

LINCOLN-DOUGLAS DEBATE (LD)

Debate Points Overall Scale:

6-15 points: Inappropriate, poor behavior.

If you give a score in this range, you must explain why to tournament staff.

16-19 points: Very weak, could not engage in the debate

20-23 points: Needs improvement

24-26 points: Good

27-28 points: Excellent

29-30 points: Outstanding



Speaker Points	1 - Poor	2 - Below Average	3 - Average	4 - Above Average	5 - Excellent	Total
Performance	Very nervous, unclear speech, frequent pauses, lack of eye contact.	Some nervousness, inconsistent clarity, occasional pauses, limited eye contact.	Confident delivery, clear speech, minimal pauses, adequate eye contact.	Very confident delivery, articulate speech, few pauses, strong eye contact.	Extremely confident, compelling delivery, fluent speech, no pauses, strong and engaging eye contact.	
Organization	Very disorganized, unclear structure, difficult to follow.	Somewhat disorganized, weak structure, challenging to follow at times.	Generally organized, logical structure, mostly easy to follow.	Well-organized, clear structure, easy to follow.	Exceptionally well-organized, flawless structure, effortless to follow.	
Evidence	Little to no relevant evidence provided, unsupported claims.	Limited relevant evidence, some unsupported claims.	Adequate relevant evidence, mostly supported claims.	Strong relevant evidence, well-supported claims.	Abundant, highly relevant evidence, all claims well-supported.	
Argumentation	Weak arguments, significant logical flaws, easily refuted. No rebuttal to opponent's claims.	Some weak arguments, inconsistencies in logic. Limited rebuttal to opponent's claims.	Generally sound arguments, minor inconsistencies. Some quality rebuttals, but some opponent's claims left unexamined.	Strong arguments, logical coherence. Opponent's claims addressed.	Compelling arguments, flawless logic, very difficult to refute. All opponent's claims addressed, examined and persuasively countered.	
Questioning	Ineffective questioning, little engagement with opponents.	Limited effectiveness in questioning, minimal engagement.	Adequate questioning, some engagement with opponents.	Effective questioning, good engagement with opponents.	Highly effective questioning, deep engagement with opponents, adept at exposing weaknesses.	
Conduct	Very disrespectful, inappropriate behavior.	Somewhat disrespectful, occasional inappropriate behavior.	Generally respectful, minor instances of inappropriate behavior.	Respectful conduct throughout.	Exemplary conduct, respectful at all times, sets a positive tone.	

RULES

LINCOLN-DOUGLAS DEBATE

Participants must follow a conversational pace when speaking in order for their opponent and the judge to assess their statements. "Spreading" is not permitted. Speaking too fast is reason for losing a round.

TIME LIMITS

Each speaker must adhere to the specified time limits for their speeches. Each side has four minutes total of preparation time they can distribute among the two prep time periods assigned to them.

- ◆ **Affirmative Constructive:** 6 minutes
- ◆ **Negative Cross Examination:** 3 minutes = Negative asks Affirmative questions, Affirmative "defends"
- ◆ **Negative preparation:** time up to 4 minutes
- ◆ **Negative Constructive:** 7 minutes
- ◆ **Affirmative Cross Examination:** 3 minutes = Affirmative asks Negative questions, Negative "defends"
- ◆ **Affirmative preparation:** time up to 4 minutes
- ◆ **Affirmative Rebuttal:** 4 minutes
- ◆ **Negative preparation:** time up to 4 minutes
- ◆ **Negative Rebuttal:** 6 minutes
- ◆ **Affirmative preparation:** time up to 4 minutes
- ◆ **Affirmative Rebuttal:** 3 minutes

CONSTRUCTIVE SPEECHES

Each debater delivers a constructive speech, presenting their arguments and supporting evidence or reasoning. This speech sets the foundation for the debate.

CROSS-EXAMINATION

Following the constructive speeches, there is a cross-examination period where debaters can ask each other questions to clarify arguments or challenge opponents' positions.

REBUTTALS

Debaters present rebuttal speeches where they respond to their opponent's arguments, pointing out weaknesses or offering counterarguments. Rebuttals should be focused and concise.

CLASH

Debaters are expected to engage directly with their opponent's arguments, providing analysis and evidence to support their own positions while undermining their opponent's.

ROUND GUIDE

- 1) Students should not be in the room until you are. Observers are allowed but they may not disrupt, help, or record.
- 2) Arrange two desks in the front for each competitor to sit or stand and debate.
- 3) **Start the session on Speechwire.**
- 4) Set up notes with competitor's names and get timer ready.
- 5) Ask students if they want any cues for when they have only a certain amount of time remaining – example, a knock on the desk at one minute left.
- 6) Follow the Time Limits strictly for debate. Use the rubric to guide how you grant debate points 1-30 on Speechwire.
- 7) The winner of the debate should be the one who got more debate points. **Points can be tied, ranks cannot. Do not share feedback with competitors during competition.**
- 8) **After you input rank and points, SUBMIT your ballot on Speechwire. The next round cannot begin until you do this. Please do it immediately. 😊**
- 9) Go back to the Judge's Lounge and fill in feedback on Speechwire.