

FCDI Judge Book

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Judge Overview and Code of Conduct:

Thank you for judging! Your valuable time allows us to provide this opportunity to students. Without your help and generosity this tournament would be impossible.

We require all our judges to read and abide by our FCDI Judge Code of Conduct. Please read it below.

FCDI Judge Code of Conduct: FCDI judges must do the best of their ability to make the time of all students valuable by providing only constructive feedback and engaging in the competition with respect. FCDI judges must consider all students equally, no matter who is competing, or the subject matter of the speeches/debates. Judges must not bring up issues with rules or behavior with students, instead they must bring these issues to the tournament staff.

No matter what you are judging, please remember to never make judgments based on a student's ideology, background, or appearance. If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain why you're uncomfortable on the ballot. Ultimately, it's the student's editing and speaking skills that should be evaluated. Also, do NOT share any feedback or decision with the students whilst at the competition.

Even if you are an experienced judge, please make sure you double check our rules before making any decisions about rule violations on your ballot. If there is anything you are unsure about please contact tournament staff prior to making a decision.

When you receive your ballot and see which event you will be judging, please review the overall speech or debate instructions in addition to the specific instructions for the event.

Please remember to start your ballot and run the round in a timely manner.

Overall Debate Instructions: These instructions apply to Extemporaneous Debate, Lincoln Douglas Debate, and Public Forum Debate.



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



FEEDBACK

should encourage competitors while also helping the student and their coach determine what to work on during practice.

✗ "Loss. Good job! Need more evidence."

✓ "Loss. Glows: Good job! You presented a well organized case with clear logic. You used your time well and asked strategic questions during cross. You responded to each of your opponent's arguments! Grows: Your case needs more evidence to support your arguments. Try to balance both a higher quantity and quality of evidence. This will enhance your first speech, your answers in cross, and your ability to counter arguments. Responding to your opponent isn't enough to eliminate their arguments from the round. You must prove them wrong with evidence."



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

Tip: "Flow" the round.

- Mark arguments.
! = proven
? = in question
X = disproven
- Consider the quality of the proven arguments in your decision.

If you have questions about how to judge an event before a tournament, ask your head coach! If you are in a round and think a rule may have been violated, continue the round, and ask the help desk after the round is over.

Extemporaneous Debate Judge Guide

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.

Speaking Times:

Proposition Constructive 2 Min.

Cross-Examination of Proposition 1 Min.

Opposition Constructive 2 Minutes

Cross-Examination of Opposition 1 Min.

Mandatory Prep Time 1 Minute

Proposition Rebuttal 2 Minutes

Opposition Rebuttal 2 Minutes

Mandatory Prep Time 1 Minute

Proposition Rebuttal 2 Minutes

Opposition Rebuttal 2 Minutes

Evaluation:

- 1. Clarity:** The debaters should give the judge sufficient background information and be clear with their language so that you 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. Topicality:** The debaters should give a focused case for or against the resolution. It should contain arguments, analysis, and interpretation. All arguments should be related to the topic for that debate and not be on unrelated issues.
- 3. Accuracy:** A variety of evidence should be used to support the debaters' arguments. 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. Delivery:** The debate 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.
- 5. Clash:** The debaters should have a clash of ideas. In addition to presenting their case, they must also directly respond to the arguments their opponent made.

Public Forum Debate Judge Guide

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.

Speaking Times

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

Total of 3 minutes of prep time per team

Evaluation:

1. Clarity: The debaters should give the judge sufficient background information and be clear with their language so that you 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. Topicality: The debaters should give a focused case for or against the resolution. It should contain arguments, analysis, and interpretation. All arguments should be related to the topic for that debate and not be on unrelated issues.

3. Accuracy: A variety of evidence should be used to support the debaters' arguments. 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. Delivery: The debate 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.

5. Clash: The debaters should have a clash of ideas. In addition to presenting their case, they must also directly respond to the arguments their opponent made.

6. Team Continuity: The debaters should work as a team to build their arguments and refute them.

Lincoln Douglas Debate Judge Guide

Lincoln Douglas debate (LD) 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 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 outweigh their opponents'. Lincoln Douglas debates may have the below terms used:

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 they debaters ask you to measure the value they present.

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.

Speech 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

Evaluation:

1. Clarity: The debaters should give the judge sufficient background information and be clear with their language so that you 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. Topicality: The debaters should give a focused case for or against the resolution. It should contain arguments, analysis, and interpretation. All arguments should be related to the topic for that debate and not be on unrelated issues.

3. Accuracy: A variety of evidence should be used to support the debaters' arguments. 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. Delivery: The debate 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.

