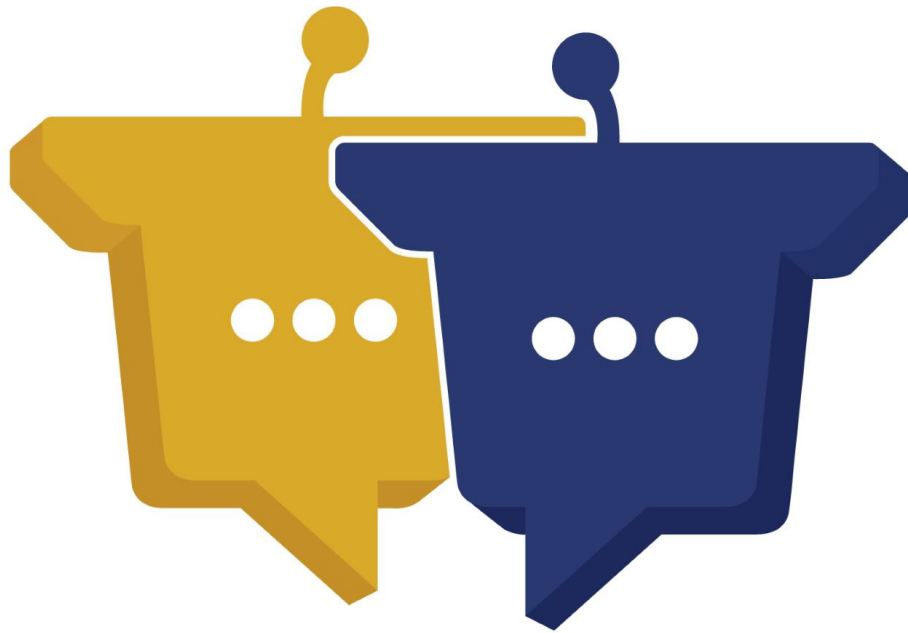# FCDl Judging Rules & Procedures

Written by Cole Rewis, Fort Walton Beach High School Debate Team Treasurer and Secretary Published and Printed by Katrina Brownsberger, FWBHS Debate Coach, FCDI Northwest Regional Ambassador

FLORIDA CIVICS & DEBATE INITIATIVE

Building GREAT Citizens

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F.A.Q

What is Speech and Debate?
Speech and Debate is the art and science of public speaking. It includes debate events which are centered around the combination of logic, evidence, and good speaking; and speech events, which focus on persuasive speaking, vocal inflection, diction, poise, character creation and compelling storytelling. It is a medium through which students may express themselves, develop their ability to think critically and formulate substantive opinions.

What are the benefits of it?
Speech and Debate has a wide range of benefits that span multiple aspects of life. Apart from being a large draw for colleges on applications, many scholarships are available to those who compete in Speech and Debate. The various events also allow students to learn how to develop an informed opinion and defend that opinion. They also learn how to overcome the fear of public speaking, which is among the most common fears in the world. Students gain confidence and skill in speaking to large audiences, which is an invaluable skill to have, especially in the workforce.

Why should you spend your weekend here?
We understand that you as a parent or adult lead a busy life and often don't leave an open spot in your schedule, so we truly appreciate the time that you volunteer here. It means the world to us and all the student competitors. These knowledge and skills gained here will benefit students for the rest of their lives.
Thank you!

Quick Do's and Don'ts

Judges SHOULD	Judges SHOULD *NOT*
● Judges should know the rules of the event they are judging. The Rules Manuals can be accessed online from any device. Specific event rules listed in the manual are short and easy to review. ● Attend all Judge Meetings ● Report to assigned rooms on time ● Ask phones to be turned off, with exception to timers ● **Remember to hit START on the round in Speechwire or Tabroom** ● Understand that students can refuse observers… if a student asks, clear the room ● Keep notes during speech events. Flow all debate arguments. ● Keep official time on all speeches/debates ● Ask if the student would prefer time signals (2/1/half/5-sec/stop-countdowns only) ● **The judge should write ballots with substantive (teachable) comments** ● The judge should provide a clear reason for win/loss ● The judge should complete all ballots properly and turn in promptly ● Submit rankings or win/loss immediately; comments can be added through the end of the tournament ● Give a paradigm (what you are looking for) to students who ask before they speak ● Give general feedback (pointers) to students who ask for them before leaving the room, but **NEVER GIVE RANK OR DECISION** to the student	● The judge should not be placed in the same room as their own child or someone from their represented school-alert the tabroom immediately and do not begin the round. ● **The judge should avoid carrying any preconceived biases into the round with them.** Allow the students to convince you of their topics (sides are selected for them) and do not vote based on any outside knowledge or beliefs. ● The judge should not ask student competitors the rules of the event. Refer to rules manuals that can be found online, or go ask the tabroom for clarification. ● Judges should not begin rounds if another judge is missing. Report missing judges and students to the tabroom. ● Judges should not prohibit students from competing, even if they are late to a round. If they show up before you have submitted ballots, let them speak. ● The judge should not allow photos or video without the consent of the room. ● The judge should not ask students for a copy of speeches as they are not required to give you one. ● The judge should not ask students to disclose which schools they are from. ● The judge should not interrupt or allow others to interrupt once a speech has started. ● The judge should not discuss rankings with students or other judges. ● **The judge should not confer with other judges, decisions must be made independently.** ● The judge should not watch student practices in between rounds.

Debate Judging Checklist

Note: Judges will be asked to report to the Judge's Lounge for training and ballot turn in.

Before the Round:

- ☐ **Report to the Judges' Lounge.**
- ☐ Check text/email for an assignment. They will be available on Speechwire.com.
- ☐ **If no assignment is received in text/email:**
    - ☐ Confirm in Live.Speechwire.com for your e-ballots.
    - ☐ Refresh your page several times.
    - ☐ Still no assignment? Wait in Judges' Lounge until dismissed in case paper ballots need to be issued.
    - ☐ Return to Judges' Lounge before the next round blast for your format as outlined in the tournament schedule.
- ☐ **If you received an assignment:**
    - ☐ Click on the e-ballot on your speechwire.com page.
    - ☐ Report to the competition room assigned.
    - ☐ Hit the "Start" button immediately once seated in the room.

