NATIONAL SPEECH & DEBATE ASSOCIATION

NATIONAL FORENSIC LEAGUE

# Hoosier Heartland & Hoosier Crossroads District Debate Tournament

# Judge Packet

# District Debate Tournament Judge Packet
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## Resolutions

Lincoln-Douglas (LD)
Resolved: The possession of nuclear weapons is immoral.

Public Forum (PF)
Resolved: The People's Republic of China should substantially reduce its international extraction of natural resources.

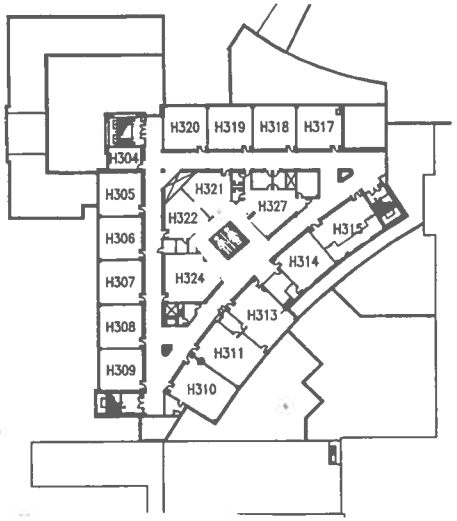
Policy (CX)
Resolved: The United States Federal Government Should Significantly Increase Its Exploration And/Or Development Of The Arctic.

Congress (CDH [House] and CDS [Senate])
(in no particular order) – Link to Docket (tinyurl.com/2me69kfp)

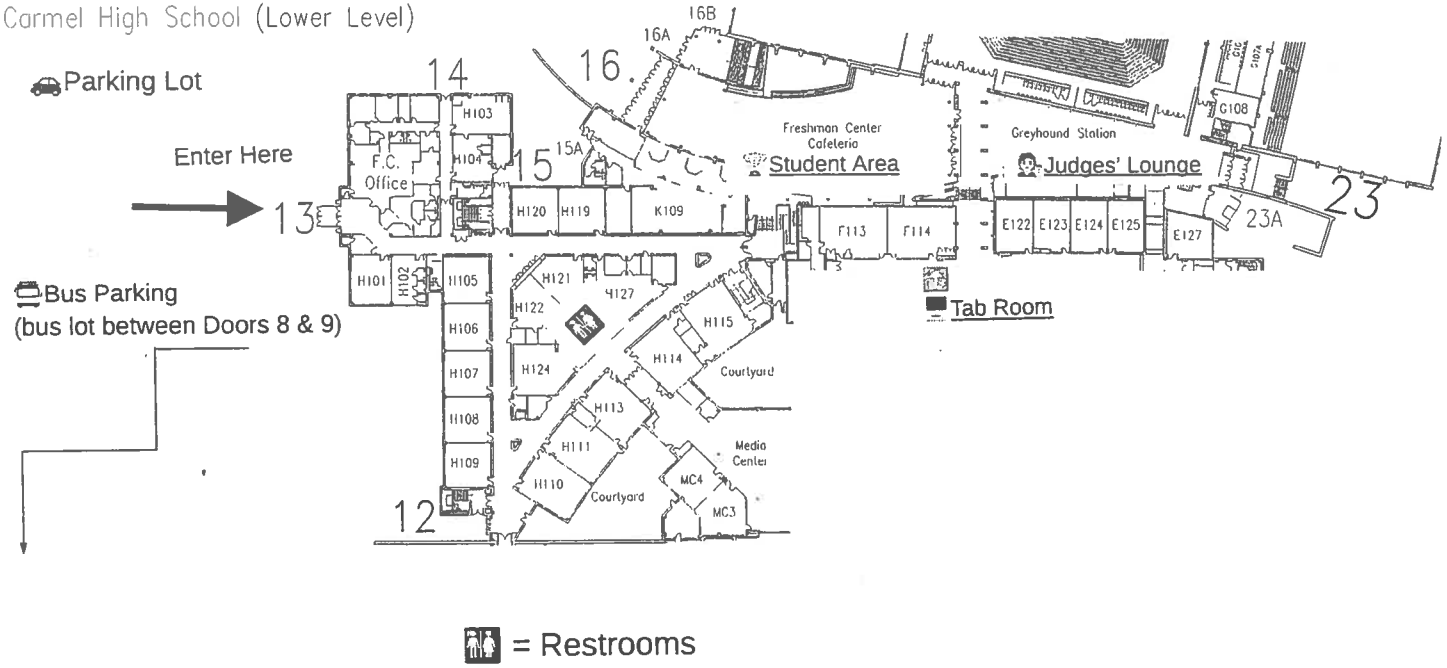
- A Bill to Establish Independent Redistricting Commission to Abolish Gerrymandering
- A Bill to Lower Prescription Drug Costs
- A Bill to Establish an Expanded North American Free Trade Agreement (ENAFTA)
- A Bill to Ban Sports Betting
- A Bill to Make Federal Jury Service Voluntary
- A Resolution to Promote Montessori Education Models

