. For the 2024-25 season, the 3A and 4A State Tournaments will use the January/February topic and the 5A State Tournament will use the March/April topic. Invitational tournaments are free to choose their own topics, so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.
- B. The topic is a resolution of value debated by one competitor against one opponent.
- C. The format for the debate is as follows:

Affirmative	6-minute constructive
Negative	3-minute cross examination
Negative	7-minute constructive
Affirmative	3-minute cross examination
Affirmative	4-minute rebuttal
Negative	6-minute rebuttal
Affirmative	3-minute rebuttal
<i>Each debater is allowed a total of 4 minutes of preparation time during the course of the debate</i>	

- D. The affirmative debater must identify and support the value(s) suggested by the resolution of value.
- E. The affirmative debater must fulfill the burden of clash by opposing the value(s) supported by the negative or by demonstrating that the affirmative side better upholds the value(s).
- F. The negative debater must identify and support the value(s) suggested by the resolution of value.
- G. The negative debater must also fulfill the burden of clash by opposing the affirmative stance.
- H. The negative position can be anything that is not the affirmative. The negative is not required to support the opposite of the resolution.
- I. No plan is proposed.
- J. LD debaters MAY choose to use some of the following terms when presenting their arguments:
  - Core Value:* Center of the argument; a value held by society which helps determine the actions it will take
  - Criterion:* A standard of measuring how the resolution meets the value; often posed by philosophers
  - Contention:* Reasons for the argument; major points of the debater's case
  - Sub point:* Support for the contentions
- K. LD debate is more philosophical than policy debate and has less emphasis on evidence than policy debate.
- L. In all rounds of Lincoln-Douglas Debate, debaters must, at a minimum, orally deliver the author(s)' name (last) and year of publication. Please see the debate evidence rules for further information and clarification.
- M. Visual aids are allowed.
- N. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in the first rebuttal of a negative argument presented in the last negative constructive is not considered a "new argument" and is, therefore, permissible.
- O. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. Please see the rules regarding laptop usage for further information and clarification. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA.

#### 15. One on One Value Debate Rules (3A Event Only):

- A. Thirty minutes before each round the debater will be given the value topic. The debater will then prepare, using the debater's own knowledge, a case for each side (affirmative & negative). The topic will be different for each round.



**EVENTS AND THEIR RULES**

- B. In the draw room, a competitor may bring only a writing utensil/pen or pencil; he/she will be given paper upon entering the room. Talking or the use of outside materials in the draw is prohibited.
- C. In the competition room, immediately before each debate, the judge will toss a coin and the winner selects the side to defend.
- D. The debate should be judged on argumentation skills, including sound construction of arguments, the ability to defend and defeat arguments, and logic as well as all other aspects of debating skills.
- E. Library resources will not be available; materials such as magazines, dictionaries, etc. are not to accompany the debater.
- F. The statement of the topic is a resolution of value rather than of policy.
- G. Electronic recall equipment is prohibited.
- H. The format for the debate is as follows:

Affirmative	6-minute constructive
Negative	3-minute cross examination
Negative	7-minute constructive
Affirmative	3-minute cross examination
Affirmative	4-minute rebuttal
Negative	6-minute rebuttal
Affirmative	3-minute rebuttal
<i>Each debater is allowed a total of 3 minutes of preparation time during the course of the debate</i>	

- I. The affirmative debater must identify and support the values suggested by the resolution of value. He/she must also fulfill the burden of clash by opposing the values supported by the negative.
- J. In One-on-One Value Debate there is no presumption and no burden of proof (as these terms are used in policy debate theory).
- K. The negative debater must identify and support values and/or a hierarchy of values which are different from those suggested by the resolution of value. The negative must also fulfill the burden of clash by opposing the affirmative stance.
- L. Flow sheets or note taking are permitted by the debaters and judges only.

**16. Public Forum Debate Rules (3A/4A/5A):**

- A. The topic used for the State Tournament will be the National Speech and Debate Association Public Forum topic for the month in which the Saturday of the State Tournament falls. For the 2024-25 season, the 3A and 4A State Tournaments will use the February topic and the 5A State Tournament will use the March topic. Invitational tournaments are free to choose their own topics, so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.
- B. The resolution will provide each team of two the opportunity to argue contemporary issues in a form that is accessible to a general audience.
- C. Each team will try to convince a neutral judge that they have better reasons for their positions.
- D. Some evidence should be used to support their points during the debate.
- E. Debaters may choose to focus on practical issues, philosophical issues or a combination.
- F. In all rounds of Public Forum Debate, debaters must, at a minimum orally deliver the author(s)' name (last) and year of publication. Please see the debate evidence rules for further information and clarification.
- G. Both teams are responsible for directly responding to arguments made by their opponents.
- H. Prior to the round in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team winning the flip may choose one of two options EITHER:
  - 1. The SIDE of the topic to defend (pro or con) OR
  - 2. The SPEAKING POSITION they wish to have (begin or end the debate).
  - 3. Once the coin toss winners select their favored option, the other team makes a choice within the remaining option and the debate begins.

- I. The format for the debate is as follows:

<b>Constructive Speeches</b>	
Team A Speaker 1	4 minutes
Team B Speaker 1	4 minutes
Crossfire A1 & B1	3 minutes
Team A Speaker 2	4 minutes
Team B Speaker 2	4 minutes
Crossfire A2 & B2	3 minutes
<b>Summary Speeches</b> (includes arguments the debaters feel their team is winning and refuting arguments he/she/they feel they are losing)	
Team A Speaker 1	3 minutes
Team B Speaker 1	3 minutes
Grand Crossfire (all speakers)	3 minutes
<b>Final Focus Speeches</b> (a persuasive final restatement of why their team won the debate)	
Team A Speaker 2	2 minutes
Team B Speaker 2	2 minutes
<i>Each team is allowed a total of 3 minutes of preparation time during the course of the debate</i>	

In "crossfire" both debaters "hold the floor." The first question must be asked by the speaker who spoke first. After the first question either debater may question and/or answer at will. In grand crossfire the first question must be asked by the speaker who gave the first summary speech.

- J. Plans/Counterplans: In Public Forum Debate, a plan or counterplan is defined as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan; rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.
- K. Visual aids are allowed.
- L. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. Please see the rules regarding laptop usage for further information and clarification. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA.

### 17. Cross Examination Debate Rules (5A Event Only):

- A. CHSAA uses the national topic that is announced in the spring of each year to be used as the topic for the entire following school year.
- B. The topic is a resolution of policy debated by a team of two competitors against an opposing team of two competitors. It involves a question of policy in which the affirmative proposes a change from the status quo.
- C. The format for the debate is as follows:

<b>Constructive Speeches</b>	
First Affirmative	8 minutes
Cross Examination by Negative	3 minutes
First Negative	8 minutes
Cross Examination by Affirmative	3 minutes
Second Affirmative	8 minutes
Cross Examination by Negative	3 minutes
Second Negative	8 minutes
Cross Examination by Affirmative	3 minutes
<b>Rebuttal Speeches</b>	
First Negative	5 minutes
First Affirmative	5 minutes
Second Negative	5 minutes
Second Affirmative	5 minutes
<i>Each team is allowed a total of 8 minutes of preparation time during the course of the debate.</i>	

- D. No speaker may follow him/her/themself. Therefore, while the first and second affirmative speakers may elect to reverse their speaking order in the rebuttal period, this privilege is not afforded the negative team.
- E. Each speaker must question and be questioned.

- F. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. Please see the rules regarding laptop usage for further information and clarification. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA.
- G. In Policy Debate, debaters must orally deliver the author(s)' name (last) and year of publication. Please see the debate evidence rules for further information and clarification.
- H. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in first rebuttal of a negative argument presented in the last negative constructive is not considered a "new argument" and is, therefore, permissible.
- I. Both sides have the burden of clash.
- J. The negative has the presumption (meaning the current system, or status quo, is "innocent unless proven guilty" by the affirmative).
- K. The affirmative has the burden of proof (meaning the affirmative must prove that the status quo must be changed according to the resolution).
- L. The affirmative must propose a plan, as well as present a rationale for adopting the resolution.
- M. There is no prescription for organization of the affirmative or negative cases. Arguments may be presented in any reasonable order.
- N. The affirmative team must present a prima facie case. Teams may choose to use, but are not limited to, some of the following terms when presenting their arguments:
  - Harms*: problem(s) that exist in the current system that must be addressed
  - Advantages*: benefits derived from passing the Affirmative plan
  - Inherency*: the current system is either causing the problem or preventing the solution
  - Plan Text*: the specific elements of the plan
  - Solvency*: the proposed plan will or will not be effective at addressing the harms of the status quo
  - Topicality*: the plan does or does not meet the requirements of the resolution being debated
  - Disadvantages*: the plan will create additional problems
  - Kritiks*: There are philosophical reasons the resolution should or should not be considered and/or adopted, regardless of the specific ground advocated by either team.
  - Counterplans*: While the problems exist, the Negative proposes an alternative solution to those problems.
  - Presumption*: Negative may argue that the current system is adequately addressing the problem(s) presented by the Affirmative.
- O. Visual aids are allowed.

### 18. Congressional Debate Rules (3A/4A/5A Event):

- A. In Congressional Debate, students will debate legislation from a docket. Dockets can be found on the CHSAA website two weeks prior to the state tournament. There will be a different docket for each session. Students wishing to submit legislation for consideration should meet all established deadlines and follow the Congressional Debate Legislation guidelines (see appendix for templates and guidelines).
  - 1. The docket order will be set prior to the tournament and may not be reordered by the chamber.
  - 2. Only legislation from the docket may be debated during a given session. New legislation may not be introduced during the session and legislation from other sessions may not be brought in for debate.
  - 3. Participating schools are encouraged to submit at least one bill or resolution no later than 4 weeks prior to the scheduled Congress. All legislation presented shall meet formatting criteria (see Appendix) and must be the original work of students from the submitting school. Non-original work shall not be considered for the agenda. It shall be the affirmative duty of each school submitting legislation to ensure their materials are original and have not been debated at a previous congress (invitational/NSDA). All legislation will be submitted through a google form. The google form will allow coaches to provide all information requested on the legislation cover sheet (see Appendix).
  - 4. All dockets will be set by the members of the Congressional Debate committee. This committee shall serve as the tabulation committee for Congressional Debate at the State Tournament.