During the Round:

- ☐ Have multiple windows open during the round, including Speechwire.com, the ballot for the round, the competition room, rules manuals, and your notetaking document.
- ☐ You may be the only judge in preliminary rounds. If you are judging an elimination round, there will be 3 judges. Ask your host for the expected amount of judges. Do not start the round until all judges are present, have hit "Start," and have completed a tech check.
- ☐ Confirm names of all competitors as shown on the ballot.
    - ☐ Inform the Tab Room if you are missing any competitors at (816) 520-0742. Text or Call!
- ☐ Hit the "Start" button if you have not already done so.
- ☐ If applicable, share the hand signal you will use when speakers go over their allotted time.
- ☐ Have a timer ready to go.
- ☐ Remind speakers that no internet connection is allowed while competition is ongoing and to have devices on airplane mode.
- ☐ Begin the round.
- ☐ Time each speaker.
- ☐ Take notes/type feedback during each speech.
    - ☐ Sandwich feedback make sure that there are comments about what they did well, what they can improve on, and what they may have missed entirely.
- ☐ After the last speaker, simply thank the debaters and leave the room- you may offer feedback, but do not tell them who won or lost.

After the Round:

- ☐ <u>Choose a winning speaker/team.</u>
    - ☐ Choose the winning entry (debate) or rank your speakers (speech/congress) from the drop box.
    - ☐ For debate, select the side they argued – Pro or Con. (This can also be Aff or Neg.)
- ☐ <u>Give points to each speaker/team</u> – 26 to 30 for debate events or 88-100 for speaking events.
- ☐ Save/Submit before editing comments or your rankings may disappear.
- ☐ **Submit Ballot ASAP!** (Enter feedback once the ballot is confirmed.) you can continue adding comments after the ballot has been submitted!
- ☐ <u>Wait until you see the confirmation message</u> and then click "Return Home."
- ☐ <u>Return to the Judges' Lounge</u> before entering Reason for Decision and feedback.
- ☐ <u>Go to the ballot ASAP.</u> It must be completed before the tournament ends.
- ☐ <u>Enter a Reason for Decision ASAP</u> and <u>save</u>.
- ☐ <u>Copy and paste feedback for each speaker/team ASAP</u> and <u>save after each entry</u>.
- ☐ Wait in the Judges' Lounge until the next round or the end of the tournament.
- ☐ Do not leave the tournament unless dismissed by the tabroom staff. **Even if you do not have assigned ballots for the next round. It may incur a fee put toward your team if we can't find you when we need you.**

Speaker Point Scales

POINTS	
A+	30
A	29
B+	28
B	27
C	26
D	25
F	24

POINTS	
A+	100
A	99
A-	98
B+	97
B	96
B-	95
C+	94
C	93
C-	92
D+	91
D	90
D-	89
	88
F	

It is important to remember that in a competition where speaker points are used as tie breakers, withholding top scores of 100 or 30 for Martin Luther King Jr. level speakers is unfair to competitors!

Be generous with your scores and give points to those who earn them!

Debate Events: Scale of 1-30	**Speaker Events**: Scale of 1-100
Do not go below **26 points, industry norm**	**Do not go below **90 points**, industry norm**

For all speech events (+congress): rank students against one another and assign speaker points individually.

For Debate events, try and track what students say using some of the marks below!

Pro	Con
! Argument	X Argument
X Argument	? Argument
? Argument	X Argument

WIN/LOSS

Tip: "Flow" the round.

- Mark arguments.
  **! = proven
  ? = in question
  X = disproven**

- Consider the quality of the proven arguments in your decision.

Common Questions from New Judges

Q: Am I really qualified to be a judge?
A: Ever watched a movie and had an opinion about it afterward? Or a candidate running for office? Of course you have, because you're an observant, feeling, and thinking individual who interprets what is being presented to you. You are in fact highly qualified to judge high school speakers in both speech and debate.

Q: What if I "make a mistake" and choose the "wrong" speaker as the "best"?
A: It is **not possible** for you to make a mistake, because speakers are not evaluated by any sort of secret system. It is their job to prove to you, in your honest opinion, who is the best speaker. Just like when you watch a disappointing movie with poor acting, the moviegoer next to you may have thought it was very realistic. You're both right because it's your interpretation.

Q: But what if I give a speaker the best score, but he or she goes on to get poor scores in the following rounds from other judges. Didn't I make a mistake?
A: Nope. There's too many variables to second guess yourself. Perhaps the speaker you rated #1 had a great round for you, but didn't perform so well in subsequent rounds. Or the random assignment of speakers in subsequent rounds were just much better than the speakers you saw in the first round. It's all relative!

Q: Will I judge anyone I know?
A: No, the tab room works hard not to assign any speakers from a school you're affiliated with to any round you judge. If you do notice an error, please contact a tournament official and notify them. They will fix the error for you.

Q: Will the speakers see the ballots I fill out?
A: Only after the tournament is over. They will carefully read your notes so they know what to improve on and what went well before their next tournament.

Q: So what do I say on the ballot?
A: Every speaker not only wants to know what they did well, but **what you think they should work on**. They're counting on your honest feedback. Try to make at least 1 positive comment on the ballot and at least 1 constructive criticism. It's your call regarding what to focus on whether it's the speaker's organization, content, style, or any combination.

SAMPLES OF COMMON POSITIVE COMMENTS/CONSTRUCTIVE CRITICISMS

ORGANIZATION
"Loved the description in your intro- created a picture for me…"
"Thanks for the roadmap in the intro, but sounds like you forgot to bring up your 3rd point later in the speech"
"Great job connecting your conclusion to your intro- really helped me see the big picture"
"I was a little confused on the ending- didn't seem like it was the end of the story"

CONTENT
"You really know your facts. And they were important facts that went beyond common knowledge"
"You know your facts, but you may want to look for more convincing evidence"
"Examples are perfect, impactful illustrations for your ideas"
"Connection between your ideas and your examples didn't always connect for me"

STYLE
"Great job with facial expression and pacing of your words to create a mood"
"Sometimes had a really hard time following everything- you spoke so quickly"
"You've obviously practiced where to put your pauses for dramatic impact- nice!"
"Be careful about distracting gestures or playing with the buttons on your shirt"

Dramatic Performance

TLDR: **FCDI pulls from CFL rules for this event**

Times:	Rules:	Judging Criteria:
☐ 10 minute long speech ☐ 30 second grace period ☐ Students who exceed the grace period cannot rank 1st in the round ☐ Students under 8:00 should not rank above those who did, unless significantly better	☐ Memorized Event; us of script disqualifies students ☐ No props of any kind, including students' own clothing. Use of props disqualifies students ☐ If there are multiple judges in a round, all must agree that a student went over the grace period.	☐ Overall effect ☐ Movement/blocking ☐ Introduction ☐ Eye-contact ☐ Selection complexity

The Event

1. In this event, a student performs a memorized cutting from a published piece of literature for a maximum time of 10 minutes for the purpose of creating a either humorous or dramatic yet compelling scene.
2. The student may portray 1 character or more. However, a student should not receive preference from the judge solely based on the number of characters portrayed. Students use their voice, posture, mannerisms and movement to create characters and setting.
3. The student may not use any form of props or costuming, this includes but is not limited to the students own clothing and jewelry as a prop during the performance.
4. The author's word may not be altered with the exception of cutting in order to meet the required time or additions used for transition (used in a limiting matter). A reordering of lines or scenes or sections may occur so long as the intent of the author is not changed. Speaker may not reassign lines from one character to another. Speakers may not cut in a way that forms dialogue or scenes that did not exist in the original literature. Profane language may be changed, but point of view cannot be changed, for example, from third person to first person.
5. Selection must be cut from a single piece of literature (drama, short-story. book…) unless poetry is used, in which case the cuttings may come from one or more poems from a single source.

