

FCDI Speech and Debate

Ballot Guides 1.1

Use this reference guide for judging FCDI categories.

General Judge Info

- Your team's coach is your point of contact for all things related to the tournament. Be sure to have the coach's contact information, and they should have yours.
- Make sure you have created a Speechwire (electronic platform) account using an email account you can easily access from the tournament. That's how you'll receive updates about your judging assignments. Your coach can help you create an account.
- Be sure to arrive early to the tournament. Upon arrival, go to the media center and find your team's coach. Stay there until you are told to go to your round. Return to the media center after judging.
- Plan to judge ALL rounds, but there's a possibility you won't be asked to do so.
- You should never judge your own child or your own team.
- After every round, you must be prepared to score and rank or score and determine a winner/loser. Missing ballots can cause the entire tournament to stop.
- Comments can be entered at any point in the day.
- Comments are seen by students, coaches, (and sometimes) opponents.
- Do NOT share your decision(s) with the students in person. That info will be available on the students' ballot.
- Please BE FLEXIBLE. You will not know what you're judging* in advance, and please do not request to judge or not judge a specific category. This can negatively impact the tournament as a whole.
*NCDC has fixed categories and times. All judges will know what they're judging in advance.

Bring with you...

- You should have an electronic device that can access the internet to access the judging ballot. Speechwire is a web-interface platform and NOT an app.
- It's also helpful to have a notepad and writing utensil.
- You may use your phone's timer or bring a timer with you. Regardless of what you judge, you'll need to keep track and document the speech times.

Congressional Debate Ballot Guide

Summary: Students role play as legislators (representatives or senators) in 90-180 minute legislative sessions. There are typically 12-20 students in the room. There is sometimes a seating chart provided. It is helpful to the judge, so you can easily see/hear which student is speaking.

How does the round flow: One student is (s)electd to serve as the Presiding Officer (hence forth, PO). That student uses Robert’s Rules of Order to facilitate the debate and give every participant a fair chance at having their voice heard. The chamber will determine the order of the debate (which legislation should be addressed first, second, etc.). Then, they will debate each bill with the following pattern: Author or AFF speech, the chamber questions that speaker, NEG speech, group questions that speaker, AFF speech, group questions that speaker...until there are no more students who wish to give speeches. Students may use their electronic and non-electronic resources to compose a speech.

What are you judging, exactly? You are responsible for judging student speeches. Period. Often, judges get overwhelmed with the experience and confused by what to judge. Keep it simple. Each speech a student gives is 1-3 minutes in length and scored 1-6 (with 6 being best). Keeping the Speechwire tab open and opening the drop down for that student speaker as they’re speaking is helpful. Use the guide below. You don’t need to write a lot, just enough to help that student understand why they earned that score and what they might do to improve.

At the end of the round, you’ll be asked to rank the first 8 or 9 students. Then, everyone else will be ranked with a 9. Your choices for ranking 1-8 should be based as follows:

1. How were their speeches?
2. How well did they respond to questions?
3. How well did they ask questions?

See example below.

- Amy gave 2 speeches. She earned a 4 on one and a 6 on another. She was amazing at questioning (both answering and asking).
- Betty gave 2 speeches. She earned a 5 on each one. She was ok at questioning.

Suggestion - In this scenario, give Amy a higher ranking than Beth.

Scoring: 1-6 = (Nothing below a 3 for Novice). If you think a student deserves <3, please speak directly to your coach. 6 = Amazing, 5 = Really Good, 4= Ok, 3 = Some redeeming qualities, but lots of room to improve.

How to judge the Presiding Officer

1. Give the PO one speech score per hour or per bill debated
2. Speech score can be based on confident delivery / execution of duties. Ranking can be based on leadership, timing, efficiency, and fairness. Also note, however, that a PO must not be perfect to score a 6- there are many things to handle and a mistake here and there are bound to happen. what differentiates good POs and great POs is less so the occasional mistake and more so their grace and efficiency in dealing with the rare mistake.

*Judges should be prepared to access PO sheets in various forms- including excel spreadsheets via tinyurl, paper charts, or a chronological list of events. The judge may request a PO sheet at any time--competitors may too. I'd recommend that judges, if possible, have a device they can easily access excel or google spreadsheets.