5. Dockets for each preliminary session will be comprised of legislation submitted by schools for consideration by the established deadline. Selected legislation will provide an opportunity for a student from the submitting school to give an authorship speech.
  6. Dockets for advancement rounds will be comprised of legislation determined by the Congressional Debate committee. If legislation submitted by schools is selected, no school name will be included; hence there will be no authorship speeches during advancement rounds.
- B. A session is defined as including:
1. Minimum of three hours and maximum of three and a half hours (unless B.2.b applies).
  2. 12-18 students per house.
    - a. If there are a total of 19-23 students entered in Congressional Debate, the tournament director has the discretion to run one house or two houses.
    - b. If there is only one house, the time for each preliminary session will allot 10 minutes per competitor.
  3. Election of a presiding officer. The presiding officer must be elected with a majority of the vote. If one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention. Repeat this process until one candidate receives a majority of votes. In preliminary sessions, the presiding officers for both preliminary sessions will be voted on following the presiding officer trial period during the first preliminary session. Each presiding officer must receive the majority of the votes.
  4. New seating chart (necessary accommodations for students with special needs may be made).
  5. Resetting of precedence/recency. See 'Recognizing Speakers' below.
  6. New legislation that has not been debated in a previous session at that tournament.
- C. Recognizing speakers
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. Before precedence is established, the presiding officer should recognize students fairly and consistently through the use of a speaking recency chart. They may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).
  3. During any session, precedence/speaking recency/questioning 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/recencies will be reset, a new seating chart will be generated, and a new presiding officer will serve.
    - a. For the first preliminary session, speaking recency will be randomly assigned.
    - b. For the second preliminary session, students in the top ½ of recency from the first preliminary session will be randomly assigned a spot in the bottom ½ of recency, while students in the bottom ½ of recency for the first preliminary session will be randomly assigned a spot in the top ½ of recency for the second preliminary session.
    - c. In advancement rounds, speaker recency will be generated using cumulative assigned speaker recency from all previous sessions.
    - d. The participant with the highest cumulative speaker recency total from preliminary rounds will have the earlier recency position in advancement rounds (higher cumulative total = earlier recency position).
    - e. In the case of a tie, a random draw will determine order among all tied participants.
  4. Questioning recency will be generated independently from speaking recency following the same procedure as speaking recency.
  5. Before precedence is established, the presiding officer should explain their recognition process and it must be fair, consistent, and justifiable through the use of speaking recency.

6. Scorers will include answers to questions when evaluating speeches.
7. A speaker may yield time on the floor during debate (for questions or clarifications) but that speaker will remain in control of their three minutes (see below regarding questioning).
- D. Speeches introducing legislation are allotted up to three minutes, followed by two minutes of questioning by other delegates. A student from the school who wrote the legislation gets the privilege of recognition (called *authorship*), regardless of precedence; otherwise the presiding officer may recognize a “sponsor” from the chamber, provided this recognition follows the precedence guidelines above. Regardless, this speech of introduction must be followed by two minutes of questions. Should no student seek recognition for the authorship/sponsorship, the chamber will move to lay the legislation on the table until such time that a student is prepared to introduce it.
- E. The first negative speech must be followed by two minutes of questions.
- F. Following the first two speeches on legislation, the presiding officer will alternately recognize affirmative and negative speakers, who will address the chamber for up to three minutes, followed by one minute of questioning by other delegates. If no one wishes to oppose the preceding speaker, the presiding officer may recognize a speaker upholding the same side. When no one seeks the floor for debate, the presiding officer may ask the chamber if they are “ready for the question,” at which point, if there is no objection, voting may commence on the legislation itself. There is no “minimum cycle” rule; however, if debate gets “one-sided,” the chamber may decide to move the previous question.
  1. In the event a student speaks on the opposite side of the one called for by the presiding officer and the error is not caught, the speaker shall be scored and the speech shall count in precedence, but the speaker must be penalized at least three points for not paying close attention to the flow of the debate.
  2. In the event a student speaks on an item of legislation not currently being debated, said speech shall count in precedence, but zero points shall be awarded.
- G. The presiding officer fairly and equitably recognizes members to ask questions following each speech. The presiding officer starts timing questioning periods when they have recognized the first questioner, and keeps the clock running continuously until the time has lapsed.
  1. Direct questioning will be used in every round of Congressional Debate at the State Tournament.
  2. Direct questioning: The presiding officer will open the floor for questions following each speech. The presiding officer will recognize questioners for a cross-examination period of no more than 30 seconds. Questioners will be chosen according to a separate questioning recency that is assigned as described above.
- H. The presiding officer will pause briefly between speeches to recognize any motions from the floor; however, they should not call for motions (at the beginning of a session, the presiding officer should remind members to seek their attention between speeches).
- I. Amendments must be presented to the presiding officer in writing with specific references to lines and clauses that change. This must be done in advance of moving to amend.
  1. The parliamentarian will recommend whether the amendment is “germane” – that is, it upholds the original intent of the legislation – otherwise, it is considered “dilatatory.” The title of the legislation may be changed.
  2. A legislator may move to amend between floor speeches. Once that motion is made, the presiding officer will read the proposed amendment aloud and call for a second by one-third of those members present, unless they rule it dilatatory.
  3. Should students wish to speak on the proposed amendment, the presiding officer will recognize them as per the standing precedence and recency, and the speech will be counted toward their totals, accordingly.
  4. Simply proposing an amendment does not guarantee an “author/sponsor” speech, and any speeches on amendments are followed by the normal one minute of questioning.
  5. Amendments are considered neutral and do not constitute an affirmative or negative speech on the original legislation.
  6. If there are no speakers or the previous question is moved, the chamber may vote on a proposed amendment without debating it.

- J. All major voting (such as main motion/legislation) which a congressperson's constituents should have a record of, shall be done with a counted vote. Secret balloting is used when voting for presiding officer.
- K. Students should ask permission to leave and enter the chamber when it is in session (move for personal privilege); however, do not interrupt a speaker who is addressing the chamber.
- L. Use of evidence (also see the section on Debate Evidence Rules):
  - 1. Visual aids are permitted in Congressional Debate, provided they do not require electronic retrieval devices in the chamber.
  - 2. The use of internet enabled electronic devices is permitted. Students may not use the internet to gain help from coaches, other students, or any person, such that it would prevent the speech from being the original work of the competitor. Electronic device use must comply with the Rules for Laptop Usage.
  - 3. All evidence used is subject to verification. Honesty and integrity are of utmost importance in legislative debate. Falsification or deliberate misuse of evidence may result in the legislator being censured/disqualified by tournament officials.
- M. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. Please see the rules regarding laptop usage for further information and clarification. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA.
- N. Since the rules above ensure fairness for competition, they may not be suspended; the presiding officer should rule motions *out of order*; except to extend questioning and allow for open chambers.

## GENERAL INFORMATION

	State Tournament Date	Registration Deadline	Scheduling Meeting	Payment Due
<b>3A</b>	January 31- February 1, 2025	January 28, 2025	January 30, 2025	February 15, 2025
<b>4A</b>	February 21-22, 2025	February 13, 2025	February 19, 2025	March 7, 2025
<b>5A</b>	February 28 – March 1, 2025	February 20, 2025	February 26, 2025	March 14, 2025

	Events Offered	Double Entry Rules
<b>3A</b>	<p><b>Wave A:</b> Interpretation of Drama, Humor, Poetry, Original Oratory, Extemporaneous Speaking, One-on-One Value Debate, Creative Storytelling, Congressional Debate</p> <p><b>Wave B:</b> Public Forum Debate, Lincoln Douglas Debate, Duo Interpretation, Program Oral Interpretation, Informative Speaking, Impromptu Speaking</p>	<p><b>Double entry restrictions:</b></p> <ul style="list-style-type: none"> <li>Students may enter a maximum of 2 events – one Wave A event and one Wave B event.</li> <li>Students in Extemporaneous Speaking, One-on-One Value Debate, Public Forum Debate and Lincoln Douglas Debate <u>may</u> double enter, but <u>may not</u> double enter in another debate event or Extemporaneous Speaking (i.e. a student could enter Drama and PF, but could not enter Extemp and PF).</li> <li>Students in Congressional Debate may double enter in any wave B event, including PF and LD.</li> <li>PF resolution – February</li> <li>LD resolution – January/February</li> </ul>
<b>4A</b> <b>5A</b>	Interpretation of Drama, Humor, Poetry, Duo Interpretation, Program Oral Interp, Original Oratory, Informative Speaking, International Extemporaneous Speaking, National Extemporaneous Speaking, Lincoln Douglas Debate, Public Forum Debate, Cross Examination Debate (5A Only), Congressional Debate	<p><b>No double entry allowed</b></p> <p><b>4A</b> PF resolution – February LD resolution – January/February</p> <p><b>5A</b> PF resolution – March LD resolution – March/April</p>
Schools must compete in their assigned classification (3A/4A/5A). For a complete listing of the schools in each division, please reference the <a href="https://www.chsaa.org">CHSAA WEBSITE</a> . Each school may compete in only one State Tournament.		

### PARTICIPATION

Each school may enter a maximum of four entries per event. The cost is \$20 per individual entry and \$40 per team entry. Tournament registration will take place at [www.speechwire.com](https://www.speechwire.com).

In order for an event to occur at the State Tournament and recognize a State Champion, there must be enough entries for the event to be viable

- In speech events, CX, LD, and PF, this shall be defined as a minimum of four entries from at least two schools competing at the beginning of the tournament.
- In Congressional Debate, a minimum of 12 entries competing at the beginning of the tournament.
- Entries are expected to compete in all preliminary rounds.
- The Tournament Director can waive these expectations for extenuating circumstances.

Fees will be assessed based on entries in Speechwire on the registration deadline. Schools with incomplete registration (missing piece info/speech uploads, etc) on this date will be assessed a \$25 late fee. Drops made after the scheduling meeting will be assessed a drop fee equal to the entry fee. Name changes can be made; however, no adds will be accepted after the registration deadline. Fees are due two weeks after the tournament. A \$25 late fee will be assessed if payment is not received by this time. Drop fees and judge fees will be billed separately and must be paid within two weeks of the time that the invoice is received.

The management of the tournament will be under the direction of the CHSAA Assistant Commissioner Rashaan Davis and the CHSAA State Tournament Committee.

**All students and coaches are expected to display good sportsmanship and ethical behavior at all times.** All students must comply with CHSAA General Eligibility Requirements.