Judging Criteria

1. **Overall effect:** The overall effect of the performance should build to various moments and have a climax. It should be complete and easy to follow. The performance should display a scene beyond the performance space.
2. **Movement:** The performer should effectively utilize movement to create the character's or characters' world in the minds of the audience and judges. Movements and gestures should enhance the effect of the performance, however it should not distract from the focus of the literature.
3. **Introduction:** A student must provide an introduction in which they state the title and author of their selected cutting and establish the theme. The introduction should come at the beginning or may come after a short teaser.
4. **Eye Contact:** Students should use "off stage focus" except during the introduction and when portraying characters who address the audience directly. Generally, the performer's focal points should be kept within the bounds of the audience.
5. **Delivery:** If multiple characters are used, each character portrayed should be vocally and physically distinct throughout the performance. Transitions between characters should be obvious and easy to follow. Experienced performers will "snap" in and out of characters with quick movements.
6. **Selection:** Personal opinion about a selection should NOT be used as a judging criteria. However, the literary merit and dramatic complexity of a piece are components of performance that should be considered.

Duo Interpretation

Times:	**Rules**:	**Judging Criteria**:
☐ 10 minute long speech	☐ Memorized event. Use of script disqualifies students	☐ Overall Effect
☐ 30 second grace period	☐ No props of any kind, including students' own clothing. Use of props disqualifies students.	☐ Movement
☐ Students who exceed the grace period cannot rank 1st in the round	☐ Performers must maintain "off-stage focus" and cannot touch or make eye-contact with one another	☐ Introduction
☐ Students under 8:00 should not rank above those who did, unless significantly better		☐ Eye-Contact
		☐ Delivery
		☐ Material Complexity

The Event
1. In this event, two students perform a **memorized** piece from a script or cutting from a published piece of literature for a maximum time of 10 minutes for the purpose of creating either a humorous or dramatic yet compelling scene.
2. Each student may portray 1 character or more. Judge preference should not be given solely on the number of characters portrayed. Students use their voice, posture, mannerisms and movement to create characters and setting. Narration may be performed by either performer or both. Performance should be balanced between performers as evenly as possible.
3. The students may not use any form of props or costuming, this includes but is not limited to the students own clothing and jewelry.
4. The author's word may not be altered with the exception of cutting in order to meet the required time or additions used for transition (used in a limiting matter). A reordering of lines or scenes or sections may occur so long as the intent of the author is not changed. Speaker may not reassign lines from one character to another. Speakers may not cut in a way that forms dialogue or scenes that did not exist in the original literature. Profane language may be changed, but point of view cannot be changed, for example, from third person to first person. .
5. Selection must be cut from a single piece of literature (drama, short-story. book…) unless poetry is used, in which case the cuttings may come from one or more poems from a single source.

Judging Criteria
1. **Overall effect:** The overall effect of the performance should build to various moments and have a climax. It should be complete and easy to follow. The performance should display a scene beyond the performance space. Duo performers are not permitted to touch.
2. **Movement:** The performers should effectively utilize movement to create the character's or characters' world in the minds of the audience and judges. Movements and gestures should enhance the effect of the performance, but should not distract from the focus of the literature.
3. **Introduction:** Students must provide an introduction in which they state the title and author of their selected cutting and establish the theme. The introduction should come at the beginning or may come after a short teaser.
4. **Eye Contact:** Students should use "off stage focus" except during the introduction and when portraying characters who address the audience directly. Generally, the performer's focal points should be kept within the bounds of the audience. Duo performers are not permitted to make eye contact with one another.
5. **Delivery:** If multiple characters are used, each character portrayed should be vocally and physically distinct throughout the performance. Transitions between characters should be obvious and easy to follow.
6. **Selection:** Personal opinion about a selection should NOT be used as a judging criteria. However, the literary merit and dramatic complexity of a piece are components of performance that should be considered.

https://tinyurl.com/JudgeDPandDUO

Visual Learner?

Oral Interpretation of Literature

TLDR: **FCDI pulls from CFL rules for this event**

Times:	**Rules**:	**Judging Criteria**:
☐ 10 minute long speech	☐ Semblance of reading should be maintained.	☐ Delivery
☐ 30 second grace period	☐ No props of any kind with the EXCEPTION of the black book.	☐ Audience & Script
☐ Students who exceed the grace period cannot rank 1st in the round	☐ Movement is minimal, no walking, only the performer's feet may touch the ground.	☐ Introduction
☐ Students under 8:00 should not rank above those who did, unless significantly better.		☐ Projection of Literature

The Event

1. An interpreter reads either prose or poetry selections while holding a script. Students must prepare separate prose and poetry selections, which they will perform in alternating rounds. In any given round, a judge will hear either all prose or all poetry.
2. The literature selection should come from a single piece. Poetry selection can be either a single piece, a cutting, or a series of short pieces united by theme or author. Literature includes all ALL forms of prose or poetry, fiction or nonfiction. Dramas such as plays, monologues are prohibited, as are oratorical compositions.
3. The author's words may not be altered except that cutting is allowed. A reordering of lines or scenes or sections of scenes is allowed as long as the intent of the author is not changed Speakers may not reassign lines from one character to another or cut in a way that creates dialogue or scenes that did not exist in the literature.
4. Since this is a reading, a manuscript is required. The manuscript consists of a copy of the selection placed into a small black binder. Students may not read from the original source.
5. Students should keep eye contact between the audience and manuscript in reasonable balance. Students who fail to maintain the semblance of reading must not be ranked first.
6. No costumes or props are allowed **with the exception of the black book** which may be used throughout the presentation. The student's clothing is not permitted to be used as a prop or costume.
7. Walking is not permitted. Movement should be minimal with students mostly "planted" in their location. Students will still typically step forward for their introductions. Only the speaker's feet may touch the ground; for example, touching a knee to the floor is not permitted.