Content:

____ Clear understanding of legislation ____ Arguments are explained, supported, and evidence sourced
____ All opposition arguments are addressed ____ Ideas are novel - not just a repeat of a previous speaker
____ Questions are asked strategically and respectfully ____ Responses are strategic and respectful

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing
____ Energy / emotion ____ Arguments are made to judge not at opponent
____ Decorum / Participation (phone usage / off task behavior / rudeness)

Comment suggestions:

- Be sure to demonstrate your understanding of the legislation.
- I learned a lot about _____
- You made me care about _____
- Your arguments were logical and well supported.
- Easy to follow
- Your attention getter was _____
- Try to find more recent / relevant / credible sources
- The examples about ____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Your opponent attacked your argument about _____, but you didn't respond.
- Be prepared for questions / You handled questions well
- This was a very strong chamber—my comments are a little nit-picky because everyone was really on-point
- Your speech was novel – I like that you didn't just repeat what the other aff/neg speakers said.
- PO – You ran a smooth and efficient chamber and handled the complexities well.

*Reminder—We never make judgments based on a student's ideology, background, or appearance. Although the student has some control over whether they debate aff/neg, sometimes arguing a side they don't believe in is necessary.

If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain (in your judge notes) why you're uncomfortable. It's the student's writing, argumentation, and speaking skills that should be evaluated.

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

Declamation Ballot Guide

Summary: One student performs a memorized speech that was written, published, and performed by someone else. This memorized (no notes or cues) speech may be about any topic and performed originally by any person.

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

____ Intro includes background on oration and any relevant context ____ Topic appropriateness

____ Cogent and easy to follow organizationally (intro, body, conclusion) ____ Editing maintains or enhances message of speech

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing

____ Energy / emotion ____ Eye contact ____ Physical expression ____ Purposeful movement

Comment suggestions:

- That was a creative approach
- Easy to follow
- Great comedic timing
- Nice pacing / emphasis
- Great job interpreting theme / message
- Increase your volume a bit
- Be sure to enunciate a bit more
- Look up the pronunciation of _____
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it’s the student’s editing and speaking skills that should be evaluated.

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

Dramatic Performance (Also called HI/DI) Ballot Guide

Summary: One student performs a 10-minute (30 seconds grace) piece from nearly any literary source: prose, theatre, film, television, books (fiction and nonfiction), etc. The performance should be structured so it has a beginning, middle, and end. Students use their body and their voice to create characters and setting (including pantomime and any sound effects). No props, costume, or furniture may be used. 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.

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

____Intro includes titles and authors, background on pieces and any relevant context, as well as teaser ____Content appropriateness

____Any editing maintains or enhances message, provides cogent storyline with plot arc and character development

Delivery:

____Rate ____Volume ____Enunciation ____Pronunciation ____Emphasis and timing

____Energy / emotion ____Eye contact ____Physical expression ____Purposeful movement

____Characters portrayed / interpreted consistently and distinctively using voice and physicality

____Belief suspended - performer communicates setting utilizing pantomime and sound effects

Comment suggestions:

- That was a creative approach
- Easy to follow from piece to piece
- Great comedic / dramatic timing
- Lovely job presenting emotional range
- Nice pacing / emphasis
- Great job interpreting theme / message
- Be sure to enunciate a bit more regardless of character portrayal
- Look up the pronunciation of _____
- Pantomime executed well - added to believability
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately it's the student's editing and speaking skills that should be evaluated.

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

Duo Interp Performance Ballot Guide

Summary: Two students perform a 10-minute (30 seconds grace) piece from nearly any literary source: prose, theatre, film, television, books (fiction and nonfiction), etc. The performance should be structured so it has a beginning, middle, and end. Students use their body and their voice to create characters and setting (including pantomime and any sound effects). No props, costume, or furniture may be used. 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. Students may NOT look at or touch one another.

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a performance deserves <90, please speak directly to your coach.

Content:

____ Intro includes titles and authors, background on pieces and any relevant context, as well as teaser

____ Content appropriateness

____ Any editing maintains or enhances message, provides cogent storyline with plot arc and character development

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing

____ Energy / emotion ____ Eye contact ____ Physical expression ____ Purposeful movement

____ Characters portrayed / interpreted consistently and distinctively using voice and physicality

____ Belief suspended - performer communicates setting utilizing pantomime and sound effects

____ Synchronization

Comment suggestions:

- That was a creative approach
- Easy to follow from piece to piece
- Great comedic / dramatic timing
- Lovely job presenting emotional range
- Nice pacing / emphasis
- Great job interpreting theme / message
- Be sure to enunciate a bit more regardless of character portrayal
- Look up the pronunciation of _____
- Pantomime executed well - added to believability
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it's the student's editing and speaking skills that should be evaluated.