## REGISTERING FOR THE STATE TOURNAMENT

Registration for the state tournament will take place at [www.speechwire.com](http://www.speechwire.com)

**To complete your registration, you will need the following:**

- First and last name of each competitor.
- First and last name of coaches to be listed in program and cell number for coaches who will be onsite at the state tournament.
- In Poetry, Program Oral Interp, Original Oratory, and Informative Speaking, the theme/topic of each competitor's program/speech.
  - Recommended: An electronic (pdf) version of each oratory and/or informative speech with signed cover sheet and works cited page (Informative Speaking). You will need to upload a copy of your students' speeches during the registration process.
- In Drama, Humor, Poetry, Program Oral Interp and Duo, the title(s) and author(s) of all sources used.
- For students registered in Congressional Debate who are interested in serving as presiding officer, indicate whether the student wants to preside in preliminary sessions only or if the student is interested in presiding in preliminary sessions and/or advancement rounds. A student must run for Presiding Officer during preliminary sessions in order to be eligible to serve as the presiding officer during advancement sessions.
- Judge names/availability/events able to judge (see page 25 for judge requirements).
  - It is recommended that efforts be made to help connect unaffiliated judges who want to judge at the state tournament with coaches who are looking for judges to help fill their allotment.
- The information listed in Speechwire at the start of Round One of the State Tournament shall be considered final. It is each coach's responsibility to ensure its accuracy, therefore, it is highly recommended that each coach print a copy of the team's final registration.
- Pre-registration should be completed two weeks prior to the tournament. Adds and drops should be made no later than 11:59 p.m. on the date of the registration deadline listed above.
- Name changes will be accepted on site at the State Tournament, but no adds will be accepted once the registration deadline has passed.

***In addition to registering online:***

- Send payment to CHSAA (**must be received by two weeks after the State Tournament to avoid late fee**).



## **JUDGE REQUIREMENTS**

### **JUDGE REQUIREMENT**

Schools shall be responsible for providing 1 certified judge for every 5 event and/or Congressional Debate entries (or portion thereof) and 1 certified judge for every 2 debate entries (or portion thereof) for the CHSAA State Tournament. Judges must be entered no later than the registration deadline.

- Judges must be available from the beginning of the tournament until one round beyond the last round in which competitors from their school compete.
  - If necessary, a judge commitment may be shared by one or more people; however, this will only count as one judge toward the number of judges required.

EXAMPLE: A speech judge is required to be available for Friday and Saturday rounds. Person A is only available for Friday rounds. Person B is available to judge Saturday rounds. Person A/B counts as one judge toward the judge requirement.
  - EXCEPTION: For a multi-day tournament, judges for any school whose competitors are eliminated following the first day of competition or who does not have competitors entered for the second day of competition will not be expected to return for the second day. If this changes the judge availability marked during registration, the judge must communicate the change in availability with the judges' table. Failure to update judge availability may result in missed ballot fees.
- Each school must have judges to cover at least 75% of its judging obligation.
  - Uncovered judge slots may be bought out for \$50 each.
  - For schools traveling 60 miles or more to the State Tournament, a tournament worker will cover ONE judge slot.
- Once the registration deadline has passed, the tournament director (or their designee) shall determine how many uncovered judge slots are available and an all call will go out to coaches to seek additional judges to fill the uncovered slots.
  - Each additional judge allows the school to subtract \$25 from their tournament entry fee.
  - A school can use additional judges to bring their payment to \$0; however, additional judges beyond this will not earn a credit (i.e. no money shall be paid to schools for providing additional judges).
- Judges will be paid by CHSAA at the current rate of judge pay (\$15/round, \$40 bonus for judging 3+ CX and/or waved debate rounds). Scorers and Parliamentarians will be paid for three rounds of judging for each session of Congressional Debate that they judge. In addition, the CHSAA structure for reimbursing for mileage and hotels shall be utilized.
  - Mileage and hotel reimbursement will be paid to the party who incurred the expense.
- Judges may not decline an assigned ballot for an event that they are registered to judge unless there is a scheduling error.
- Schools will be charged a missed ballot fee of \$50 per ballot for ballots missed by judges from their school.
- At the conclusion of the tournament, coaches will be informed of missed ballot fees that will be assessed. Coaches will have 3 days to dispute fees via a google form. Disputed fees will be reviewed by a committee made up of the tournament director(s), judges table chair, Speech Activities Committee Chair and the CHSAA Associate Commissioner who oversees speech and debate.

### **JUDGE CERTIFICATION PROCESS**

Any officials interested in judging at any State Tournament must judge at one or more invitational meets during this school year and complete the annual certification test with the following exceptions:

- **Coaches/Assistant Coaches:** The judge certification test is encouraged but not required for coaches and assistant coaches; however, all coaches and assistant coaches must complete the CHSAA Coach Certification Process.
- **Former Competitors/Experienced judges:** The requirement to judge at one or more invitational meets during this school year can be waived for experienced judges and former competitors; however, the judge certification test must be completed. Please reach out to Marisa Tenorio ([mtenorio@chsaa.org](mailto:mtenorio@chsaa.org)) to request a waiver.

[\*\*CLICK HERE: JUDGE CERTIFICATION TEST\*\*](#)

**COACHING RESPONSIBILITIES**

Each school must have its **own** coach who will be available throughout the meet. **If the coach is not the CHSAA registered coach, the on-site coach must have the signature of the principal authorizing their official capacity as the coach.** The coach must check in at the registration desk on both days of the tournament. At that time, registrations will be re-checked and the presence of all qualified participants will be verified.

Each school is required to provide at least one coach to assist in the operation of the tournament (tab worker, judge, extemp prep, etc.). Additional coaches who serve as judges can choose to receive pay for rounds judged. Coaches who sign up to fulfill their school's judge requirement **must** be available to judge and must check in at the judges' table both days. Coaches must attend the mandatory coaches meeting that will be held before the opening round of competition at the State Tournament. Coaches must be available to judge/work as long as their students are still in competition.

**RULES GOVERNING DIFFERENT EVENTS**

The Events and their Rules section of this speech handbook contains descriptions and rules for each event. Please read these carefully.

**ORIGINAL ORATORY/INFORMATIVE SPEAKING:**

The cover sheet (see Appendix) and a typed manuscript must be submitted with each oratory and informative speaking entry. This must accompany your pre-registration! Each student's oration/speech that is submitted with the pre-registration must be the oration/speech used in competition. Personal references must be truthful.

ORATIONS/SPEECHES ARE LIMITED TO NO MORE THAN 150 QUOTED WORDS. ALL QUOTES MUST BE UNDERLINED AND THE NUMBER OF QUOTED WORDS INDICATED AT THE BOTTOM OF EACH PAGE. THE TOTAL NUMBER OF QUOTED WORDS MUST BE INDICATED ON THE COVER SHEET. Extensive paraphrasing of another source is prohibited.

No student may enter a state tournament with an oration and/or informative speech used in a prior state tournament.

**INTERP EVENTS**

Dramatic, Humorous, Poetry, and Duo performances may be presented with or without scripts. Program Oral Interp performers must use a script. The interper must follow all source rules listed. If there is a protest and the competitor cannot produce/access the original source, he/she will be disqualified.

**CONGRESSIONAL DEBATE**

Students wishing to submit legislation for consideration, should do so no later than four weeks prior to the State Tournament. Students should reference the guidelines for writing legislation and legislation templates found in the appendix of this handbook. All legislation will be submitted via a google form. The information included on the Congressional Debate Legislation Cover Sheet (see Appendix) will be collected via the google form.

Any student interested in serving as presiding officer must indicate this on the state registration form. Students may indicate interest in serving as presiding officer for preliminary sessions only or for preliminary sessions and advancement rounds. Students must run for presiding officer during preliminary sessions in order to be eligible to serve as presiding officer in advancement rounds.

**SCHEDULING**

All events, including debate, must be pre-scheduled for rounds 1, 2, and 3 following the pairing criteria. No results can be recorded until the three preliminary rounds are scheduled. If there are drops prior to Round 1, rounds should be rescheduled. Once Round 1 has started, reschedule only to avoid sections of less than four in events and to avoid more than one bye in debate.

**DROPS**

Drops made after the scheduling meeting will require an additional payment equal to the original registration fee. Drops fees will be invoiced to your school.

**NO SHOWS:**

Students not showing up for any preliminary round will not be allowed to advance past prelims. Students may compete in remaining preliminary rounds. No ranks for any other competitors will be adjusted because of a no show competitor not advancing.

**STUDENTS LATE TO ROUNDS**

Students are expected to be on time to all rounds. Students who are more than ten (10) minutes late for a round will be disqualified from that round. The tournament director may waive the penalty for just cause.

**OBSERVERS**

Observers are allowed, but they may not use any electronic devices including but not limited to computers, tablets, smartphones, cameras, cell phones, video and/or audio recording equipment. Observers may not take notes in debate. Flowing and note taking is permitted only for the debaters and for the judge(s). Observers cannot enter or leave the room during a participant's presentation and are expected to display good sportsmanship at all times.

**AWARDS:**

Individual awards and a team sweepstakes award will be presented at the end of the State Tournament. All awards are final once announced. [CLICK HERE](#) for team sweepstakes award scoring.

**BALLOT ROOM:**

If eballots are used, ballots will be released electronically to coaches after the round for all rounds through semi-finals (at a minimum). Coaches should review ballots for accuracy; however, results and judge feedback should not be shared with competitors until the conclusion of the tournament.

If paper ballots are used, a ballot room will be open by the end of the first round on Friday until the close of business Friday evening and Saturday morning until the semifinal ballots are available for perusal. After this time, the ballot room is closed.

Coaches may view only the ballots for their competitors.

Ballots/awards will NOT be released until the awards ceremony. Another coach may pick up your awards/ballots if you leave the tournament early.

**INCLEMENT WEATHER POLICY:**

The following policy statements represent the general operation procedures of the CHSAA regarding post-season games/events, tournaments/conferences that are threatened by inclement weather. Circumstances not covered by this policy are left to the discretion of the CHSAA office for directions and/or discussions when deemed to be appropriate.

**Note:** Schools and individuals have the added responsibility of making alternative travel plans to contest/tournament sites based upon weather forecasts, etc. As a safety factor, input and recommendations are to be sought from the Highway Patrol Division of Highways and Travel.