## (Second Floor)

## (Third Floor)




Carmel High School (Lower Level)




= Restrooms

**Dear Volunteer Judge,**

Thank you so much for volunteering your time to judge! We truly could not do this without you. Judges are essential to making tournaments possible—both practically, because events can't run without enough judges, and philosophically, because students learn to communicate with a wide range of people and perspectives.

**Your Role:**

- Be **impartial** and fair to all competitors.
- **Listen carefully** and **take notes**. Try to track **each side's main arguments** and how well they **respond** to each other.
- Remember: it's the student's job to communicate clearly—you don't need prior experience to be an excellent judge!

**Pre-Tournament Action Steps:**

1. **Check in** with the Judge Host Table.
2. Connect to the "**CCS_OpenGuest**" WiFi network on your device. No password is required.
3. Go to **LIVE.SpeechWire.com.** Enter your email address and password. See the "SpeechWire Online Ballot Instructions" on page 4 for more detailed instructions if you run into any issues.
4. Be present in the Judges' Lounge for a **Judges Meeting** at **8:00 AM**. Help yourself to refreshments in the Judges' Lounge.

**How to Judge Efficiently:**

1. **Check your SpeechWire account** (LIVE.speechwire.com) and your email/texts to know when you've been assigned a ballot.
2. **Head straight to the round room** once you receive it and begin promptly.
3. **Utilize this judge packet** and table of contents (next page) to see what event information you need to prioritize reviewing ahead of judging the round.
4. **Submit your decision (ranks or winner) immediately** after the round to keep the tournament moving.
5. Add **additional written feedback** to your ballot only *after* submitting your decision (if applicable.) NO ORAL DECISIONS OR FEEDBACK, PLEASE!

Your time and care make a direct difference for our students. Thank you for helping them grow as speakers, thinkers, and leaders.

If you need help at any point, speak with the **Judge Host Staff**.

We deeply appreciate your support—thank you for being part of this incredible activity!

—The Hoosier Crossroads and Hoosier Heartland District Committees

**Important Locations**

| Name | Location | Purpose |
|---|---|---|
| Judges' Lounge | Greyhound Cafeteria | - Location for judges/coaches to gather, relax, socialize, and finish writing feedback after rounds<br><br>- Please remain in the Judges' Lounge between rounds and during your off rounds so we can easily find you if needed<br><br>- Complimentary breakfast items in the morning, lunch in the afternoon, and snacks will be available throughout the day |
| Judge Host Table | Greyhound Cafeteria | - Judge check-in<br><br>- Answering questions<br><br>- Liaison between judges and the Tabulation staff<br><br>- If you have a question or concern, please check with Judge Host Table first before contacting Tabulation staff |
| Student Area | Freshman Cafeteria | - Location for students/coaches to gather between rounds<br><br>- Judges are permitted in the student area, but should not linger. Default judge location should be the Judges' Lounge. |
| Tabulation (Tab) Room | F114 | - Staffed by members of the Hoosier Crossroads/Hoosier Heartlands NSDA District Committees<br><br>- Runs the tournament software to pair rounds and keeps the tournament moving efficiently<br><br>- Handles questions regarding interpretation of rules, scoring discrepancies, and belonging and inclusion issues<br><br>- May ask to speak with judges to clarify questions regarding your ballot |
| Competition Rooms | H Rooms (Freshman Center) | - Where debates will occur<br><br>- Room will appear on ballot on SpeechWire<br><br>- The first digit indicates the floor (1st, 2nd, or 3rd.) Let the Judge Host Staff know if you need to utilize the elevator.<br><br>- Judges and competitors should head directly to competition rooms once a ballot is posted<br><br>- Students should not enter the competition room prior to the judge |
| Awards | Freshman Cafeteria | - Awards tentatively scheduled for 5:30 PM |