Criteria for Judging

1. **Delivery:** The interpreter should be able to demonstrate the feelings and thoughts of character(s) through the use of vocal inflection, facial expressions, and appropriate intensity. If they are utilized, character voices should be distinguishable, consistent, and appropriate to the character(s). Interpreters should make direct eye contact with the audience. Characters, if used, should have distinct focal points. Gestures should be appropriate to the selection if used. Semblance of reading should be maintained.
2. **Audience & Script:** Interpreters should refer to the script regularly. They should not be so dependent upon the script that they are bound to it. There should be a natural balance between the audience and the script. One should not take precedence over the other.
3. **Introduction:** The introduction must name the work(s) and the author(s). It should provide enough background information to set the mood and tone of the reading selection. The introduction may precede the selection or come after a slight prelude. **The introduction must be memorized with the manuscript closed.**
4. **Projection of Literature**: The interpreter should demonstrate a clear understanding of the literature and project its meaning. The interpreter should establish a strong sense of environment, seeing and replaying the events in literature. There should be no preference given to the serious or humorous nature of the selection. Readings should be judged upon the merits of performance, not the use of humor versus tragedy. Consideration should be given to the literary merit and complexity of the selection.

Visual Learner?
https://tinyurl.com/JudgeOI

Program Oral Interpretation

TLDR: **FCDI pulls from NSDA rules for this event**

Times:	**Rules**:	**Judging Criteria**:
☐ 10 minute long speech	☐ Student should maintain semblance of reading	☐ Delivery
☐ 30 second grace period	☐ No props of any kind with the EXCEPTION of the black book	☐ Audience & Script
☐ Students who exceed the grace period cannot rank 1st in the round	☐ Movement is minimal and only the performer's feet may touch the ground	☐ Introduction
☐ Students under 8:00 should not rank higher than those over, unless significantly better	☐ Introduction must be memorized	☐ Projection of Literature

The Event

1. An interpreter uses multiple sources from various genres; including but not limited to, poetry, prose and drama that are united by a singular theme to create a 10-minute dramatic reading performance with a 30-second grace period. Students perform while holding a script.
2. The selections may be cut together in any order the performer sees fit in order to tell a story or illustrate the theme. However, the cutting should respect the message or intent of the original authors. Speakers may not cut in a way that creates dialogue or scenes in one particular piece that did not exist in the literature or change the point of view from third person to first person. Limited changes to create transitions or to eliminate profanity are allowed.
8. Since this is a reading, a manuscript is required. The manuscript consists of a copy of the selection placed into a small black binder. Students may not read from the original source.
9. Students should keep eye contact between the audience and manuscript in reasonable balance. Students who fail to maintain the semblance of reading must not be ranked first.
10. No costumes or props are allowed **with the exception of the black book** which may be used throughout the presentation. The student's clothing is not permitted to be used as a prop or costume.
11. Walking is not permitted. Movement should be minimal with students mostly "planted" in their location. Students will still typically step forward for their introductions. Only the speaker's feet may touch the ground; for example, touching a knee to the floor is not permitted.

Criteria for Judging

1. **Delivery:** The interpreter should be able to demonstrate the feelings and thoughts of character(s) through the use of vocal inflection, facial expressions, and appropriate intensity. If they are utilized, character voices should be distinguishable, consistent, and appropriate to the character(s). Interpreters should make direct eye contact with the audience. Characters, if used, should have distinct focal points. Gestures should be appropriate to the selection if used. Semblance of reading should be maintained.
2. **Audience & Script:** Interpreters should refer to the script regularly. They should not be so dependent upon the script that they are bound to it. There should be a natural balance between the audience and the script. One should not take precedence over the other.
3. **Introduction:** The introduction must name the works and the authors. It should provide enough background information to set the mood and tone of the reading selection. The introduction may precede the selection or come after a slight prelude. **The introduction must be memorized with the manuscript closed.**
4. **Projection of Literature**: The interpreter should demonstrate a clear understanding of the literature selections and project their meaning. The interpreter should establish a strong sense of environment, seeing and replaying the events in literature. There should be no preference given to the serious or humorous nature of the selection. Readings should be judged upon the merits of performance, not the use of humor versus tragedy. Consideration should be given to the literary merit, complexity, and cohesion of the cutting for the selections.

https://tinyurl.com/JudgePOI

Visual Learner?

Declamation

Times:	**Rules**:	**Judging Criteria**:
☐ 10 minute long speech	☐ Memorized event. Use of script or note cards DOES NOT allow for a student to rank above one who has memorized their selection.	☐ Message Development
☐ 30 second grace period		☐ Speech Structure
☐ Students who exceed the grace period cannot rank 1st in the round		☐ Delivery Style
☐ Speeches significantly shorter than others, should not rank higher than longer ones	☐ Middle School or Freshman & Sophomore Novice competitors only	☐ Memorized vs. Use of Notes considered and ranked appropriately
	☐ No props or costumes	

The Event
1. In this event, a student prepares and delivers a selection that must have been originally delivered publically, in the form of a speech by its author, a person other than the speaker.
2. The event is an interpretation, not an impersonation. Performers should develop and use poise, voice, gestures, emphasis, and inflection to convey the message of the speech in a sincere, honest and realistic style that captures the meaning of the speech.
3. This is a Novice event and participants are limited to: Middle School competitors and Freshman and Sophomore Novice High School competitors only. .
4. This event should be memorized. FCDI allows for the use of note cards with beginning speakers. However; students using notecards are NOT allowed to be ranked above students with memorized presentations.
5. No props or costumes may be used, including the speaker's own clothing or jewelry.

Criteria For Judging:
1. **Message Development:** the speaker should develop the ability to convey the message in a realistic style. The speaker must be able to interpret the meaning of the speech and carry the interpretation over the minds of the listeners. The speaker must be able to use their speaking style, gestures, movement, inflection and emphasis to hold the listeners attention.
2. **Speech Structure:** The speech must have an introduction, of no longer than one minute, that names the work, author, and circumstances under which the speech was originally presented. Introduction may come at the beginning, or after a short teaser.
3. **Delivery Style:** no particular style should be demanded, rather the contestant should be free to select and develop their own personal style and be judged on the degree of perfection attained and the effectiveness of influencing listeners. The event is an interpretation, not an impersonation. The speaker should be judged in light of the purpose of the speech and how well their personal style was used to highlight that purpose and message.