**Team Competition**

1. Dual- The scheduled starting time and/or date of a contest/event may be adjusted upon consultation and mutual agreement of the administrators from the two affected schools as well as consultation with the CHSAA office.

2. Tournaments/Conferences - In the event acts of God prevent a team(s) from arriving on time for a scheduled contest as part of a post-season tournament, the following steps will be enacted:

When the number of schools that are unable to be present is 25% or more of those participating, the tournament/conference director, in consultation with CHSAA, shall postpone all or part of the day's contests/activities. Alternative brackets and time schedules shall be determined by the director, in consultation with CHSAA, which may include extending the contest/ tournament.

3. When less than 25% of participating schools are not able to attend, the following procedures will be followed:

- a. Notify the tournament director or designee with complete details a minimum of four hours before the scheduled starting time the day the tournament is to begin and/or other affected days of the tournament.
- b. If unable to arrive for the scheduled starting time, that segment of the bracket (game) will be moved to a later time slot that evening, following the completion of scheduled contests.
- c. In the event "a" is not possible, the game(s) will be rescheduled the following morning--where the schedule permits--at a time to be set by the tournament director.
- d. In the event "b" is not possible and the contest(s) cannot be rescheduled due to facility and/or schedule conflict, etc., the contest shall be declared a forfeit. When a consolation bracket is available, the team unable to make the contest will enter the consolation bracket.

## **SCHEDULING THE STATE TOURNAMENT**

### **SCHEDULING OF EVENTS:**

All Tournament participants will be identified by code and name. That code is the one given to the competitors on the final registration form. Failure to follow that code will result in the disqualification of the competitor(s).

In order for an event to occur at the State Tournament and recognize a State Champion, there must be enough entries for the event to be viable

- In speech events, CX, LD, and PF, this shall be defined as a minimum of four entries from at least two schools competing at the beginning of the tournament.
- In Congressional Debate, a minimum of 12 entries competing at the beginning of the tournament.
- Entries are expected to compete in all preliminary rounds.
- The Tournament Director can waive these expectations for extenuating circumstances.

All events must be pre-scheduled for rounds 1, 2, and 3 following the pairing criteria. No results can be recorded until the three preliminary rounds are scheduled. If there are drops prior to Round 1, rounds should be rescheduled. Once Round 1 has started, reschedule only to avoid sections of less than four in events and to avoid more than one bye in debate.

The top 12 participants in each event will be recognized at the awards ceremony.

All entrants will participate in three rounds of competition. The number of competitors eligible for advancement will determine the first advancement round (quarterfinals, semifinals, finals):

<b>Competitors Eligible for Advancement</b>	<b>Advancement Round</b>	<b>Number of competitors</b>
40	Quarterfinals	24
20	Semifinals	12
19 or fewer	Finals	6

Events with 40 or more competitors eligible for advancement will break to quarterfinals. Events with 20-39 competitors eligible for advancement will break to semifinals. Events with 19 or fewer competitors eligible for advancement will break straight to finals. In events that break straight to finals, awards for 7-12 will be determined based on preliminary results.

### **RANKING CONTESTANTS:**

Competitors will be ranked 1-6 in all rounds of competition. In preliminary, quarterfinal, and semifinal rounds, ranks lower than 4 will be recorded as 4(5) or 4(6). Students who are ranked 5 or 6 in the round will have an **ADJUSTED RANK** of 4 and an **UNADJUSTED RANK** of 5 or 6. Unadjusted ranks from preliminary rounds, quarterfinals, and semifinals will be used for tiebreaking purposes only. Finals unadjusted ranks will be recorded and used for determining final placement in the tournament. No adjusted ranks will be recorded for finals.

### **INSTRUCTIONS FOR SCHEDULING PRELIMINARY ROUNDS OF EVENTS:**

Speechwire will be used to tabulate and schedule events. The workers assigned to each event will shadow the scheduling and tabulation on cards to ensure that the following rules are followed:

These criteria are to be followed, in priority order:

1. The maximum number of students per section is 6.
2. No two students from the same school meet, if possible.
3. The same students should not meet, if possible.
4. Vary the speaker position of each student, if possible.
5. No student shall be scheduled in a short section more than once, if possible.

**QUARTERFINALISTS:**

Quarterfinalists are selected as follows:

1. Best 24 students with the lowest cumulative **ADJUSTED RANK** for the first three rounds (ranks of 5/6 are calculated as a rank of 4).
2. If two are tied for the 24th spot, have they met? If yes, judge's preference (lower rank) when they met is placed higher. If students have met more than once, consider judge preference from all meetings. **UNADJUSTED RANKS** should be considered to determine judge preference.
3. If two are tied and have not met, OR if three or more are tied, use lowest cumulative **UNADJUSTED RANKS** (ranks of 5/6 from prelims are calculated as 5/6).
4. If still tied, use reciprocal fractions of **ADJUSTED RANKS** (no rank lower than 4). Convert the judges' ranks to reciprocal fractions. Thus, 1st = 1.00; 2nd = .50; 3rd = .33; 4th = .25. The student with the highest reciprocal fraction total is placed higher.
5. If still tied, use reciprocal fractions of **UNADJUSTED RANKS** (ranks down to 6). Convert the judges' ranks to reciprocal fractions. Thus, 1st = 1.00; 2nd = .50; 3rd = .33; 4th = .25; 5th = .2; 6th = .17. The student with the highest reciprocal fraction total is placed higher.
6. At any point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
7. If still tied, a run-off round between them with three judges should be used, and then send the winner to their quarterfinal round. The ranks from this round are used only to determine which student(s) advance to the quarterfinal round.

**INSTRUCTIONS FOR SCHEDULING QUARTERFINAL ROUND OF EVENTS:**

1. Students from the same school should not meet, if possible.
2. Sections should be balanced in terms of strength (total ranks).
3. Same students should not meet, if possible.
4. Vary speaker positions, if possible.

**SEMIFINALISTS:**

Semifinalists are selected as follows:

1. Best 12 students with the lowest cumulative **ADJUSTED RANK** for the first three rounds and all three ballots from quarterfinals (ranks of 5/6 are calculated as a rank of 4).
2. If two are tied for the 12th spot, did they meet in quarterfinals? If yes, the judges' preference (lower rank) from quarterfinals is placed higher (use **UNADJUSTED RANKS** to determine judge preference).
3. If two are tied and did not meet in quarterfinals, have they met in prelims? If yes, judge's preference (lower rank) when they met is placed higher. If students have met more than once, consider judge preference from all meetings. **UNADJUSTED RANKS** should be considered to determine judge preference.
4. If two are tied and have not met, OR if three or more are tied, use lowest cumulative **UNADJUSTED RANKS** (ranks of 5/6 from prelims are calculated as 5/6).
5. If still tied, use reciprocal fractions of **ADJUSTED RANKS** (no rank lower than 4). Convert the judges' ranks to reciprocal fractions. Thus, 1st = 1.00; 2nd = .50; 3rd = .33; 4th = .25. The student with the highest reciprocal fraction total is placed higher.
6. If still tied, use reciprocal fractions of **UNADJUSTED RANKS** (ranks down to 6). Convert the judges' ranks to reciprocal fractions. Thus, 1st = 1.00; 2nd = .50; 3rd = .33; 4th = .25; 5th = .2; 6th = .17. The student with the highest reciprocal fraction total is placed higher.
7. At any point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
8. If still tied, a run-off round between them with three judges should be used, and then send the winner to their semifinal round. The ranks from this round are used only to determine which student(s) advance to the semifinal round.

**INSTRUCTIONS FOR SCHEDULING SEMIFINAL ROUND OF EVENTS:**

1. Students from the same school should not meet, if possible.
2. Sections should be balanced in terms of strength (total ranks).
3. Same students should not meet, if possible.
4. Vary speaker positions, if possible.

**FINALISTS:**

Finalists are selected as follows:

1. The top six students with the lowest cumulative **ADJUSTED RANKS** from their preliminary, quarterfinal, and semifinal judges (nine ballots) advance to the final round.
2. If two are tied, did they meet in quarterfinals or semifinals? If yes, the judges' preference from quarterfinals or semifinals (lower rank) is placed higher. Use **UNADJUSTED RANKS** to determine judge preference. If they met in both quarterfinals and semifinals, consider judge preference from each of the rounds.
3. If two are tied and did not meet in quarterfinals or semifinals or they met in both quarterfinals and semifinals and each was preferred in one of the two rounds, have they met in prelims? If yes, judge's preference (lower rank) when they met is placed higher. If students met more than once in prelims, consider judge preference from all meetings. Use **UNADJUSTED RANKS** to determine judge preference.
4. If two are tied and have not met, OR if three or more are tied, use cumulative **UNADJUSTED RANKS**.
5. If still tied, use total reciprocal fractions from all preliminary and semifinal **ADJUSTED RANKS** (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
6. If still tied, use total reciprocal fractions from all preliminary and semifinal **UNADJUSTED RANKS** (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25; 5th =.2; 6th =.17). The student with the highest reciprocal fraction total is placed higher.
7. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
8. If still tied, conduct a run-off between them with three judges and then send the winner to the final round. The ranks from this round are used only to determine which student(s) advance to the final round.

**DETERMINATION OF PLACES 7-12:**

Once finalists have been determined, follow steps 1-8 above to determine 7<sup>th</sup> – 12<sup>th</sup> place.

In the case of an unbreakable tie, tied competitors receive the same place.

**DETERMINATION OF PLACES 1-6:**

In the final round, the ranks of all three judges count. In the final round, no **ADJUSTED RANKS** will be used. Ranks of 5/6 should be recorded and calculated as ranks of 5/6. Awards are determined by cumulative ranks from three preliminary rounds, three quarterfinal rankings, three semifinal rankings, and three final round rankings. The lowest cumulative total of all ballots wins. **ADJUSTED RANKS** should be used for prelims and semifinals.

In the event of a tie, use the following tie breaking measures:

For a two-way tie, use judges' preference in finals.

For a three or more way tie:

1. Look at total student ranks in finals.
2. Determine reciprocal values from the ranks received in finals.
3. Look at cumulative unadjusted ranks from prelims, quarterfinals, semifinals and finals.
4. If still a tie, all 3 students receive the same award.
5. At any point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."