5. Clash: The debaters should have a clash of ideas. In addition to presenting their case, they must also directly respond to the augments their opponent made.

Congressional Debate Judge Guide

In Congressional Debate (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	4	5	6
	Mediocre	Good	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 <i>one</i> 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/refresh previous arguments.	The speaker fails to <i>either</i> introduce new arguments (simply repeating previous arguments) or the speaker fails to refute previous opposing arguments; in other words, no real <i>clash</i> 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.

Evaluation:

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).

Overall Speech Instructions:

Speeches have two scores, overall rank in the round, and speech points. Please use a range of 90-100 when scoring speeches with the general rubric below.


**Information Relevant to ALL Speech Events**

Ballot: Rank students in your round, with 1st place representing the best speaker. Assign speaker points (88-100) to each speaker. Please provide detailed “glows” and “grows” comments for each speaker.



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
- F 88




FEEDBACK

should encourage competitors while also helping the student and their coach determine what to work on during practice.

X "Rank 3 of 6. Good job! Work on characters."

✓ "Rank 3 of 6. Glows: Good job! I really enjoyed the piece you selected. You did a great job capturing my attention with your hook. Your intro was clear. You spoke clearly and maintained a lively pace throughout. You made some clever choices with your movement and I was impressed! Grows: Characterization is an opportunity to improve your performance. Your main character was clear but the supporting characters were portrayed similarly, making it hard to determine who was speaking in the scene. Consider experimenting with your voice, facial expressions, and movement."



RANKS


You may tie speaker points but cannot tie ranks.

Speakers

- Ted
- Keeley
- Rebecca
- Jamie
- Roy
- Sam


Tip: Adjust ranks during the round.

- *Ted speaks first. He is ranked 1st.*
- *Keeley speaks second. She performed better than Ted. She is ranked 1st, Ted 2nd.*
- *Rebecca speaks third. She performed better than Ted but not as well as Keeley. Keeley is ranked 1st, Rebecca 2nd, Ted 3rd.*
- *Jamie speaks fourth. He did not perform as well as any of the previous speakers. Keeley is ranked 1st, Rebecca 2nd, Ted 3rd, Jamie 4th.*



If you have questions about how to judge an event, ask your head coach!

If you are in a round and think a rule may have been violated, continue the round and ask the help desk after the round is over.



Impromptu Speaking Judge Guide

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.

Rules:

- **Before the speech**
 - You will be provided with an envelope with printed out topics for the round.
 - You should check the speaking order as listed on your Speechwire ballot. The name on the top goes first, and so on.
 - You will instruct the first speaker to stay in the room and send out the other competitors. After the first speaker is finished and leaves you will call in the 2nd speaker, and so on.
 - The speaker will draw three topics, choose one and put the other two back.
 - When they return the other two topics, you will start a 7 minute timer/stopwatch. This can be divided up between prep and speaking as the competitor desires.
 - Students can write notes to prepare but cannot bring them up to speak
- **During the speech:**
 - There is a 30 second grace period. Students that prep and speak for longer than 7:30 must not rank above students that spoke within the given time frame.
 - No use of notes or scripts is allowed. Students that use them cannot rank higher than those that did not.

Evaluation:

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 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.

5. Length: Impromptu competitors only have a short time to prepare, and the less time used prepping and more time speaking indicates a better speech. The content and delivery of the speech must be considered first, but the length of the speech is a helpful sign of a high quality speech.

Do NOT share any feedback or decision with the students whilst at the competition.

*Reminder—Never make judgments based on a student's ideology, background, or appearance. If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain why you're uncomfortable on the ballot. Ultimately, it's the student's editing and speaking skills that should be evaluated.

Original Oratory Judge Guide

Original Oratory (OO) is a speech of up to ten minutes that must have been composed by the student delivering it and must be memorized. The primary objective is to effectively communicate a message that engages, persuades, and enlightens the audience. Persuasiveness should be the top priority of an Original Oratory speaker. Original Oratory may be presented with a problem and a solution.

Rules:

- 10-minute time maximum, 30 second grace period allowed. There is no time minimum.
 - o Speeches exceeding 10:30 cannot be ranked higher than those that were in the given time frame.
- Speeches should be memorized
 - o Using a script or notes is allowed, however those that use scripts/notes cannot rank higher than those that do not.
- No props, costumes, or visual aids are allowed.
- If there is a violation of rules, the student cannot rank above others that did not break the rules and the violation must be stated on the ballot
-

Evaluation:

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. 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.
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 Judge Guide

Informative Speaking (INF) is a speech of up to ten minutes that must have been composed by the student delivering it and must be memorized. The primary objective is to effectively communicate a message that engages, and enlightens the audience. Persuasiveness should not be the top priority of an Informative Speaking speaker. There may be persuasive elements, but the primary objective of Informative Speaking should be to inform, not persuade.