## TENTATIVE Tournament Schedule

Abbreviation Key:

| | |
|---|---|
| CR = Hoosier Crossroads<br>HL = Hoosier Heartland | CX = Policy<br>LD = Lincoln Douglas<br>PF = Public Forum<br>Hse = House (Congress) |

| | |
|---|---|
| **8:00 AM** | **Judges Meeting**<br>(Judges' Lounge - Greyhound Cafeteria) |
| **8:30 AM** | **ROUND 1 - ALL EVENTS**<br>Round 1: CR-CX, CR-Hse, CR-LD, CR-PF, HL-CX, HL-LD, HL-PF |
| **9:45 AM** | **ROUND 2 - LD/PF**<br>Round 2: CR-LD, CR-PF, HL-LD, HL-PF |
| **10:15 AM** | **ROUND 2 - POLICY**<br>Round 2: CR-CX, HL-CX |
| **11:00 AM** | **ROUND 3 - LD/PF**<br>Round 3: CR-LD, CR-PF, HL-LD, HL-PF |
| **12:15 PM** | **ROUND 3 - POLICY**<br>Round 3: CR-CX, HL-CX<br>**ROUND 4 - LD/PF**<br>Round 4: CR-LD, CR-PF, HL-LD, HL-PF |
| **1:00 PM** | **Final round: CR-House** |
| **1:30 PM** | **OCTAFINAL ROUND – LD/PF (play-in round)**<br>CR-LD, CR-PF, HL-LD, HL-PF |
| **2:00 PM** | **Policy Round 4**<br>Round 4: CR-CX, HL-CX |
| **2:30 PM** | **QUARTERFINAL ROUND - LD/PF**<br>CR-LD, CR-PF, HL-LD, HL-PF |
| **3:30 PM** | **SEMIFINALS - LD/PF (Last Round)**<br>CR-LD, CR-PF, HL-LD, HL-PF |
| **3:45 PM** | **SEMIFINAL ROUND - Policy (HL ONLY - Last Round)** |
| **5:30 PM** | **AWARDS** (Freshman Cafeteria) |

NOTE – Rounds can run ahead or behind schedule depending on a variety of factors. This schedule is meant to be a **general guide only**. Please check live.speechwire.com regularly to see when you've been assigned to judge a round. You can sign up for **text alerts** by going to speechwire.com/subscribe and finding this tournament.

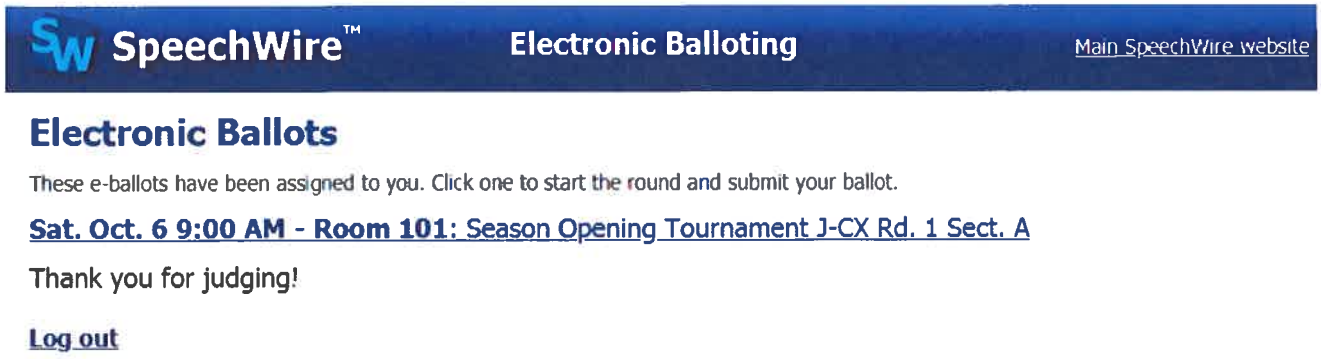
# SpeechWire Online Ballot Instructions

## 1. Before the Tournament

- Judges must have a valid email and access to it during the tournament. (This is the email you or your student provided to the coach.)
- You should have received an email from SpeechWire with your password. If not, go to speechwire.com/forgot to reset it.
- Once the tournament begins, you'll receive **email notifications** with your judge assignments.
- To get faster updates, sign up for **text alerts** at speechwire.com/subscribe (may not be open at all tournaments.)
- If you have issues logging in or accessing ballots, contact your **coach** or the **tabulation room** for help.