**SCHEDULING OF DEBATE:**

All events, including debate, must be pre-scheduled for rounds 1, 2, and 3 following the pairing criteria. No results can be recorded until the three preliminary rounds are scheduled. If there are drops prior to Round 1, rounds should be rescheduled. Once Round 1 has started, reschedule only to avoid sections of less than four in events and to avoid more than one bye in debate.

Speechwire will be used to tabulate and schedule debate. The workers assigned to each event will shadow the scheduling and tabulation on cards to ensure that the scheduling rules below are followed:

1. Pairing of Rounds 1, 2 & 3:
  - A. Philosophy: A team is independent in that sides debated by other teams from its school are irrelevant and not used when pairing. ***Sides are irrelevant in Public Forum.***
  - B. Byes:
    1. No team shall receive more than one bye in Rounds 1 – 3.
    2. No school shall be scheduled for more than one bye in Rounds 1 – 3.
    3. Byes are to be drawn by blind draw from all eligible teams and schools.
    4. No school may refuse a bye.
    5. A bye is a win for this tournament.
  - C. Pairing of Round 1:
    1. If there is an odd number of teams entered, draw a bye and give that team a “win” for Round 1.
    2. Arrange all teams entered in numerical/alphabetical order (101A, 101B, 104A, 109A, etc.).
    3. Separate the remaining pile of tab cards into two piles by placing the first card to the left, the second to the right, the third to the left, etc.
    4. Shuffle each of these two piles separately.
    5. Place one pile to the left for Affirmative and one to the right for Negative.
    6. A matrix should be used to schedule the round.
    7. Pair the round to avoid having teams from the same school meet, if possible.
  - D. Pairing of Round 2:
    1. If a bye is needed in Round 2, draw one as above, from all eligible teams and schools (exclude a team with a Round 1 bye and other teams from that school from consideration). Give the bye team a Round 2 “win.”
    2. On a table to the left place all teams with more negative debates, who should now debate affirmative. At the right, place those with more affirmative debates, who should now debate negative (a team not debating Round 1 because of a bye may uphold either side).
    3. Shuffle the negative cards.
    4. The matrix should be used to ensure that unless necessary:
      - a. Pair to avoid teams from the same school meeting.
      - b. Pair to avoid teams meeting a second time.
      - c. Pair to avoid a school hitting another team from a school previously hit.
  - E. Pairing of Round 3:
    1. If a bye is needed in Round 3, draw it from all eligible teams and schools, again excluding a team that has had a bye and excluding teams from a school that has had a bye. Give the bye team a “win.”
    2. Place the teams who don’t have one affirmative and one negative debate into the appropriate Affirmative or Negative pile.
    3. Rearrange the remaining teams in numerical/alphabetical order, as done before Round 1 (101A, 101B, 104A, 109A, etc.).
    4. Separate the remaining pile of tab cards into two piles by placing the first two cards to the left, the next two to the right, and alternating left-left, right-right, etc.
    5. Place one pile to the left for Affirmative and one to the right for Negative.
    6. Should these two piles be unequal, draw by blind draw from the side with “more” to the side with “less.”
    7. Shuffle the negative pile.



8. The matrix should be used to ensure that unless necessary the following priorities are met:
  - a. Pair to avoid teams from the same school meeting.
  - b. Pair to avoid teams meeting a second time.
  - c. Pair to avoid a school hitting another team from a school previously hit.
2. Setting up Rounds after Round 3:
  - A. Setting Up the First Advancement Round:
    1. All teams winning 2 or 3 debates in Rounds 1 – 3 enter the first advancement round.
    2. The first advancement round is needed to ensure a 32 team bracket for Double-Octafinals, a 16 team bracket for Octafinals (if there are fewer than 32 teams but more than 16 teams with a 2-1 or 3-0 record following Round 3), an 8 team bracket for Quarterfinals (if there are fewer than 16 teams but more than 8 teams with a 2-1 or 3-0 record following Round 3), or a 4 team bracket for Semifinals (if there are fewer than 8 teams with a 2-1 or 3-0 record following Round 3).
    3. Advancement round debates are scheduled and byes are given to ensure this happens.
    4. If possible, those who are undefeated will receive a bye to the next advancement round.
    5. If undefeated competitor(s) must debate in the first advancement round, the lowest ranked undefeated competitor(s) will debate.
    6. Debaters are ranked on W/L record, strength of opposition then cumulative speaker points. Strength of opposition for a team receiving a bye will be the average strength of opposition for the rounds debated in Rounds 1-3. Speaker points for a team receiving a bye will be the average of the speaker points earned in the rounds debated in rounds 1 – 3.
    7. If two undefeated competitor(s) are tied and one is needed to debate in the first advancement round, the one receiving the bye will be drawn by blind lot and the other will debate.
    8. Additional necessary byes shall go to the once defeated teams on the same basis as above, with higher ranked teams or debaters receiving byes.
  - B. Pairing of Advancement Rounds:
    1. Pairing Criteria:
      - a. Each team operates as an independent unit. Side assignments are NOT based on sides debated by other teams from its school.
      - b. Avoid pairing undefeated if numerically possible.
      - c. Avoid pairing a school against itself if numerically possible.
      - d. Avoid pairing teams who have met previously if numerically possible. If teams meet a second time, they MUST reverse sides, except in PF.
      - e. If a bye is necessary, a bye shall be drawn from any team eligible for a bye.
      - f. Debaters should uphold alternating sides if possible.
    2. If undefeated competitor(s) must meet, the pairing shall be created by blind draw from those eligible under the pairing criteria.
      - a. If both teams have had an unequal number of Affirmatives and Negatives and the less debated sides are opposite, each shall be assigned the less debated side.
      - b. If one team has an uneven number of Affirmatives and Negatives and the other team an equal number, the team with the uneven number shall be assigned its less debated side, and the other assigned the opposite side.
      - c. If both teams have an equal number of Affirmatives and Negatives and are due to uphold the same side, OR if both teams have an unequal number, and both have debated more on the same side and less on the other, the sides shall be assigned by blind draw.
    3. On the table, place the remaining undefeated teams on the left side who need to be affirmative because they have debated more negatives than affirmatives.
    4. On the table, place the remaining undefeated teams on the right side who need to be negative because they have debated more affirmatives than negatives.
    5. On the table, place the remaining undefeated teams due to uphold the affirmative, based on side alternation.
    6. On the table, place the remaining undefeated teams due to uphold the negative, based on side alternation.
    7. Pair the undefeated teams on the table set to go affirmative with the once defeated teams who should be negative.
    8. If there is an undefeated who needs to uphold the affirmative without an opponent, blind draw a team from the once defeated teams due to uphold affirmative to debate on the negative side.

9. Then pair the once defeated teams who should be affirmative with the undefeated teams set to uphold the negative.
  10. Continuing to follow the pairing criteria listed above, pair any remaining once-defeated teams.
    - a. If both teams have had an unequal number of Affirmatives and Negatives and the less debated sides are opposite, each shall be assigned the less debated side.
    - b. If one team has an uneven number of Affirmatives and Negatives and the other team an equal number, the team with the uneven number shall be assigned its less debated side, and the other assigned the opposite side.
    - c. If both teams have an equal number of Affirmatives and Negatives and are due to uphold the same side, OR if both teams have an unequal number, and both have debated more on the same side and less on the other, the sides shall be assigned by blind draw.
- D. Losing teams are eliminated until two teams remain.
- E. Placing:
1. The final round determines 1<sup>st</sup> and 2<sup>nd</sup> place.
  2. Teams losing in semifinals tie for third.
  3. Quarterfinalists who lose receive Quarterfinalist awards.
  4. Octafinalists who lose receive Octafinalist awards.

### **JUDGING CONGRESSIONAL DEBATE:**

Judge/Scorer: At the conclusion of each speech, each judge will assign points (1-6, 6 is best). The judge should consider both the speech presented and the competitor's ability to answer questions when scoring the speech. The judge should award points (1-6, 6 is best) to the presiding officer each hour for each complete hour served (up to three hours). These points may be the same for each of the hours or may be different. At the end of each scorer's judging commitment, they rank their eight (1-8, 1 is best) most preferred legislators (which may include presiding officers). All other students will receive a rank of 9 for the session.

### **Parliamentarian:**

A parliamentarian supervises each chamber and remains throughout all preliminary sessions: to call roll and ensure students are in assigned seats, to monitor timekeeping by the presiding officer, to intervene in case a student officer becomes too deeply involved in parliamentary rules, to correct gross errors in procedure, to record session start and end times, and to record actions taken. Ordinarily one should remain in the background, but step forward firmly when one's presence is required. The purpose of Congress is to debate legislation; the parliamentarian ensures this is done. The parliamentarian is also considered a judge in the chamber and will rank all participants at the end of the session (or in the case of a multiple session preliminary round, at the end of the last session).

At the end of each parliamentarian's judging commitment, they rank all students in the chamber (1 – total number of students in chamber, 1 is best). Ranks below 8 will be recorded as a 9 for advancement purposes. The ranking of all students in the chamber will be used as a tiebreaker.

Scorers and Parliamentarians will be paid for three rounds of judging for each session of Congressional Debate that they judge.

**STRUCTURE OF CONGRESSIONAL DEBATE:****1. Time Allowance and Sessions.**

- A. All students will be scheduled into a house for the two preliminary sessions, each of which will have two judges and one parliamentarian. Students will be in the same house for both preliminary sessions; however, there will be a separate docket for each of the preliminary sessions, and each session will have a different seating chart and two different judges, and precedence and recency (speaking and questioning) will reset for the second preliminary session. The parliamentarian will remain in the house for both preliminary sessions.
- B. Once the presiding officer has been selected, the parliamentarian will announce the end time for the session. If time permits, there will be three hours for debate once the presiding officer has been selected.
- C. Each session will be a minimum of three hours and a maximum of three hours and thirty minutes to allow for election of presiding officers. If no presiding officer elections are needed, the session will be three hours, unless there are 19-23 total students in Congressional Debate and there is only one house of Congress. In this instance, 10 minutes should be allotted for each competitor in each of the preliminary sessions.

**2. Election of Presiding Officer:**

- A. During the first preliminary session, in semifinals, and in finals, all students interested in serving as presiding officer will have a 10-minute trial period.
- B. Once all presiding officer candidates have had their trial period, voting will take place via secret ballot.
- C. The presiding officer must be elected with a majority of the vote. If one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention. Repeat this process until one candidate receives a majority of votes.