Prepared Prompt

Times:	**Rules**:	**Judging Criteria**:
☐ 5 minute long speech	☐ No notes, outlines, props or costumes are permitted to be used during the presentation.	☐ Analysis
☐ 30 second grace period		☐ Structure
☐ Students who exceed the grace period cannot rank 1st in the round	☐ Students must state the prompt in the introduction	☐ Language
☐ Students with significantly shorter speeches should not rank higher than students with longer speeches	☐ Speech should make a direction connection with the prompt	☐ Physical Delivery

The Event
1. This event is based on Impromptu and adapted for online events. Can be used as a supplemental event for live tournaments.
2. Topics will include prompts like proverbs, song lyrics, abstract words, events, quotations and famous people.
3. A list of topics will be provided prior to the tournament.
4. Students are to prepare and deliver a speech that is based on/inspired by the prompt.
5. The prompt itself should be stated in the introduction and the speaker should establish a clear connection between the prompt and their prepared speech.
6. Students are not permitted to use notes, props or costuming as part of their presentation, including their own jewelry or clothing. Use of these items will result in disqualification.

Judging Criteria
1. **Analysis**: Did the student establish a clear connection between their speech and the given prompt? Was there a clear structure with transitions, examples, evidence or justification in order to clearly present their message?
2. **Structure:** The introduction should gain attention and state the purpose of the speech. It should state the prompt. The body should be organized for easy understanding. Transitional words and devices should help to signal past, present, and future points. The conclusion should review previous points and leave you wondering more about the topic.
3. **Language:** The word choice should be clear and potent. Figures of speech and rhetorical devices should be used correctly and to great effect.
4. **Vocal Delivery:** The speaker should be articulate and fluent. The speaker should make use of various vocal elements including contrast, pitch, volume, rate, pausing, phrasing, stress, and tone. The speaker should stress or empathize certain words to enhance their meaning and delivery. The speaker should be conversational, concerned, passionate,and pleasing. As well the speaker should be in control of the room's words and emotions.
5. **Physical Delivery:** The speaker should vary facial expressions to accentuate the natural flow of thoughts and emotions. The speaker's eyes should be thoughtful but compassionate, while making eye contact with the audience. The speaker should have a controlled stance with no distracting movements. Walking should be used to show transitions and gestures should be natural, visible, and effectively used. They should not, however, distract from the rest of the performance. There should be a balance between the content and the delivery of it.

Impromptu

Times:	**Rules**:	**Judging Criteria**:
☐ 7 minutes total- divided up between prep and speaking time at the competitors discretion. ☐ 30 second grace period ☐ Students who exceed the grace period cannot rank 1st in the round ☐ Students under 5:00 should not rank higher than those over, unless significantly better	☐ Students may write while prepping, but **may not bring anything up with them when they stand to present.** ☐ No electronics may be used to prepare their speech. ☐ Be strict with time for this event! Limited prep events require strict timekeeping for fairness.	☐ Organization ☐ Analysis ☐ Vocal Delivery ☐ Physical Delivery

Before the Round
Collect an envelope from the judge's table- these have your topics for the round.

Once in the room, you can check your speechwire list for the students in your room, this doubles as the order the speakers will take their turns in.

You will call students up one at a time. When a speaker comes to you, they will reach into the envelope, choose three slips of paper- read them, put two back and keep their choice. Once they sit down their 7 minutes begin.

The Event
Impromptu (IMP) is a public speaking event where students have seven minutes to select a topic, brainstorm their ideas, outline, and deliver a speech. The speech is given without notes and uses an introduction, body, and conclusion. The speech can be lighthearted or serious. It can be based upon prompts that range from nursery rhymes, current events, celebrities, organizations, and more.

Judging Criteria
1. **Organization:** Does the student have a clear structure to their speech? Are transitions used to move effectively between each part of the speech? Does the development of the speech make sense?
2. **Analysis:** Does the student directly address the prompt? Does the student develop justifications for their ideas and establish significance to the points that make a clear connection to the prompt? Do student examples make sense and support their message and the prompt?
3. **Vocal Delivery:** The speaker should be articulate and fluent. The speaker should make use of various vocal elements including contrast, pitch, volume, rate, pausing, phrasing, stress, and tone. The speaker should stress or empathize certain words to enhance their meaning and delivery. The speaker should be conversational, concerned, passionate,and pleasing. The speaker should present with confidence.
4. **Physical Delivery:** The speaker should vary facial expressions to accentuate the natural flow of thoughts and emotions. The speaker's eyes should be thoughtful but compassionate, while making eye contact with the audience. The speaker should have a controlled stance with no distracting movements. Walking should be used to show transitions and gestures should be natural, visible, and effectively used. They should not, however, distract from the rest of the performance. There should be a balance between the content and the delivery of it.

Visual Learner?
IMP: https://tinyurl.com/JudgeIMP

Original Oratory

Times:	Rules:	Judging Criteria:
☐ 10 minute long speech	☐ Memorized event. Use of script disqualifies students	☐ Relatability of Topic Choice
☐ 30 second grace period	☐ No props are permitted, including the student's own clothing or jewelry	☐ Speech Structure
☐ Students who exceed the grace period cannot rank 1st in the round	☐ No more than one hundred and fifty words of quoted words may be used.	☐ Point Development
☐ Students under 8:00 should not rank above those who did, unless significantly better	☐ Overuse of paraphrasing source material is forbidden	☐ Word Choice
		☐ Vocal/Physical Delivery

The Event
1. Oratory is a speech of up to ten minutes that must have been composed by the student delivering it and must be memorized. The purpose of the oration is to persuade. Any other purpose, such as to inform or entertain should be secondary. The oratory may be presented as a problem and a solution.
2. Visual and audio aids of any kind are not permitted.
3. No more than one-hundred and fifty words of the oration may be direct quotations from any other form of speech or writing. Overuse of paraphrasing source material is forbidden as well and grounds for disqualification.

Criteria for Judging
1. **Topic:** The topic should be interesting, thought provoking, and of some relevance or importance. **Judges are Prohibited from penalizing students for expressing views which the Judge disagrees with.**
2. **Structure:** The introduction should gain attention and include a transition that leads to the purpose of the speech. It should present a clear thesis or idea and give direction as to how the speaker will progress their speech. The body should be organized for easy understanding. Transitional words and devices should help to signal past, present, and future points. The conclusion should review previous points and leave you wondering more about the topic. Usually, the conclusion should refer to something mentioned in the introduction. Following the general premise of "Tell me what you're going to tell me, tell me, and tell me what you told me".
3. **Development:** The speaker should be responsible for the substantiating and supporting of main positions or contentions. The evidence provided should vary and from a myriad of different qualified sources. There should be a clear explanation of evidence allowing the Judge to follow the speeches flow and understand how the evidence fits into a broader picture. Common examples of evidence include paraphrasing, direct quotations, examples, and personal anecdotes.
4. **Language:** The word choice should be clear and potent. Figures of speech and rhetorical devices should be used correctly and to great effect.
5. **Vocal Delivery:** The speaker should be articulate and fluent. The speaker should make use of various vocal elements including contrast, pitch, volume, rate, pausing, phrasing, stress, and tone. The speaker should stress or empathize certain words to enhance their meaning and delivery. The speaker should be conversational, concerned, passionate,and pleasing. As well the speaker should be in control of the room's words and emotions.
6. **Physical Delivery:** The speaker should vary facial expressions to accentuate the natural flow of thoughts and emotions. The speaker's eyes should be thoughtful but compassionate, while making eye contact with the audience. The speaker should have a controlled stance with no distracting movements. Walking should be used to show transitions and gestures should be natural, visible, and effectively used. They should not, however, distract from the rest of the performance. There should be a balance between the content and the delivery of it.