Rules:

- 10-minute time maximum, 30 second grace period allowed. There is no time minimum.
 - o Speeches exceeding 10:30 cannot be ranked higher than those that were in the given time frame.
- Speeches should be memorized.
 - o Using a script or notes is allowed, however those that use scripts/notes cannot rank higher than those that do not.
- Non-electronic visual aids are allowed.
- If there is a violation of rules, the student cannot rank above others that did not break the rules and the violation must be stated on the ballot.

Evaluation:

1. **Topic:** The topic should be interesting and informative. 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. 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.
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.
7. **Visual Aid:** If the student uses a visual aid in their piece, it should be well thought out and tie directly to their speech. There must be no electronic components of the visual aid.

Declamation Judge Guide

Declamation is an event where students present a speech that has previously been delivered and performed. Students are not required to mimic the original speaker and are encouraged to use their own original presentation style to re-present the speech in an engaging manner.

Rules:

- 10-minute time maximum, 30 second grace period allowed. There is no time minimum.
 - o Speeches exceeding 10:30 cannot be ranked higher than those that were in the given time frame.
- Speeches should be memorized
 - o Using a script or notes is allowed, however those that use scripts/notes cannot rank higher than those that do not.
- No props, costumes, or visual aids are allowed.

Evaluation:

1. **Message Development:** the speaker should develop the ability to convey the message in a realistic style. The speaker must be able to use their speaking style, gestures, movement, inflection, and emphasis to hold the listener's attention.
2. **Speech Structure:** The speech must have an introduction 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.

Do NOT share any feedback or decision with the students whilst at the competition.

*Reminder–Never make judgments based on a student's ideology, background, or appearance. If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain why you're uncomfortable on the ballot. Ultimately, it's the student's editing and speaking skills that should be evaluated.

Dramatic Performance Judge Guide

Dramatic Performance is an event that combines both Dramatic Interpretation and Humorous Interpretation. Despite the name, dramatic performance is not always dramatic, pieces can be funny, sad, or anywhere in-between. It is common, but not required for students to play multiple characters. At some point within the first minute or two, students should provide an introduction that includes title and author.

Rules:

- 10-minute time maximum, 30 second grace period allowed. There is no time minimum.
 - o Speeches exceeding 10:30 cannot be ranked higher than those that were in the given time frame.
- Speeches should be memorized
 - o Using a script or notes is allowed, however those that use scripts/notes cannot rank higher than those that do not.
- No props, costumes, or visual aids are allowed.
- Movement is allowed and encouraged; however, performers may not touch the floor
- If there is a violation of rules, the student cannot rank above others that did not break the rules and the violation must be stated on the ballot

Evaluation:

1. **Overall Effect:** Performances should evoke feeling and move audiences. Additionally, the piece should be cut in a way that the story is easy to follow.
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.

Do NOT share any feedback or decision with the students whilst at the competition.

*Reminder—Never make judgments based on a student's ideology, background, or appearance. If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain why you're uncomfortable on the ballot. Ultimately, it's the student's editing and speaking skills that should be evaluated.

DUO Interpretation Judge Guide

Duo Interpretation is a speech and debate event that involves a pair of performers presenting a dramatic performance. Pieces can be funny, sad, or in-between. Participants carefully select or cut from a published work, such as a play, novel, or screenplay, and bring it to life through their interpretation and performance. The unique aspect of Duo Interpretation lies in the collaborative effort of the two speakers.

Rules:

- 10-minute time maximum, 30 second grace period allowed. There is no time minimum.
 - o Speeches exceeding 10:30 cannot be ranked higher than those that were in the given time frame.
- Speeches should be memorized
 - o Using a script or notes is allowed, however those that use scripts/notes cannot rank higher than those that do not.
- No props, costumes, or visual aids are allowed.
- Movement is allowed and encouraged; however, performers may not touch the floor
- Performers are not allowed to touch or make direct eye contact with each other
- If there is a violation of rules, the student cannot rank above others that did not break the rules and the violation must be stated on the ballot

Evaluation:

1. **Overall Effect:** Performances should evoke feeling and move audiences. Additionally, the piece should be cut in a way that the story is easy to follow.
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; 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.

Do NOT share any feedback or decision with the students whilst at the competition.

*Reminder—Never make judgments based on a student's ideology, background, or appearance. If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain why you're uncomfortable on the ballot. Ultimately, it's the student's editing and speaking skills that should be evaluated.