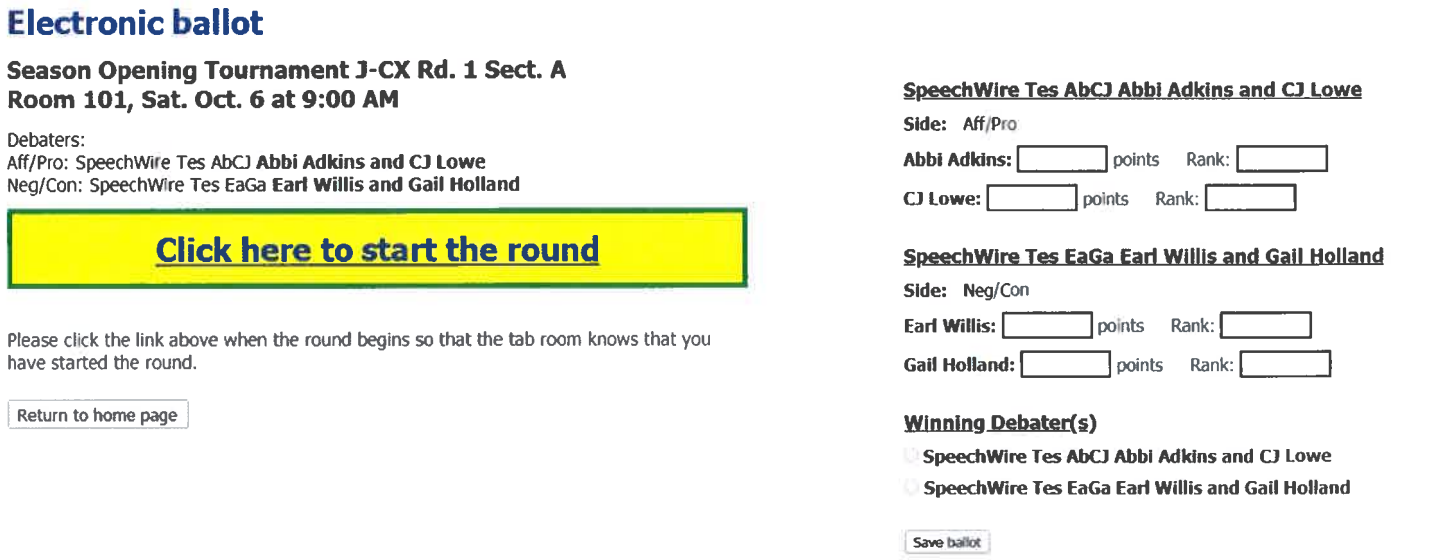
## 2. Logging In

- Go to LIVE.speechwire.com.
- Log in using your email address and SpeechWire password.
- Once logged in, you'll see any ballots assigned to you on your homepage.
    - Usually you will not see any until right before Round 1 is scheduled to begin.
    - If you've judged in the past, you may see old ballots.
- As soon as you receive a ballot, **head directly to the assigned room.**



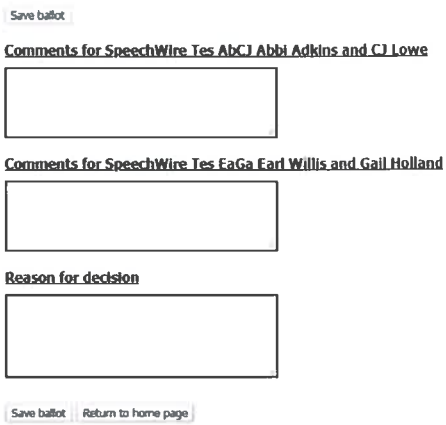
### 3. Starting and Completing a Round

- Click "**Start Round**" once all debaters (for debate) or at least one speaker (for speech) is present.
- If a competitor or team does not show up within 10 minutes of the scheduled start time, **contact the tab room** (or notify the runner in the hallway) **right away**. (It's generally best to send 1 student to do so and have them return immediately after.)
- After the round, enter:
  - **Debate**: Speaker points (usually between 20-30) and the winning side.
  - **Speech**: Rankings (1st to last) for each speaker and (if applicable) speaker points (usually between 70-100)
- **Submit your decision as soon as possible after the round**. This helps keep the tournament running smoothly.
- Once submitted, your decision is **locked**. If you make a mistake, notify the tab room immediately.




### 4. Providing Feedback

- Use the comment boxes to write feedback for each debater/speaker and/or your reason for decision. (For debate, prioritize your reason for decision.)
  - For **Debate**, all feedback entered will be seen by *both* teams/speakers and their coaches.
  - For **Congress**, speakers and coaches will only see feedback entered in *their* comments box.
- These sections are **not locked**—you can edit them anytime before the tournament ends.
- Save your comments frequently if typing during the round.



# Public Forum (PF)

Overview: Public Forum functions like a discussion between two opposing sides (Pro and Con) of an issue during a town hall debate. They are presenting their cases to members of the public to decide on what course of action is best for the community as a whole.