**D. Presiding Officer in Preliminary Sessions**

- 1. If there are only two students interested in serving as presiding officer and they can mutually agree as to who will serve during which preliminary session, no trial period is necessary.
- 2. If a trial period and voting are necessary, the first candidate who receives a majority of the votes will have the choice to serve as presiding officer for the first preliminary session or the second preliminary session.
- 3. If necessary, repeat the voting process with all presiding officer candidates except the first winner to determine the presiding officer for the remaining preliminary session.
- 4. If there is only one student interested in serving as presiding officer, that student may choose to serve for the first preliminary session only or may choose to serve as presiding officer for both preliminary sessions.

**E. Presiding Officer in Advancement Rounds**

- 1. To be eligible to serve as presiding officer in an advancement round, a student must run for presiding officer during the preliminary session.
- 2. Presiding officer candidates will be based on those students who indicated on their registration form that they were interested in serving a presiding officer in advancement rounds.
- 3. If there is only one student interested in serving as presiding officer in semifinals or in finals, that student will serve as presiding officer without a trial period or voting.

**F. In the event that there is not a student interested in serving as presiding officer, an adult will be assigned as presiding officer. This adult will be paid the same as a judge for acting in this capacity.****G. Once voting for the presiding officer has concluded, the Parliamentarian will verify the results with the Congress Tabulation Committee. Once verified, debate will continue.****H. The presiding officer(s) will be scored for each full hour they preside and each hour of presiding will count as one speech toward precedence. Presiding officer candidates who are not elected will not earn points for the trial period, nor will the trial period count towards precedence or recency. Only the presiding officer who serves for the longest period of time will be recognized as the presiding officer during the award ceremony.**

**SCHEDULING OF CONGRESSIONAL DEBATE:**

**There must be at least 12 competitors entered in Congressional Debate by the beginning of the first round or Congressional Debate will not be offered at the State Tournament.**

Speechwire will be used to tabulate and schedule congressional debate.

**Scheduling Preliminary Sessions**

There will be two preliminary sessions

1. Students are divided into houses as evenly as possible. Each house should be made up of 12-18 competitors.
2. If there are a total of 19-23 students entered in Congressional Debate, the tournament director has the discretion to run one house or two houses. If there is only one house, the length of each of the preliminary sessions will allot 10 minutes per competitor.
3. Set up houses to ensure that unless necessary:
  - a. Students from the same school do not meet.
  - b. Students wishing to run for presiding officer do not meet.
4. Schedule and post preset randomized recency for speaking and questioning for each session.
  - a. Randomized speaker recency will be the schematic generated in Speechwire during scheduling.
  - b. Randomized questioning recency will be randomly generated independently of speaker recency.
5. In preliminary sessions, recency (speaker and questioning) will be randomly assigned for the first preliminary session. Competitors in the top half of recency (speaker and questioning) for the first prelim session will be randomly assigned a position in the bottom half of recency for the second prelim session and vice versa. Speaker recency is independent of questioning recency.

**SEMIFINALISTS AND FINALISTS**

If there are 4 or fewer chambers in Congressional Debate, Congressional Debate will break straight to finals. If there 5 or more chambers in Congressional Debate, a three-hour semifinal round will be held.

The table below will be used to determine the number of students who advance from each house:

<b>NUMBER OF PRELIM HOUSES</b>	<b>TOP ____ STUDENTS FROM EACH HOUSE ADVANCE TO SEMIFINALS</b>	<b>TOP ____ STUDENTS ADVANCE TO FINALS</b>
1	NO SEMIS NEEDED	NO FINALS NEEDED
2	NO SEMIS NEEDED	9 students from each house to finals
3	NO SEMIS NEEDED	6 students from each house to finals
4	NO SEMIS NEEDED	5 students from each house to finals
5	8 from each house to semis (2 houses of 20)	9 students from each semifinal to finals
6	7 from each house to semis (2 houses of 21)	9 students from each semifinal to finals
7	6 from each house to semis (2 houses of 21)	9 students from each semifinal to finals
8	5 from each house to semis (2 houses of 20)	9 students from each semifinal to finals
9	4 from each house to semi (2 houses of 18)	9 students from each semifinal to finals
10	4 from each house to semi (2 houses of 20)	9 students from each semifinal to finals

**DETERMINING SEMIFINALISTS:**

Each individual chamber is tabulated independently of the others. Semifinalists are selected by:

1. Lowest cumulative rank of all 5 ballots (4 scorers and 1 parliamentarian) from preliminary sessions
  - A. Each scorer will rank the top 8 students and all other students will receive a rank of 9.
  - B. The parliamentarian will rank all students top to bottom. Any student ranked below 8 will receive a rank of 9 when tabulating cumulative ranks.
2. If 2 are tied, judges' preference should be used to determine which student advances (do not consider ranks below 9).
3. If more than two are tied, or judges' preference does not determine which student advances, use total reciprocal fractions from all preliminary ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
5. If students are still tied, use the rank by the parliamentarian (consider all ranks top to bottom). This is the only step where a student ranked below 9<sup>th</sup> by the parliamentarian should have the actual parliamentarian's rank used.
6. Use this process to determine finalists if no semifinal round is needed.

**INSTRUCTIONS FOR SCHEDULING SEMIFINAL ROUND OF CONGRESS:**

1. Students from the same school should not meet, if possible.
2. Sections should be balanced in terms of strength (total ranks).
3. Same students should not meet if possible.
4. A new seating chart should be created.
5. Determine and post speaker recency and questioning recency.
  - A. Calculate total preset speaker recency positions from all previous rounds to determine speaker recency for advancement rounds.
  - B. The participant with the highest cumulative speaker recency total from preliminary rounds will have the earlier recency position in advancement rounds (higher cumulative total = earlier recency position).
  - C. In the case of a tie, a random draw will determine order among all tied participants.
  - D. Follow A-C for questioning recency. Questioning recency is set independently of speaker recency.

There will be two scorers and one parliamentarian for each semifinal chamber. Awards for semifinalists and presiding officer in semifinals will be presented in the house at the end of the session. The presiding officer will receive points for each hour they preside and each hour will count as one speech toward speaker precedence. Only the presiding officer who serves for the longest period of time will be recognized as the presiding officer.

**DETERMINING FINALISTS:**

Each individual chamber is tabulated independently of the others. Finalists are determined based on ranks from semifinals only. Finalists are selected by:

1. Lowest cumulative rank of all ballots from semifinal session only.
  - A. Each scorer will rank the top 8 students and all other students will receive a rank of 9.
  - B. The parliamentarian will rank all students top to bottom. Any student ranked below 8 will receive a rank of 9 when tabulating cumulative ranks.
2. If 2 are tied, judges' preference should be used to determine which student advances (do not consider ranks below 9).
3. If more than two are tied, or judges' preference does not determine which student advances, use total reciprocal fractions from all preliminary ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
5. If students are still tied, use the rank by the parliamentarian (consider all ranks top to bottom). This is the only step where a student ranked below 9<sup>th</sup> by the parliamentarian should have the actual parliamentarian's rank used.

There will be two scorers and one parliamentarian for finals. All finalists will receive finalist ribbons in the house at the conclusion of the session. The top six students and the presiding officer from finals will be recognized on stage during awards. Only the presiding officer who serves for the longest period of time will be recognized as the Presiding Officer during awards.

**DETERMINING PLACING FOR FINALISTS:**

Final placement will be based on ranks from finals only. Use the following to determine the top six students:

1. Lowest cumulative rank of all ballots from final session only
  - A. Each scorer will rank the top 8 students and all other students will receive a rank of 9.
  - B. The parliamentarian will rank all students top to bottom. Any student ranked below 8 will receive a rank of 9 when tabulating cumulative ranks.
2. If 2 are tied, judges' preference should be used to determine which student should be ranked higher (do not consider ranks below 9).
3. If more than two are tied, or judges' preference does not determine which student advances, use total reciprocal fractions from all preliminary ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
5. If students are still tied, use the rank by the parliamentarian (consider all ranks top to bottom). This is the only step where a student ranked below 9<sup>th</sup> by the parliamentarian should have the actual parliamentarian's rank used.

**TABULATION OF RESULTS:**

Proper and accurate tabulation is essential for the State Tournament. It is the affirmative duty of the tabulation staff to ensure that all CHSAA scheduling rules are followed and that final results are determined by following the rules found in this handbook.

Official Tabulators working under the supervision of the Tournament Committee will tabulate tournament results. Tabulators are appointed by the State Tournament Committee. If you wish to work at the State Tournament in a certain capacity, let a committee member know. The committee strives to select workers so that there is a balance of experience and inexperience and geographic balance. Only assigned personnel are allowed in the tab room. The State Tournament Director shall be a member of the Tab Room Staff.

*If paper ballots are being used:*

*In events, first tab should verify that cover sheets and ballots match and then record from cover sheets, second tab should verify that cover sheets and ballots match and then record from ballots.*

*In debate, ballots should go to first tab to be recorded, then to second tab to be recorded. Once ballots have been recorded, second tab ensures that ballots are copied.*

*In Congressional Debate, speech scores are recorded for NSDA points only. Scorer and Parliamentarian ranks go to first tab to be recorded, then to second tab to be recorded. Second tab records names from the final registration forms.*

**JUDGING:**

The judge is responsible for ensuring that competitors adhere to CHSAA rules. Judges will not be allowed to offer oral critiques, but judges will be required to make written comments. Judges are responsible for bringing a wifi-enabled device to complete eballots. Judges are encouraged to make comments during the student performance rather than waiting until after the performance. In events, judges will rank students 1 – 6. In debate, judges will determine a winner and a loser and award points to each competitor. The winning debate team must earn more points than the losing debate team. In Congressional Debate, each speech is scored 1-6 (6 is best) and each hour of presiding is scored 1-6 (6 is best). At the end of each session, the top 8 students will be ranked with all other students earning a rank of 9. Parliamentarians will rank all students from first to last. When ranking students at the end of the session, a rank of 1 is best.

**JUDGES TABLE GUIDELINES:**

1. Speechwire will be used to schedule judges for all events and debate.
2. Eballots will be used unless tournament committee/CHSAA notify otherwise.
3. Judges must be certified and approved by CHSAA.
4. Coaches may not "blackball" judges.

**OMBUDSPERSON:**

The Ombudsperson serves as a mediator between coaches and the tournament administration when concerns and problems arise. Coaches should bring questions regarding tournament procedures to the Ombudsperson. Problem solving will be attempted by the Ombudsperson. If remediation is not possible, a grievance may be filed.