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

Extemporaneous Debate Ballot Guide: 1v1

Summary: Each student is provided a debate prompt and side. They have 30 minutes to analyze it and create a rough structure of a case (2-3 contentions). During the prep, the student may research and/or write anything they wish. They may use their electronic and non-electronic resources to compose an opening/constructive speech. The student should allocate some of their 30-minute prep time to consider counterclaims and what their arguments their opposition may make. Students start the debate with speeches they prepared during the 30 minutes. Any outside evidence should be cited. The prep time during the round is fixed.

| Speech | Time limit (in minutes) | Purpose |
|---|--------------------------------|--|
| Proposition (AFF) CONSTRUCTIVE SPEECH | 2 | The debater in favor of the resolution presents their case / position in support of the topic. |
| Cross examination of the proposition | 1 | The opposition debater asks the proposition debater questions. |
| Opposition (NEG) CONSTRUCTIVE SPEECH | 2 | The debater against the resolution presents their case / position against the topic. |
| Cross examination of the opposition | 1 | The proposition debater (AFF) asks the opposition debater (NEG) questions. |
| Mandatory prep time | 1 | Both debaters have one minute to prepare their rebuttals. |
| Proposition (AFF) rebuttal speech | 2 | The proposition debater (AFF) refutes NEG's arguments and supports / defends their own arguments. |
| Opposition (NEG) rebuttal speech | 2 | The opposition (NEG) debater refutes AFF's arguments and supports / defends their own arguments. |
| Mandatory prep time | 1 | Both debaters have one minute to prepare their rebuttals. |
| Proposition rebuttal and summary speech | 2 | In this final speech, proposition crystallizes the round for the judge and tries to establish sufficient reason for a decision in their favor. |
| Opposition rebuttal and summary speech | 2 | In this final speech, opposition crystallizes the round for the judge and tries to establish sufficient reason for a decision in their favor. |

**It is the judge's responsibility to have a reliable timer and alert the students when time is up. Please adhere to the times above.*

Scoring: 30 = A+, 29= A, 28 = A-, 27 = B+, 26 = B, 25 = B-, 24= C+, 23 = C, 22 = C-, 21 = D (Nothing below a 20. If you think a student deserves <20, please speak directly to your coach.

Content:

____ Prompt and side are addressed as thoroughly as possible ____ Clear understanding of prompt
____ Arguments are explained, supported, and sourced ____ All opp arguments are addressed (not dropped)
____ Rebuttals address attacks from opponent ____ Summary is comprehensive and cogent

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing
____ Energy / emotion ____ Arguments are made to judge not at opponent ____ Decorum

Comment suggestions:

- That was a creative approach
- I learned a lot about _____
- You made me care about _____
- Easy to follow / Hard to follow—consider numbering your arguments
- Your attention getter was _____
- Try to find more recent / relevant / credible evidence or sources
- The examples about ____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Be sure to address ALL of your opponent’s arguments—it seems like you may have dropped their contention about _____.
- Your opponent attacked your argument/contention/point about _____, but you didn’t respond with a strong enough defense.
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We never make judgments based on a student’s ideology, background, or appearance. The student is required to debate whatever side they’re assigned. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain (in your judge notes) why you’re uncomfortable. It’s the student’s writing, argumentation, and speaking skills that should be evaluated.

*Decorum - Students should make their appeals directly to the judge and should NEVER attack their opponent or be rude. Frequent interrupting, insults, or mocking an opponent is the sign of a poor debater. Students’ eye contact should be with the judge, not their opponent.

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

Extemporaneous Speaking Ballot Guide

Summary: One student is provided a prompt and 30 minutes to analyze and address it. If the prompt is in the form of a question or asks the student to take a side, they should respond accordingly. During the prep, the student may write anything they wish. They may use their electronic and non-electronic resources to compose a speech, however they may not take any materials up to speak other than the actual slip of paper with the prompt—NO NOTES. The student may interpret the prompt any way they wish. Speeches should be easy to follow. Speeches are expected to contain a few cited sources.