**Round Format**

2 vs. 2 format. When both teams arrive, conduct a coin flip. The winners of the flip may choose to speak first or second, OR they may choose the pro or con side of the resolution. The other team gets to choose the option not selected by the coin-flip winners.

| Speech | Time | Purpose |
|---|---|---|
| **Constructive (Team A, Speaker 1)** | 4 minutes | Presents Team A's case and main arguments supporting their side of the resolution. |
| **Constructive (Team B, Speaker 1)** | 4 minutes | Presents Team B's case and main arguments supporting their side of the resolution. |
| **Crossfire** | 3 minutes | Both first speakers question each other to clarify arguments and expose weaknesses. |
| **Rebuttal (Team A, Speaker 2)** | 4 minutes | Responds to the opposing team's case and rebuilds their own side's arguments. |
| **Rebuttal (Team B, Speaker 2)** | 4 minutes | Responds to the opposing team's case and rebuilds their own side's arguments. |
| **Crossfire** | 3 minutes | Both second speakers question each other to clarify and challenge arguments. |
| **Summary (Team A, Speaker 1)** | 3 minutes | Summarizes key arguments, responds to attacks, and highlights reasons their side is winning. |
| **Summary (Team B, Speaker 1)** | 3 minutes | Summarizes key arguments, responds to attacks, and highlights reasons their side is winning. |
| **Grand Crossfire (all debaters)** | 3 minutes | All four debaters question and respond to one another to clarify final issues in the round. |
| **Final Focus (Team A, Speaker 2)** | 2 minutes | Delivers the final persuasive appeal, emphasizing the clearest reasons to vote for their side. |
| **Final Focus (Team B, Speaker 2)** | 2 minutes | Gives the final summary and persuasive appeal, explaining why their team should win. |

**3 minutes** of prep. time for each team, taken at their discretion]

Plans/Counterplans: 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.

**Technology Use**

**Wireless internet connections and use of the internet are permitted during rounds**. Communication with outside sources not in the room (e.g. coaches, teammates, etc.) is NOT permitted.

# Lincoln Douglas Debate (LD)

**Overview:** Named after the famous series of 1858 Senate race debates between Stephen Douglas and Abraham Lincoln, LD places a heavy emphasis on logic, ethical values, and philosophy. Debaters will focus less on the *how* of the resolution and more of the *why* of the resolution.

**Round Format**

1 vs. 1. The Affirmative upholds the resolution on logical, moral, ethical, and/or philosophical grounds. The Negative opposes the resolution on their own logical, moral, ethical, and/or philosophical grounds. These positions are determined by the tournament officials prior to the round. Please confirm that the students competing match both the number and position that is on your ballot.

Each side will present a value and value criterion.

- **Value** – a statement which one side is attempting to achieve throughout the debate; the goal (i.e. - justice, liberty, life, individuality, respect, sustainability, unity, etc.)
- **Value criterion** – the means of weighing the value; an objective to determine which impacts are more important (i.e. - utilitarianism, cost-benefit analysis, preserving life, progressivism, democracy, etc.)

Emphasis is placed upon the issues involved rather than upon strategy in developing the case. The statement of the topic is a resolution of value rather than of policy. This results in emphasizing logic, theory, and philosophy while eliminating "plan" arguments. A wealth of evidence should not be used, but research supported by good background reading is necessary.

| Speech | Time | Purpose |
|---|---|---|
| **Affirmative Constructive** | 6 minutes | Presents the affirmative case and key arguments supporting the resolution. |
| **Negative Cross Examination** | 3 minutes | Negative asks questions, affirmative answers |
| **Negative Constructive & Rebuttal** | 7 minutes | Presents the negative case, responds to the affirmative's arguments, and begins refutation. |
| **Affirmative Cross Examination** | 3 minutes | Affirmative asks questions, negative answers |
| **Affirmative Rebuttal** | 4 minutes | Responds to the negative's case and defends the affirmative's key arguments. |
| **Negative Rebuttal** | 6 minutes | Summarizes the round, extends key negative arguments, and crystallizes why the negative wins. |
| **Affirmative Rebuttal** | 3 minutes | Responds to the negative's rebuttal and explains why the affirmative should win. |

[**4 minutes** of prep. Time for each debater to be taken at their discretion between speeches]

**Technology Use**

Wireless **internet connections and use of the internet are permitted during rounds**. Communication with outside sources (e.g. coaches, teammates, etc.) is NOT permitted. (This does not prohibit non-electronic communication between debate partners during prep time if applicable.)

# Policy Debate (CX or 2P)

**Overview**: Think of yourself (the judge) as the president. The debaters are meeting with you to present a policy proposal. You decide whether or not to implement the policy.