All protests must be in writing prior to the next round of the event in question. Debate evidence grievances must be filed in the time frame outlined in the Debate Evidence rules. Protests of final rounds must be filed before the Awards Assembly. Coaches must use the CHSAA Grievance Form supplied by the tournament director.

When protests are received by the Grievance Committee, all work on that event will stop.

# Grievance Procedures

## GRIEVANCES AT STATE SPEECH TOURNAMENT

### ONLY THE FOLLOWING MISTAKES ARE GRIEVABLE AT THE STATE TOURNAMENT

Alleged Mistake	When Must Be Grievied	If Upheld
Judge misapplies or violates a rule, e.g.: speaker order, oral critique, conferring with other judges, manuscript used, timing rule (too much, too little, not timed)	Prior to next round	<p><b>If a judge is a coach:</b>  <b>1<sup>st</sup> time:</b> Tournament Director explains the problem to the judge, corrects problem if possible  <b>2<sup>nd</sup> time:</b> Letter from CHSAA sent to coach's principal</p> <p><b>If a hired judge:</b>  Tournament Director explains the problem to judge, corrects problem if possible  and/or  Judge is relieved from judging for the rest of the meet</p> <p>No rounds will be re-run</p>
Scheduling Error	Prior to beginning round  After round	Schedule changed  No change
Tabulation Error	Prior to next break round	Tabulation corrected
Judge assigned incorrectly	Prior to round  After round	Judge reassigned if reported to judges' table  No change
Student violates published CHSAA rules	Prior to next round	Student is disqualified
Misbehavior by participants or observers during a round	Prior to next round	Tournament Director may talk with offender(s), and/or ban offender(s) from further observation and/or disqualify offending student(s)
Judge's conduct inappropriate, e.g.: sleeping, fraternizing with competitors, incapacitated during round	Prior to next round	Tournament director speaks with judge, corrects problem if possible
Original judge unable to complete round	Prior to next round	Round will be re-run
Judge ignores, misinterprets or misapplies debate evidence rules	<p>Notify ombudsperson of intent to file grievance within 20 minutes of end of round (time starts when last ballot from the round is submitted).</p> <p>Grievance must be filed within 10 minutes of informing of intent to file grievance.</p>	<p>The grievance committee is authorized to hear:</p> <ol style="list-style-type: none"> <li>1. Grievances, pursuant to 13.3(B), claiming that a judge ignored, misinterpreted, or misapplied rules other than those from which no appeal is permitted pursuant to 13.3(A).</li> <li>2. Grievances of a judge's decision, pursuant to 13.3(C), on a formal in-round allegation of distortion or nonexistent evidence (note: judge decisions regarding clipping may not be appealed)</li> <li>3. A formal allegation of distortion or nonexistent evidence that is made for the first time after the conclusion of the debate.</li> </ol>



**GRIEVANCE COMMITTEE:**

The charge of the State Grievance Committee shall be to apply & enforce the CHSAA rules.

1. The committee shall be chaired by a member of the State Tournament Committee. The chair will be a non-voting member of the committee.
2. A CHSAA Liaison shall be an ex-officio member of the Grievance Committee.
3. A CHSAA Liaison will present the grievance committee with a Rules Packet and will review its contents prior to the start of the first round of competition.
4. The Grievance Committee chairperson shall type a copy of the grievance decision and submit the typed copy to the CHSAA representative immediately.
5. A copy of the grievance will be forwarded to the principal of the school filing the protest.
6. Decisions by the Grievance Committee are final.

***The Grievance Committee has power to levy disqualifications and/or penalties.***

**Procedure to follow to file a grievance:**

1. Obtain an official form from the ombudsman. File grievance with him/her/them. If not satisfied with the decision, then go to step 2.
2. Have the ombudsman assist you in taking your grievance to the Tournament Director/Tournament Committee. If still not satisfied with the decision, go to step 3.
3. File the grievance with the Grievance Committee whose decision is final.

**NOTE: A Coach or Tournament Official are the only individuals who are able to file a grievance.**

The grievance must be based upon a firsthand observation by the **Coach or Tournament Official**, or by the student upon whose behalf the **Coach or Tournament Official** is filing the grievance.

**Due Process:**

1. Steps 1, 2, 3 listed above shall provide the steps of due process.
2. The Grievance Committee will listen to a representative of each side of the conflict in order to obtain first-hand information. When facts are in dispute, other people may be interviewed.
3. Coaches involved must be informed of a pending grievance.
4. Any grievance may not be rescinded once it is written and submitted to the ombudsperson.
5. Coaches must be present if their students are questioned.
6. The state chair is not a voting member.

Revised 2015

# APPENDIX:

This section contains the following:

- Cover sheets
  - OO/Info
  - Congressional Debate Legislation
- Congressional Debate Resources
  - Congressional Debate Legislation Guidelines
  - Table of Parliamentary Motions
  - PO Voting Form
- Protest Forms
  - Congressional Debate Evidence Challenge
  - Grievance Form
  - Objectionable Material Form
  - A speech judge penalty form
- Events Cover Sheet
- Events Ballots for 3A and 4A/5A
  - This section includes official copies of the ballots, complete with rules for the back sides

**SUBMIT SIGNED COVER SHEET WITH MANUSCRIPT OF SPEECH AND WORKS CITED PAGE  
(INFORMATIVE SPEAKING) WHEN YOU REGISTER FOR THE STATE TOURNAMENT**

## **Oratory/Informative Speaking Cover Sheet**

STUDENT NAME \_\_\_\_\_ COACH NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

**TOTAL NUMBER OF QUOTED WORDS:** \_\_\_\_\_

Underline quoted words and put the number quoted on the bottom of each page.

Staple the typed pages of the Oratory/Informative Speech to this sheet. For Informative Speaking, include the Works Cited page as well.

Except for 150 words or less that are quoted, and for which sources are cited, this oratory/informative speech is my original work.

\_\_\_\_\_(Student signature)

To the best of my knowledge, this oratory/informative speech (except for quoted words) is this student's original work.

\_\_\_\_\_(Coach Signature)

## **Congressional Debate Legislation Cover Sheet**

STUDENT NAME(S) \_\_\_\_\_ COACH NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

### **LEGISLATION SUBMITTED WILL BE USED TO CREATE:**

#### **Preliminary Session 1 – 6-8 bills/resolutions**

Submitting school name will be listed and authorship speeches will be allowed

#### **Preliminary Session 2 – 6-8 bills/resolutions**

Submitting school name will be listed and authorship speeches will be allowed

#### **Semifinals (if needed) – 6-8 bills/resolutions**

Submitting school name will be omitted and no authorship speeches will be allowed

#### **Finals – 6-8 bills/resolutions**

Submitting school name will be omitted and no authorship speeches will be allowed

This bill/resolution may be used in preliminary

☐ YES

☐ NO

This bill/resolution may be used in advancement

☐ YES

☐ NO

This piece of legislation is my original work. I have made every effort to ensure that it is formatted correctly. To the best of my knowledge, this legislation has not been on the docket at a previous tournament. \_\_\_\_\_(Student signature)

To the best of my knowledge, this legislation is this student's original work. To the best of my knowledge, the legislation is formatted correctly and has not been on the docket at a previous tournament. \_\_\_\_\_(Coach Signature)

## Congressional Debate Legislation Guidelines

Most legislation should have a national/domestic focus that the U.S. Congress would have *jurisdiction* over, taking the form of a **bill**. A bill establishes details behind *how* a particular law must work, including when it takes effect, how much tax levy would be appropriated (if applicable), how infractions/violations will be dealt with, etc. A bill may answer the who, what, when, where—and most specifically how—but it will never answer “why.” Legislators explain rationale behind bills in their speeches, and how a bill implements its solution can spark deeper, more meaningful debate.

Students should consider what the U.S. Congress has jurisdiction over. Since the Executive Branch runs most of the agencies that enforce federal laws, understanding those helps. While foreign affairs often fall under the jurisdiction of the Executive Branch, funding efforts such as USAID can have an impact on the success or failure of United States involvement in other countries, and therefore, can be framed as a bill. Inspiration for legislative ideas can be found at [thomas.loc.gov](https://www.thomas.loc.gov).

Writing an effective bill involves more time and research than researching one written by someone else. Students must ask themselves what the legislation does, who is involved (government agencies), where it happens, when it is feasible to take place and how much time is needed for implementation, and how it should be carried out (a plan of action). All of these questions must be answered in writing the sections of the bill, with thoughtful consideration as to how thoroughly each section explains its plank of implementing the overall bill’s plan of action.

**Resolutions** are simply position statements on issues Congress does not have jurisdiction over (such as a foreign issue, although a bill can suggest foreign aid), or further action (such as amending the Constitution). Resolutions lack the force of law, and never establish enforcement.

Appropriate **topics** exhibit seriousness of purpose. The action proposed should be feasible, and such that the actual United States Congress might debate it. Topics should be debatable, meaning substantive argumentation exists on both sides. Legislation should be typed and double-spaced with line numbers, **not exceeding one page**. Capitalizing the words “WHEREAS” and “RESOLVED” in resolutions, and “SECTION” in bills, as well as inverse-indenting each clause or section helps to distinguish between ideas and concepts.

The samples above show proper formatting. In the resolution, note the semicolon, and how it precedes the word “and” at the end of each “whereas” clause, and the phrase “now, therefore, be it” at the end of the last “whereas” clause.

**Note: Legislation that is submitted for consideration at the State Tournament may be rejected if serious issues exist with the adherence to these guidelines.**

Templates for bills, resolutions, and resolutions to amend the Constitution are available online at [www.speechanddebate.org](http://www.speechanddebate.org).

(National Speech & Debate Association, 2018-19)

### A Bill to Establish a Specific Policy

BE IT ENACTED BY THIS CONGRESS THAT:

1. **SECTION 1.** State the new policy in a brief declarative sentence, or in as few sentences as possible.
- 2.
- 3.
4. **SECTION 2.** Define any ambiguous terms inherent in the first section.
- 5.
6. **SECTION 3.** Name the government agency that will oversee the enforcement of the bill along with the specific enforcement mechanism.
- 7.
- 8.
- 9.
10. **SECTION 4.** Indicate the implementation date/timeframe.
- 11.
12. **SECTION 5.** State that all other laws that are in conflict with this new policy shall hereby be declared null and void.
- 13.
- 14.