Informative Speaking

Times:	**Rules**:	**Judging Criteria**:
☐ 10 minute long speech	☐ Memorized event. Use of script disqualifies students	☐ Topic Choice
☐ 30 second grace period	☐ Use of Visual Aid is Optional and must NOT be electronic	☐ Speech Structure
☐ Students who exceed the grace period cannot rank 1st in the round		☐ Point Development
☐ Students under 8:00 should not rank above those who did, unless significantly better		☐ Word Choice
		☐ Vocal/Physical Delivery

The Event

1. Informative Speaking is a speech of up to ten minutes that must have been composed by the student delivering it and must be memorized. The purpose of the oration is to inform, explain, describe or illustrate a particular subject.. Any other purpose, such as to persuade or entertain should be secondary. The oratory may be presented as a problem and a solution.
2. Audio or Visual aids MAY or may not be used to supplement or reinforce the message.
3. If used, audio/visual aids should enhance or enforce the message and not distract from the overall effectiveness of the presentation. NO ELECTRONIC EQUIPMENT is permitted.
4. No more than one-hundred and fifty words of the oration may be direct quotations from any other form of speech or writing. Overuse of paraphrasing source material is forbidden as well and grounds for disqualification.

Criteria for Judging

1. **Topic:** The topic should be interesting, thought provoking, and of some relevance or importance. **Judges are Prohibited from penalizing students for expressing views which the Judge disagrees with.**
2. **Structure:** The introduction should gain attention and include a transition that leads to the purpose of the speech. It should present a clear thesis or idea and give direction as to how the speaker will progress their speech. The body should be organized for easy understanding. Transitional words and devices should help to signal past, present, and future points. The conclusion should review previous points and leave you wondering more about the topic.
3. **Development:** The speaker should be responsible for the substantiating and supporting of main positions or contentions. The evidence provided should vary and from a myriad of different qualified sources. There should be a clear explanation of evidence allowing the Judge to follow the speeches flow and understand how the evidence fits into a broader picture. Common examples of evidence include paraphrasing, direct quotations, examples, and personal anecdotes.
4. **Language:** The word choice should be clear and potent. Figures of speech and rhetorical devices should be used correctly and to great effect.
5. **Vocal Delivery:** The speaker should be articulate and fluent. The speaker should make use of various vocal elements including contrast, pitch, volume, rate, pausing, phrasing, stress, and tone. The speaker should be conversational, concerned, passionate,and pleasing. As well the speaker should be in control of the room's words and emotions.
6. **Physical Delivery:** The speaker should vary facial expressions to accentuate the natural flow of thoughts and emotions. The speaker's eyes should be thoughtful but compassionate, while making eye contact with the audience. The speaker should have a controlled stance with no distracting movements. There should be a balance between the content and the delivery of it.

Extemporaneous Speaking

TLDR:

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Times:
- ☐ 30 minute prep before students enter the room
- ☐ 7 minute long speech
- ☐ 30 second grace period
- ☐ Students who exceed the grace period cannot rank 1st in the round
- ☐ Students under 5:00 should not rank above those who did, unless significantly better

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Rules:
- ☐ Memorized event. Use of notes disqualifies students
- ☐ Be strict with time for this event! Limited prep events require strict timekeeping for fairness.

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Judging Criteria:
- ☐ **Topicality**- stayed focused while speaking. Answers topic presented.
- ☐ **Organization**- speech is organized in logical sequence
- ☐ **Accurate**- Facts are correct and cited throughout.
- ☐ **Delivery**- Appropriate eye contact, confidence while speaking, professional and appropriate behavior.
- ☐ **Point of View**-clear point of view is established and held up throughout the speech.

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Before the Round
Collect an envelope from the judge's table- these have your topics for the round.
Once in the room, you can check your speechwire list for the students in your room, this doubles as the order the speakers will take their turns in.
You will call students up one at a time every 7 minutes. When a speaker comes to you, they will reach into the envelope, choose three slips of paper- read them, put two back and keep their choice. Once they sit down their 7 minutes begin.

The Event
Extemporaneous Speaking is an event in which students are given thirty minutes of preparatory time in order to give a seven minute speech answering a question about a topic of a public interest, near exclusively pertaining to current events. Extemporaneous Speaking, typically called Extemp, is a speech on current events with limited preparation time. A student's understanding of important political, economic, and cultural issues is assessed along with critical thinking and analytical skills.

Prep Room:
Students report to a draw room (often referred to as Extemp prep) where all of the extempers gather at tables, set out their files, and await their turn to draw topics. A staff member in the prep room calls out student codes based upon a pre-assigned speaker order. When a student's code is called, the student will approach the draw table and select one of three available prompts. The student will then prepare for thirty minutes to deliver a speech answering the chosen topic (write down the time they began and end and warn them when they have 5 five minutes remaining and when they need to leave). When prep time is up, the student reports to the competition room to deliver a seven minute speech.

Students may access research brought with them to the tournament during the 30-minute preparation period. We refer to these resources as files.

Criteria for Judging:
1. The speaker should give the judge sufficient background information, so that they are able to understand the issue at hand, as well as the student's answer to that issue. This also serves the dual purpose of demonstrating that the speaker understands the topic which they speak about.
2. The speaker should give a focused answer to the question which they drew, it should contain evidence, analysis, and interpretation. It should be structured with a clear introduction, body and conclusion.
3. A variety of evidence should be used to support the speaker's answer. If the evidence is from a published source, then it should be properly cited. If the evidence is quoted then the original author's name should be provided.
4. The speech should be delivered using the appropriate tone. Hand gestures should also be used to convey additional meaning and emphasis. However they should not distract from the speech itself. The delivery should enhance the speech without subtracting from its meaning.

Many Extemp topics deal with topics of a controversial nature. It is important that you as the judge do not allow the nature of the topic to interfere with your decision. You are there to decide who was the better speaker, not which side is objectively correct.