### Round Format

2 vs. 2. A policy round will have an affirmative team (proposing a plan in support of the resolution) and a negative team (opposing the Aff's plan and/or the resolution.) The tournament tab staff will determine which team is affirmative and which team is negative prior to posting the schematics. Each debater will present a rebuttal, cross-examine, and be cross-examined.

| Speech | Time | Purpose |
|---|---|---|
| **1st Affirmative Constructive (1AC)** | 8 minutes | Presents the Affirmative plan, advantages, and justification for adopting it. |
| **Negative Cross Examination** | 3 minutes | Negative questions the Affirmative to clarify and find weaknesses in the plan. |
| **1st Negative Constructive (1NC)** | 8 minutes | Presents the Negative's case, including disadvantages, counterplans, or critiques of the Affirmative plan. |
| **Affirmative Cross Examination** | 3 minutes | Affirmative questions the Negative to clarify or challenge their arguments. |
| **2nd Affirmative Constructive (2AC)** | 8 minutes | Refutes the Negative's case and rebuilds the Affirmative plan. |
| **Negative Cross Examination** | 3 minutes | Negative questions the Affirmative to challenge responses and test consistency. |
| **2nd Negative Constructive (2NC)** | 8 minutes | Refutes the Affirmative's responses and extends the Negative's main positions. |
| **Affirmative Cross Examination** | 3 minutes | Affirmative questions the Negative to highlight flaws or inconsistencies. |
| **1st Negative Rebuttal (1NR)** | 5 minutes | Narrows the debate by extending key Negative arguments and summarizing their position. |
| **1st Affirmative Rebuttal (1AR)** | 5 minutes | Defends the Affirmative plan and responds to the major Negative arguments. |
| **2nd Negative Rebuttal (2NR)** | 5 minutes | The final Negative speech; summarizes and explains why the Affirmative plan should be rejected. |
| **2nd Affirmative Rebuttal (2AR)** | 5 minutes | The final speech of the round; crystallizes the key reasons the Affirmative plan should be adopted. |

[**8 minutes** of prep time for each team

### Technology Use

Wireless **internet connections** and **use of the internet** are **permitted during rounds**. Communication with outside sources (e.g. coaches, teammates, etc.) is NOT permitted. (This does not prohibit non-electronic communication between debate partners during prep time if applicable.)

# Congress Debate (SC, Cong) Overview

**Overview**: Students are modeling a legislative session in the United States Congress. Students follow parliamentary procedure and will debate several pieces of legislation in a session. Sessions begin by electing the Presiding Officer (student). If you are the Parliamentarian (highly unlikely–usually this is reserved for experienced coaches), you need to ensure that parliamentary procedure is followed by the PO. Otherwise, you score each student according to the quality of their speech(es). See **Congressional Debate Judging Instructions** on the next page for more information on Congress.

### Round Format

- Students gather in one room, referred to by last names (i.e. – "Representative _____ or Senator _____."
- Students elect a Presiding Officer (PO), a fellow competitor who narrates the round and maintains order.
- Different pieces of legislation (bills and resolutions) are proposed, students choose sides, and argue for or against.
- Questioning by peers. Two possible formats:
    - Direct – Each selected questioner gets 30 seconds of uninterrupted questioning time. (**More common** at regular season tournaments.)
    - Indirect – Each selected questioner gets one individual question.
- Speaking order based on order on ballot and/or number of speeches given. .
- Timing is moderated by the PO.
- Students will vote on each piece of legislation.
- Take notes to track each speech and write comments on the ballot.
- Judges score each speech & rank (1st to last) based on content, speaking, questions, and answers.
    - High points for those who **added value**, *even on the losing side of the bill.*
    - **POs should be scored** for each piece of legislation they preside over as if it were a speech.

### Scoring

At the District Tournament,, the **scale is 1-8**. See the **Congressional Debate Judging Instructions** on the next page for more information on Congress, including a rubric for grading speakers and presiding officers.

### Technology Use

**Wireless internet connections and use of the internet are permitted during rounds**. Communication with outside sources (e.g. coaches, teammates, etc.) is NOT permitted. (This does not prohibit non-electronic communication between debate partners during prep time if applicable.)