Time: The students have a TOTAL of 7:30 (7 minutes, plus 30 seconds grace) to speak. Students who exceed 7:30 may still be scored and ranked, but may not be assigned first place in the round. There is NO minimum, however, a solid performance is likely to last at least 4 minutes.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

_____ Ideas relatable _____ Ideas original / Creative _____ Students must address the prompt.

_____ Cogent and easy to follow organizationally (intro, body, conclusion) _____ Signposting / transitions

_____ Points are explained, supported, and sourced _____ Word choice enhances message

Delivery:

_____ Rate _____ Volume _____ Enunciation _____ Pronunciation _____ Emphasis and timing

_____ Energy / emotion _____ Eye contact _____ Physical expression _____ Purposeful movement

Comment suggestions:

- That was a creative approach
- I learned a lot about _____
- You made me care about _____
- Easy to follow
- Your attention getter was _____
- Your framework / signposting was clever
- Great comedic timing
- Nice pacing / emphasis
- Try to find more recent / relevant / credible sources
- The story about _____ was very moving.
- The examples about _____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Look up the pronunciation of _____
- Your speech really showed your command of the topic.
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it’s the student’s writing and speaking skills that should be evaluated.

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

Impromptu Ballot Guide

URGENT: Be sure you have the prompts in your possession before you head to your competition room. Not sure what to do? Ask the check-in staff.

Summary: One student enters the competition room (the others remain in the hallway) and draws 3 prompts from the collection of prompts available. I suggest laying them face down on a desk. Within a few seconds, the student selects one of the 3 and begins prepping. (Seven minutes starts now.) The two prompts they don't select are laid back on the desk face down. The student may write anything they wish, however **they may not take this prep up with them to speak**. The only item the student may have (once they begin speaking) is the CLEAN slip of paper with the prompt—NO NOTES. *If a student chooses to bring up notes anyway, rank them last. This speech is far easier to give with notes than without. *Once a student has given a speech, they're permitted to remain in the room and listen to subsequent speakers.

The speech should connect with the prompt. The student may interpret the prompt any way they wish. Speeches should be easy to follow. The students can even "take a side" regardless of the prompt's structure. (For example, if the prompt is "Dogs," the student can give a speech on why dogs are the best type of pet.)

Time: The students have a TOTAL of 7:00 minutes for prep AND speaking plus 30 seconds grace. The amount of time spent prepping is deducted from 7:30 for time to speak. While there is NO MINIMUM, speeches should be 3+ minutes to 7:30. For example, if they spend 2 minutes prepping, they have 5 minutes and 30 seconds to speak. If they spend 30 seconds prepping, they have 6:30 to speak. Students who exceed 7:30 may not earn the rank of 1st in a round. Please let the student know how much time has passed whilst prepping (speak aloud) and provide non-verbal signals for how much time has elapsed while they're speaking. The student may have a timer, but the judge is considered the official timekeeper.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

You will BOTH RANK and SCORE your round. There should be only "high point" wins. Meaning, if one student earned a 98 and another student a 96, the person with the higher score must be ranked higher. There may be NO TIES in RANK, but it's ok to have tied scores out of 100.

Content:

____ Ideas relatable ____ Ideas original / Creative ____ Pathos / Entertainment
____ Cogent and easy to follow organizationally (intro, body, conclusion) ____ Signposting / transitions
____ Points are explained, supported, and sourced ____ Word choice enhances message

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing
____ Energy / emotion ____ Eye contact ____ Physical expression ____ Purposeful movement

Comment suggestions:

- That was a creative approach
- I learned a lot about _____
- You made me care about _____
- Easy to follow

- Your attention getter was _____
- Your framework / signposting was clever
- Great comedic timing
- Nice pacing / emphasis
- The story about _____ was very moving.
- The examples about _____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Good use of gestures / facial expressions
- Purposeful movement (speech triangle) was well executed.
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We never make judgments based on a student’s ideology, background, or appearance. Use the checklist to help you stay as “unbiased” as possible. If a student says something that makes you uncomfortable, it’s important to be specific in your ballot comments and tactfully explain why you’re uncomfortable.

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

Informative Speaking Ballot Guide

Summary: One student performs an original, memorized (no notes or cues) speech about any topic. Speech goal is to inform how or about. Students are encouraged to utilize hand-made (non-electronic) visual aids.

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

_____ Topic novel _____ Topic universality _____ Topic appropriateness _____ Originality / Creativity

_____ Cogent and easy to follow organizationally (intro, body, conclusion) _____ Signposting / transitions

_____ Points are explained, supported, and sourced _____ Word choice enhances message

Delivery:

_____ Rate _____ Volume _____ Enunciation _____ Pronunciation _____ Emphasis and timing

_____ Energy / emotion _____ Eye contact _____ Physical expression _____ Purposeful movement

Comment suggestions:

- That was a creative approach
- I learned a lot about _____
- You made me care about _____
- Easy to follow
- Your attention getter was _____
- Your framework / signposting was clever
- Nice job explaining the problem / impact
- Innovative solution
- Great comedic timing
- Nice pacing / emphasis
- Try to find more recent / relevant / credible sources
- The story about _____ was very moving.
- The examples about _____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Look up the pronunciation of _____
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it’s the student’s writing and speaking skills that should be evaluated.