Visual Learner?
Extemp: https://tinyurl.com/JudgeEXTEMP

Extemporaneous Debate

Times:	**Rules**:	**Judging Criteria**:
☐ 30 minute prep before students enter the room ☐ Speech Time Structure: **Proposition Constructive** 2 Min. Cross-Examination of Proposition 1 Min. **Opposition Constructive** 2 Minutes Cross-Examination of Opposition 1 Min. <u>Mandatory Prep Time 1 Minute</u> **Proposition Rebuttal** 2 Minutes **Opposition Rebuttal** 2 Minutes <u>Mandatory Prep Time 1 Minute</u> **Proposition Rebuttal** 2 Minutes **Opposition Rebuttal** 2 Minutes	☐ Be strict with time for this event! Limited prep events require strict timekeeping for fairness.	☐ **Topicality**- stayed focused while speaking ☐ **Organization**- speech is organized in logical sequence ☐ **Accurate**- Facts are correct and cited throughout. ☐ **Delivery**- Appropriate eye contact, confidence while speaking, professional and appropriate behavior. ☐ **Clash** was evident, students rebutted the opponent's argument and didn't just build their own.

Speech	Time Limit	Responsibility of Debater
Proposition Constructive	2 min	The debater in favor of the resolution presents his or her case/position in support of the topic.
Cross Examination of Proposition	1 min	The opposition debater asks the proposition questions.
Opposition Constructive	2 min	The debater against the resolution or the proposition's case presents his or her case/position.
Cross Examination of Opposition	1 min	The proposition debater asks the opposition questions.
Mandatory Prep Time	1 min	Both debaters have one minute to prepare their rebuttals.
Proposition Rebuttal	2 min	The proposition debater refutes the main idea of the opposition and supports their main ideas.
Opposition Rebuttal	2 min	The opposition debater refutes the main idea of the proposition and supports their main ideas.
Mandatory Prep Time	1 min	Both debaters have one minute to prepare their rebuttals.
Proposition Rebuttal	2 min	In this final speech the proposition crystallizes the round for the judge and tries to establish sufficient reason for a vote in favor of the resolution.
Opposition Rebuttal	2 min	In this final speech the opposition crystallizes the round for the judge and tries to establish sufficient reason for a vote against the proposition's case and/or the resolution.

The Event
Students compete in a one-on-one format with limited prep time to prepare for the topic they are to debate. Students present arguments and engage in rebuttals; however, unlike other common debate events, students debate a number of topics, as opposed to a single topic for the entire tournament. Each round students are presented a unique resolution. They are given a minimum of 30 minutes to prepare for the round. **The use of evidence is permitted, but not a focal point due to the limited time available to prepare a case for the round.**

Prep Room:
Students report to a prep room (often referred to as Extemp prep) where the topic for each round will be released. They then have 30 minutes to research and write their case.

Extemp Debate room is run as group prep. Competitors may work together, use the internet, get help from anyone (including adults) during group prep- as allowed at Nationals and all FCDI Championships.

Refutations
In Extemporaneous Debate is more than just cases! Debaters engage in refuting each other's arguments. Students may refute cases by denying the validity of the argument, which is most common.

Cross Examination
Cross Examination is a one sided questioning period where the opposition questions the person who just gave their speech. The speaker doesn't get to ask questions here, and the questioner doesn't get to give speeches. It only occurs after the first speech for each side. Judges should take notes and pay attention to cross examinations BUT questioning should never be a deciding factor in win/loss of the round. Questioning can factor into speaker points.

Lincoln Douglas Debate

TLDR: **FCDI pulls from NSDA rules for this event**

Times:	Rules:	Judging Criteria:
☐ Speech Time Structure: **Affirmative Constructive** 6 minutes Negative Cross Examination 3 min. **Negative Constructive** 7 minutes Affirmative Cross Examination 3 min. **Affirmative Rebuttal** 4 minutes **Negative Rebuttal** 6 minutes **Affirmative Rebuttal** 3 minutes ☐ Prep Time 4 minutes per debater	☐ Students may use electronics and the internet during the round.	☐ **Topicality**- stayed focused while speaking ☐ **Organization**- speech is organized in logical sequence ☐ **Accurate**- Facts are correct and cited throughout. ☐ **Delivery**- Appropriate eye contact, confidence while speaking, professional and appropriate behavior. ☐ **Clash** was evident, students rebutted the opponent's argument and didn't just build their own.

The Event

Lincoln Douglas debate is a two-person style of debate in which the affirmative supports the implementation of resolution, while the negation opposes and attacks it. The resolution ,which changes bi-monthly, is always a question of moral value. The objective of each side is to show how the inherent and fundamental principles of their stance support their side of the resolution and outweighs their opponents'.

Every Lincoln Douglas debate will present a case with the following elements:
1. **Value**: A universal and widely held principle that the debater advocates for in order to support or oppose the resolution. For example Equality
2. **Criterion**: This is how you measure the value. How does one measure the fundamental value which they hold? For example, how does one measure Equality, by examining equality under the law.
3. **Definitions**: These may be given by the affirmative in order to define ambiguous terms in the resolution. However if the negation disagrees with the provided definition, they may offer their own interpretation.
4. **Arguments**: Also known as contentions, these are the reasons given by the debater in support of their position.

The case presented by the debater must be built based on use of logic, theory, and understandings of philosophy. Arguments presented by the debater must be substantiated by use of analysis, example, factual evidence, and statistical data. However, debaters are **NOT** required to solve the problems inherent to the acceptance or denial of the resolution.

The only real requirement is that as a judge, you are able to understand and write down the arguments made. **If the arguments are unintelligible or you are unable to understand them due to speed or the debater not properly explaining them, be sure to mark that in your ballot.** The ultimate goal is to achieve a balance between delivery of information and persuasive speaking.

Judges are expected to ignore their own attitudes and preferences towards the issues over which the round is concerned. The purpose of the judge is not to judge which side is the "correct" one, merely to judge which side has done a better job of convincing you of their side. The judge may also never ask a debater about their personal beliefs on a topic, be it before, during, or after a round.

Judges should expect to see clash, meaning that debaters refute, poke holes in, and expose the flaws of their opponents arguments. This is in contrast to the two sides running two different cases without interacting with the others case

Judges should write comments to the debaters regarding the round. This will ensure that the debaters will receive feedback. These comments should include positive aspects of the round but should also be critical of the case, so that the debater might improve themselves. Judges should also provide a Reason for Decision. This being the reason that you believe one side was better than the other.

Judges are expected to keep an official time, including the prep time taken by the debaters. If the debater goes overtime by more than a 30 second grace period, they cannot take first place in that round. Debaters may also keep their own or their opponents' time, but the judges clock is the official time used for scoring.