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# Congressional Debate Judging Instructions

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

## Evaluation

1. When scoring a speaker, offer constructive comments about the speech. If there is questioning involved, the quality of answers by the speaker should factor into the overall speech score. Award each speech between one and six points. You evaluate the quality of arguments, not whether you agree or disagree. Reserve scores of "2" for students who show little effort, and "1" for students who make serious errors (speaking on the wrong side, a speech that's a mockery/not serious, or engaging in personal attacks of other students). See rubric for more guidance, as well as the sample form.

| **Time Limits** – applies to each new legislation | |
|---|---|
| Sponsor Speech | 3 Minutes |
| Questioning of Sponsor | 2 Minutes |
| First Negative Speech | 3 Minutes |
| Questioning of First Negative | 2 Minutes |
| All subsequent speeches | 3 Minutes/each |
| Questioning of all subsequent speakers | 1 Minute/each |

2. Each judge also should complete an evaluation of the presiding officer (PO), awarding 2-6 points per hour, based on how effectively the presiding officer ran the chamber. See rubric for more guidance, as well as the sample form.

3. **NOTE**: At the National Forensic League **district qualifying tournament**, speakers and POs earn up 2-8 points, and at the **National Tournament**, they earn up 3-9 points. ***Excepting those two tournaments,* the scale is up to 6 points.**

4. When the session ends, judges independently (without consulting one another) rank best legislators on a master ballot:
   a. Ranking should take into account students' overall impact during the session. In addition to speaking or presiding effectively, did s/he encourage the legislative problem-solving process in a collaborative manner by asking meaningful questions, useful motions, and showing attentive interest throughout the debate? Could you tell which students actually listened by making specific and accurate references to others' arguments?
   b. Ranking the presiding officer (PO) amidst speakers is like comparing apples and oranges. Therefore, consider the overall performance of the PO. Did s/he effectively facilitate debate in an assertive but not aggressive manner? Were motions and votes handled efficiently? Did s/he rely on a number of unnecessary "crutch phrases," or did s/he speak briefly, but effectively? Considering the PO's overall performance, how would it compare to a speaker's performance based on your expectations? Let that be your determining factor in how you might rank the PO among speakers.
   c. Quality is more important than quantity. Rank best legislators even if they didn't give the most speeches.
   d. A student must have spoken or presided to be ranked.

5. Stay in the background as much as possible. Although congress participants may appeal the decision of the student presiding officer to judges, these cases are rare. Allow students to retain control except for serious violations.

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

**Conduct**

- A congressperson shall act with integrity and he/she should never be guilty of intentional harassment. Impeaching/censuring other participants is not allowed.
- Participation in this event demands the seriousness of purpose and maturity possessed by real world policymakers. All adult officials, including scorers, will hold each participant to this standard.
- Congresspersons should have a cooperative nature and if there is a problem, then the student should take any concerns to an adult official.
- Participation in debate is essential. Extended absence from the chamber during a session will affect a contestant's overall impression and performance. The practice of "open chambers" interferes with the parliamentarian's ability to monitor student participation.

**Evidence and Use of Electronic Devices**

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

NATIONAL FORENSIC LEAGUE
SPEECH & DEBATE HONOR SOCIETY

# Congressional Debate

## Speech Evaluation

| Chamber #: | Student Name: | School Code: |
|---|---|---|
| Session: | | |

Rate each speech, *(1 = weak, 6 = strong)*, and *justify your rating* with constructive suggestions for improvement. Consider: **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (cites credible sources, connecting to claims); **Delivery** (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. *If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech.* You will rank students, holistically, at the end of the session, on a separate form.

| | **Speech 1** ☐Aff ☐Neg | ← Poor *(circle rating)* Excellent → 1 2 3 4 5 6 | **Speech 2** ☐Aff ☐Neg | ← Poor *(circle rating)* Excellent → 1 2 3 4 5 6 | **Speech 3** ☐Aff ☐Neg | ← Poor *(circle rating)* Excellent → 1 2 3 4 5 6 |
|---|---|---|---|---|---|---|
| | Topic: | | Topic: | | Topic: | |
| Comments → | | | | | | |

**Questioning of Other Speakers** *(relevance to debate, clarification, etc.)*

Print Judge Name:

School/Affiliation:

NATIONAL FORENSIC LEAGUE
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# Congressional Debate

## Presiding Evaluation

| Chamber #: | Student Name: | School Code: |
|---|---|---|
| Session: | | |

**Award** a rating of 2-6 points per hour of presiding (2=*weak; 6 = strong)*, and *justify your rating* with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider: **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and recency, and avoids "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).

| *Circle* point rating: ← High/Best 6 5 4 3 2 Low → | X # of Hours | = Total Points |
|---|---|---|
| | | |

Print Judge Name:

School/Affiliation:

# Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 6 points for each speech. Each speaker has up to three minutes to present arguments followed by a questioning period (the time length for which will vary, depending on specific league rules). Remember, you **do not base your score on agreement or disagreement with the positions they debaters offer; rather, evaluate based upon how well the debaters argue their positions**.