*Introduced by Name of School*

### A Resolution to Urge Further Action on a Specific Issue

1. **WHEREAS,** State the current problem (this needs to be accomplished in one brief sentence); and
- 2.
- 3.
4. **WHEREAS,** Describe the scope of the problem cited in the first whereas clause (this clause needs to flow logically from the first); and
- 5.
- 6.
- 7.
8. **WHEREAS,** Explain the impact and harms allowed by the current problem (once again, the clause needs to flow in a logical sequence); now, therefore, be it
- 9.
- 10.
- 11.
12. **RESOLVED,** By this Congress that: state your recommendation for dealing with the problem (the resolution should be a clear call for action); and, be it
- 13.
- 14.
- 15.
16. **FURTHER RESOLVED,** That (an *optional* additional recommendation; if not used, end the previous clause with a period).
- 17.
- 18.

*Introduced by Name of School*

# TABLE OF PARLIAMENTARY MOTIONS

Following is the National Speech & Debate Association motion chart, annotated (non-shaded) to show motions used most often.

Table of Most Frequently Used Parliamentary Motions Adapted for use in National Speech & Debate Association Congressional Debate			Second Required?	Debatable?	Amendable?	Required Vote	May Interrupt?
Type	Motion	Purpose					
Privileged	24. Fix time for reassembling	To arrange time of next meeting	Yes	Yes-T	Yes-T	Majority	Yes
	23. Adjourn	To dismiss the meeting	Yes	No	Yes-T	Majority	No
	22. Recess	To dismiss the meeting for a specific length of time	Yes	Yes	Yes-T	Majority	No
	21. Rise to a question of privilege	To make a personal request during debate	No	No	No	Decision of the Chair	Yes
	20. Call for orders of the day	To force consideration of a postponed motion	No	No	No	Decision of the Chair	Yes
Incidental	19. Appeal a decision of the chair	To reverse a decision	Yes	No	No	Majority	Yes
	18. Rise to a point of order or parliamentary procedure	To correct a parliamentary error or ask a question	No	No	No	Decision of the Chair	Yes
	17. Division of the chamber	To verify a voice vote	No	No	No	Decision of the Chair	Yes
	16. Object to the consideration of a question	To suppress action	No	No	No	2/3	Yes
	15. Divide a motion	To consider its parts separately	Yes	No	Yes	Majority	No
	14. Leave to modify or withdraw a motion	To modify or withdraw a motion	No	No	No	Majority	No
	13. Suspend the rules	To take action contrary to standing rules	Yes	No	No	2/3	No
Subsidiary	12. Rescind	To repeal previous action	Yes	Yes	Yes	2/3	No
	11. Reconsider	To consider a defeated motion again	Yes	Yes	No	Majority	No
	10. Take from the table	To consider tabled motion	Yes	No	No	Majority	No
	9. Lay on the table	To defer action	Yes	No	No	Majority	No
	8. Previous question	To force an immediate vote	Yes	No	No	2/3	No
	7. Limit or extend debate	To modify freedom of debate	Yes	Yes	Yes-T	2/3	No
	6. Postpone to a certain time	To defer action	Yes	Yes	Yes	Majority	Yes
	5. Refer to a committee *	For further study	Yes	Yes	Yes	Majority	Yes
	4. Amend an amendment *	To modify an amendment	1/3	Yes	No	Majority	No
	3. Amend *	To modify a motion	1/3	Yes	Yes	Majority	No
	2. Postpone indefinitely	To suppress action	Yes	Yes	No	Majority	No
Main	1. Main motion	To introduce a business	Yes	Yes	Yes	Majority	No

\* No. 5 should include:

1. How appointed?
2. The number
3. Report when or to what standing committee

T = Time

\* Nos. 3 and 4 by:

1. Adding (inserting)
2. Striking (deleting)
3. Substituting

## VOTING FOR PRESIDING OFFICER

The presiding officer must be elected with a majority of the vote. If one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention. Repeat this process until one candidate receives a majority of votes.

[illegible]

## VOTING FOR PRESIDING OFFICER

The presiding officer must be elected with a majority of the vote. If one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention. Repeat this process until one candidate receives a majority of votes.

[illegible]

CONGRESSIONAL DEBATE EVIDENCE PROTEST FORM

USE THIS FORM FOR EVIDENCE CHALLENGES IN ROUND

EVIDENCE CHALLENGES IN ROUND:

All evidence challenges must occur during the session of Congressional Debate where an alleged violation took place, and should happen before a vote on the pending legislation. If the concern arises during the last cycle of speeches, the parliamentarian may grant a challenge after the vote, prior to the first speech on a new piece of legislation.

Submit the completed form to the Parliamentarian for consideration.

STUDENT NAME	CODE
SCHOOL	

Please detail the specific piece of evidence that you are challenging, including any cited source information and where in the speech the evidence was used.


Please explain your reasoning and/or proof for challenging this piece of evidence. Please include whether you are in possession of the source and can produce it upon request.


I understand that alleging a violation without merit or to be found inaccurate could lead to censure by the Parliamentarian.

Student's Signature:	
Coach/Supervising Adult's Name:	



## GRIEVANCE FORM

Please complete the following and turn it in to the Ombudsman Table.

Name of person submitting the grievance \_\_\_\_\_

Name of School \_\_\_\_\_ Principal \_\_\_\_\_  
\*\*\*\*\*

Event \_\_\_\_\_ Round \_\_\_\_\_

What **specific** infraction of tournament rules or procedures have you observed?

What exactly is the resulting problem?

What action or correction are you asking for from the Grievance Committee?

Signature \_\_\_\_\_ Time/Date \_\_\_\_\_

Time that the grievance committee reached a decision \_\_\_\_\_

## Formal Complaint Form to Object to Material Being Performed by High School Forensic Competitors

- Who may file this form? Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interpretation round objectionable may file a formal complaint by obtaining, from the tournament director, this official CHSAA form which outlines the procedure.
- The grievance must be based upon a firsthand observation by the person filing the formal complaint.
- The form must be filled out completely and specifically. The complainant must provide a name, a phone number, and an address. No grievances may be filed anonymously.
- Procedure: This grievance may be given to the tournament director or it may be mailed to the Colorado High School Activities Office at 14855 East Second Avenue, Aurora, CO 80011, Attn: Commissioner in Charge of Speech & Debate. If filed with a tournament director, that director must forward the form to CHSAA within two business days. After CHSAA receives this grievance, they will 1) Contact the coach of the student about whom the grievance is filed, 2) Send a copy to the principal of the student about whom the grievance is filed and 3) Send a copy to the principal of the school who filed the complaint.

*Philosophy: The Colorado Speech & Debate community believes that complaints involving appropriateness of material being presented by high school students is a local rather than a state issue. Different communities uphold and adhere to different standards. Therefore, by informing the local principal of the complaint, that principal will address the issue based on the community's standards. Furthermore, while we support the right to free speech for students, we also understand that Speech and Debate is an educational activity that is financed in part with public money. Because of this, we also support this grievance process which ensures that competing students are adhering to the standards of their educational communities.*

Date: \_\_\_\_\_ Tournament: \_\_\_\_\_

Tournament Director whom I informed: \_\_\_\_\_

If the tournament director was not informed, why? \_\_\_\_\_

\_\_\_\_\_

Name and school of the student about whom I am filing this grievance \_\_\_\_\_

\_\_\_\_\_

Event in which the student was competing \_\_\_\_\_

Name of the piece the student was performing \_\_\_\_\_

My **SPECIFIC** complaint \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Printed Name \_\_\_\_\_ Signature \_\_\_\_\_

Phone Number \_\_\_\_\_ Mailing Address \_\_\_\_\_

School I represent or am affiliated with \_\_\_\_\_

## SPEECH JUDGE PENALTY FORM

Judge's Name \_\_\_\_\_

Tournament Director's Name \_\_\_\_\_

Tournament Director's School \_\_\_\_\_

Tournament Director's Email \_\_\_\_\_

Tournament Director's Phone Number \_\_\_\_\_

Date & Time of Infraction \_\_\_\_ / \_\_\_\_ / \_\_\_\_ : \_\_\_\_ A.M. – P.M.

### TYPE OF INFRACTION (Check One)

- ☐ Absence from or tardiness to tournament for which judge has committed.
- ☐ Disclosure of judging outcome to student(s) or coach prior to the end of the tournament.
- ☐ Discussing with other judges prior to the end of the tournament, the performance he/she/they heard.
- ☐ Refusal to further justify decision on the ballot when requested to do so by the tournament director.
- ☐ When requested by the tournament director to correct ballot containing the error(s) of:  
\_\_\_\_\_ the judge refused to make the correction.
- ☐ Judging a contestant he/she knows well or one the judge has judged earlier in the tournament in the same event, without first notifying the tournament director.
- ☐ Giving oral critiques.
- ☐ Refusal to judge an event for which he/she/they is certified.
- ☐ Asking for evidence in a debate in circumstances other than those specified as appropriate.

Additional comments concerning the infraction:

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Signature of Tournament Director \_\_\_\_\_

For use of tournament director

- ☐ First written warning for this infraction for which a warning is given.
- ☐ I would like a representative from CHSAA to contact me regarding this incident.

# JUDGE'S SUMMARY SHEET

## INDIVIDUAL EVENTS

EVENT \_\_\_\_\_ JUDGE \_\_\_\_\_

ROUND \_\_\_\_\_ SECTION \_\_\_\_\_ ROOM \_\_\_\_\_

*We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision-making process.*

PARTICIPANT NAME	CODE	RANK * see below

**\*NOTE ABOUT RANKS:**

In all rounds, rank participants 1, 2, 3, 4, 5, 6, etc. where 1 is the best.  
Each participant should have a unique rank – no ties are allowed.

**BE SURE TO COMPLETE AND SIGN ALL EVALUATION FORMS  
AND THIS SUMMARY**

**BE SURE TO GIVE CONSTRUCTIVE WRITTEN FEEDBACK TO ALL COMPETITORS**

**JUDGE SIGNATURE:** \_\_\_\_\_

# **Events Ballots for 3A and 4A/5A**

This section includes official copies of the ballots, complete with rules for the back sides

[CLICK HERE TO ACCESS 3A STATE TOURNAMENT BALLOTS](#)

[CLICK HERE TO ACCESS 4A/5A STATE TOURNAMENT BALLOTS](#)