Prep Time

In LD, each debater has 4 minutes of individual prep time that they may use at any time during the round. They must tell you that they are going to take prep time, and you should write down the amount of total time used, adding it up until it reaches 4 minutes max for the round.

Cross Examination

Cross Examination is a one sided questioning period where the opposition questions the person who just gave their speech. The speaker doesn't get to ask questions here, and the questioner doesn't get to give speeches. It only occurs after the first speech for each side. Judges should take notes and pay attention to cross examinations BUT questioning should never be a deciding factor in win/loss of the round. Questioning can factor into speaker points.

Public Forum Debate

TLDR: **FCDI pulls from NSDA rules for this event**

Times:	Rules:	Judging Criteria:
☐ **Speaking Order and Times:** First Speaker(Team A): 4 minutes First Speaker(Team B): 4 minutes **First Crossfire: 3 minutes** Second Speaker(Team A): 4 minutes Second Speaker(Team B): 4 minutes **Second Crossfire: 3 minutes** Summary(First Speaker, Team A): 2 min Summary(First Speaker, Team B): 2 min **Grand Crossfire: 3 minutes** Final Focus(2nd Speaker, Team A): 2 min Final Focus(2nd Speaker, Team B): 2 min ☐ Prep Time 3 minutes per team	☐ Students may use electronics and the internet during the round. ☐ Speechwire will determine the side each competitor will be on.	☐ **Topicality**- stayed focused while speaking ☐ **Organization**- speech is organized in logical sequence ☐ **Accurate**- Facts are correct and cited throughout. ☐ **Delivery**- Appropriate eye contact, confidence while speaking, professional and appropriate behavior. ☐ **Clash** was evident, students rebutted the opponent's argument and didn't just build their own.

The Event

Public Forum Debate is similar to Lincoln Douglas in the fact that it is a more traditional style of debate, however it differs in the fact that it is a partner event and it values persuasive speaking as much as argumentation. As in other forms of debate, there is a proposed resolution which the affirmative must uphold and the negation must deny.

In the judging of the individual cases, judges should look for well-structured cases balanced between the two speakers, utilizing logical arguments with evidentiary support. Judges should also see the "clash" of ideas so that the two sides interact with each other as opposed to running totally separate cases.

Unlike in other debate events, delivery is an important part of scoring Public Forum. The pacing of the speech should be similar to a conversation, and persuasive language should be included. What is considered Good Speaking in this event, would be considered good speaking for Community groups. The language should be clear, concise, and free of any slang terms or jargon unless they are contributing to their case. The clash between the two sides should be vigorous but remain civil as well.

Crossfire: These are the questioning periods for the round. During the first crossfire, either debater on Team A may direct a question to the first speaker of Team B, after which either debate can both ask and/or answer questions. The second crossfire is near identical, except that the first question must be directed to the second speaker of Team B.

Judges should take notes and pay attention to cross examinations BUT questioning should never be a deciding factor in win/loss of the round. Questioning can factor into speaker points.

Grand Crossfire: In this period, all four debaters are free to question the other side. It begins with the Team that gave the first summary speech giving a question to the Team which just spoke.

Prep Time

In PF, each debater has 3 minutes of TEAM prep time that they may use at any time during the round. They must tell you that they are going to take prep time, and you should write down the amount of total time used, adding it up until it reaches 3 minutes max for the round.

Congressional Debate

TLDR: **FCDI pulls from NSDA rules for this event**

Times:	Rules:	Judging Criteria:
☐ Speeches are 3 minutes long ☐ 15 second grace period over ☐ **First** speeches for **and** against each bill have a 2 minute questioning period after their speeches. ☐ All speeches following get 1 minute questioning.	☐ Students may have non-electronic visual aids. ☐ Students may use electronics and the internet during the round. ☐ The Presiding Officer has run of the room. ☐ Judge should not interfere in the room without the Presiding Officer's invitation or in the case of extreme breach of rules.	☐ **Topicality**- stayed focused while speaking ☐ **Organization**- speech is organized in logical sequence ☐ **Accurate**- Facts are correct and cited throughout. ☐ **Delivery**- Appropriate eye contact, confidence while speaking, professional and appropriate behavior.

The Event

In Student Congress (CON), students roleplay as federal legislators charged with the task of fulfilling the responsibilities of the United States Federal Government legislative branch.

The most important thing for a judge to understand about Congressional Debate is that it is much more rule-intensive than any other form of debate. As such, it is up to the students to run the room, and the judges only job is to serve as Scorer or to settle any major rule disputes.

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).

Points →	3 Mediocre	4 Good	5 Excellent	6 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 rarely encouraged, 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.

If a student asks a question, they should not be scored for that question, however the judge should take note that the student may be setting the stage for a future speech. Handling and asking of questions should be considered when ranking students overall in the chamber.

Each time that a student is recognized to make a speech, you should fill out a speaker ballot for that student.

Judges should keep track of all student participation in the chamber in order to accurately rank students.. This includes speeches, questions, and motions.

Students are ranked at the end of the session holistically based upon: quality and quantity of speeches given, motions made that advanced chamber business, professionalism, presence, and quality of questions and responses.

While not a strict judging criteria, students should have clash. They should rebut each other's points instead of just speaking without including other's points.

Presiding Officers

Among the first things done in a Congressional Session is the election of a Presiding Officer, this person will be scored differently than the other competitors. The Presiding Officer will recognize students to speak and question the current speakers, as well as recognize any of the various motions passed.

Judges should allow both the student congressional debaters in the chamber and the Presiding Officer to correct breaches of rules or parliamentary procedure. If students fail to do so, judges may step in to point out breach of procedure.

The judge will also be called upon to score the Presiding Officer, when doing so, they are to be scored separately from the other students, instead the judge should evaluate them based on the following criteria
- *Did the PO recognize speakers in a fair and consistent manner?*
- *Did the PO utilize Parliamentary Procedure correctly, and in a manner that allowed the chamber to run smoothly?*
- *Did the PO maintain control of the chamber, without resorting to Tyrannical or Autocratic means?*
- *Did the PO conduct themselves with decorum and dignity?*

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	**Good**	**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 geographically, 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.	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 dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent.

Your final responsibility for a Congressional Chamber will be to note how each student performs in regards to questioning, participation in parliamentary disputes, interaction with other students, as well as general decorum.

NOTES ABOUT SCORING CONGRESS:
- You should be scoring each individual speech that occurs on your ballot.
- 1 is the highest rank for overall speaker in the room BUT 6 is the highest rank for scoring individual speeches.
- You are ranking the students against one another in the room for overall ranking BUT scoring their speeches and assigning speaker points independently (though typically in order).