| Points | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| | **Mediocre** | **Proficient** | **Excellent** | **Superior** |
| **Content: Organization, Evidence & Language** | The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective. | While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak. | While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner; or the speaker relies on one piece of evidence, but does so effectively. | Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance. |
| **Argument & Refutation** | The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments. | The speaker fails to either introduce new arguments (simply repeating previous arguments) or the speaker fails to refute previous opposing arguments; in other words, no real clash is present. | New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately. | The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity. |
| **Delivery** | Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation. | Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting. | The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times. | The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent. |

**Scores of less than three (3) are discouraged**, and should be reserved for such circumstances as abusive language, a degrading personal attack on another legislator, or for a speech that is extremely brief (less than 45 seconds) or delivered without purpose or dignity for the cause exhorted by the legislation. Substantial written comments and description of specific incidents should accompany such scores.

## Congressional Debate Rubric: Presiding

This table of evaluation standards may be used by any judge who would like assistance in determining scores for a presiding officer (PO). Each scorer independently (without collaborating) awards 1 to 6 points for each hour of presiding.

| Points | 1-2 | 3-4 | 5-6 |
|---|---|---|---|
| | **Weak – Mediocre** | **Proficient** | **Excellent – Superior** |
| **Speaker Recognition** | The PO needs to improve his/her communication with fellow delegates to gain their trust and respect relating to the rationale for rulings made. Frequent errors are made in speaker recognition, which lacks consistent method or impartiality. | While the PO does not adequately explain his/her preferences for running the chamber in advance, he/she does clearly explain rulings, when necessary. Speaker recognition may be somewhat inconsistent or biased. | Presiding preferences are clearly explained at the beginning of the session and executed consistently. The PO is universally respected and trusted by his/her peers, and is consistent in recognition (very few errors) and rulings, distributing speeches throughout the room, equally between schools of the same size, and among individuals. |
| **Parliamentary Procedure** | The PO's knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules. | The PO demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc. S/he does not hesitate to consult rules when necessary to ensure fairness. | The PO has command of parliamentary procedure (motions) and uses this almost transparently to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail. |
| **Delivery/ Presence** | The PO needs to improve his/her vocal and physical presence and professional demeanor. | The PO displays a satisfactory command of the chamber in his/her vocal and physical presence. Word choice is usually concise. The PO generally has command over the chamber. | The PO dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. The PO does not hesitate to rule abusive or inappropriate motions out of order. |

## Speaker Recognition Rules:

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

## Presiding Officers and Motions

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

# Debate Speaker Points Guidelines

On your ballot, you have the opportunity to not only indicate which individual/team won the debate, but also how many "speaker points" to award each competitor.

**Why Speaker Points Matter**

- In debate, the **win/loss** reflects the round's outcome, but speaker points evaluate each competitor's presentation and argumentation skills.
- At the end of a tournament, teams often have the same win/loss record—speaker points are used as **tiebreakers** to determine overall placement.

**Point Scale (NSDA Standard: 20–30 Points)**

- Use a 20–30 point range, where 30 represents an exceptional performance. (See rubric.)
- Some tournaments allow half points (e.g., 27.5). If SpeechWire gives an error when entering half points, use whole numbers only.
- You may give two debaters the same score (ties are allowed).
- Judge performance relative to the round, not to experience level. A novice can earn a 30 even if they aren't at varsity level.

| | |
|---|---|
| **30** | Exceptionally strong debaters, among the top you have seen in this division. Essentially perfect. Not possible to improve upon. |
| **28–29** | Above average debate/speaking performance. Some small errors in speaking or strategy, but still very good. |
| **27** | Average debate performance. Some easy to spot mistakes/areas to improve on. |
| **25–26** | Below average debate performance. Quite a few easy to spot mistakes/errors in strategy or public speaking. Less prepared than you expected. |
| **20 or Below** | Exceptionally weak/unacceptable behavior. Choose this range if you want to send a signal to the coach/debaters that a part of their performance was unacceptable (rudeness, inappropriate arguments etc.) YOU MUST CLEARLY WRITE WHAT UPSET YOU IF YOU RATE IN THIS RANGE. |

**EXCEPTION:**

**Congress:**

- Award 1–8 points after each speech (8 = Exceptionally strong. Essentially perfect).
- At the end of the session, rank all (or an allowed number of top) speakers (#1 = best).

NATIONAL SPEECH & DEBATE ASSOCIATION

NATIONAL FORENSIC LEAGUE

# Thank you so much for coming to judge today!