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

Dramatic / Humorous Interpretation Ballot Guide

Summary: One student performs a 10-minute (30 seconds grace) program of published literature. Literature is interpreted as nearly any published source that includes a “character” (ex. scripts from theatre, film, television, books (fiction and nonfiction), transcripts, etc).

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

____ Intro includes title and author, background on piece and any relevant context, as well as teaser

____ Content appropriateness

____ Any editing maintains or enhances message, provides cogent storyline with plot arc and character development

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing

____ Energy / emotion ____ Eye contact ____ Physical expression ____ Purposeful movement

____ Characters portrayed / interpreted consistently and distinctively using voice and physicality

____ Belief suspended - performer communicates setting utilizing pantomime and sound effects

Comment suggestions:

- That was a creative approach
- Easy to follow
- Great comedic / dramatic timing
- Lovely job presenting emotional range
- Nice pacing / emphasis
- Great job interpreting theme / message
- Be sure to enunciate a bit more regardless of character portrayal
- Look up the pronunciation of _____
- Pantomime executed well - added to believability
- Characters were well defined and consistent throughout
- Your use of _____ (accent, pitch, tone, volume, rate, emphasis) really helped build the character(s) or the flipside—if the performance needed work.
- Your introduction included all of the elements (teaser, title, author) and was well placed or consider adjusting your introduction to include...
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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 on your ballot why you’re uncomfortable. Ultimately, it’s the student’s editing and speaking skills that should be evaluated. Students should NOT have props, furniture, or costumes or in any way make themselves look like a character in their piece.

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

Just Talk Ballot Guide

Summary: One student performs a speech or performs an interpretation of any published work—actually they can literally do anything - as long as they are performing for you. They can even read the phone book—not that they'd know what a phone book is. This category is meant for very NOVICE presenters. Yes, the student may have notes.

Time: 4-6 minutes with 30 seconds grace.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.)

Content:

____ Topic novel ____ Topic universality ____ Topic appropriateness ____ Originality / Creativity
____ Cogent and easy to follow organizationally (intro, body, conclusion) ____ Signposting / transitions
____ Points are explained, supported, and sourced ____ Word choice enhances message

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing
____ Energy / emotion ____ Eye contact ____ Physical expression ____ Purposeful movement

Comment suggestions:

- That was a creative approach
- I learned a lot about _____
- You made me care about _____
- Easy to follow
- Your attention getter was _____
- Your framework / signposting was clever
- Nice job explaining the problem / impact
- Innovative solution
- Great comedic timing
- Nice pacing / emphasis
- Try to find more recent / relevant / credible sources
- The story about _____ was very moving.
- The examples about _____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Look up the pronunciation of _____
- Gestures and facial expressions added to your performance
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it's the student's writing and speaking skills that should be evaluated.

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

Lincoln Douglas Debate Ballot Guide

Summary: One debater has been assigned a debate resolution and a side. *At some tournaments, you may be asked to oversee a coin flip. If so, the winner of the flip may choose the side.

Students may use their electronic and non-electronic resources throughout the round. The student will start by giving a constructive speech. The student should allocate some of their prep time to consider counterclaims and what their arguments their opposition may make.

Time: See below. Each debater is permitted 4 minutes of prep time.

| Speech | Time Limit |
|---|------------|
| Affirmative Constructive: The student builds their case. This is done by utilizing ethos, logos, and pathos. To structure the argument, they identify a value and criterion (how do we know when the value is being met). | 6 minutes |
| Negative cross-examines Affirmative: Although there may be some back and forth, AFF is primarily defending. | 3 minutes |
| Negative Constructive: Like Affirmative constructive, NEG is building their case, with their own value and criterion. Additionally, NEG may begin providing a little bit of a rebuttal. | 7 minutes |
| Affirmative cross-examines Negative: Although there may be some back and forth, NEG is primarily defending. | 3 minutes |
| First Affirmative Rebuttal: AFF is refuting the negative's case. | 4 minutes |
| Negative Rebuttal: NEG is refuting the affirmative case. They are also offering reasons why their case is stronger and should win the round (voting issues). | 6 minutes |
| 2nd Affirmative Rebuttal: AFF is arguing why their case is stronger, any NEG issues, and finishes why ultimately, AFF should win the round. | 3 minutes |

Scoring: 30 = A+, 29 = A, 28 = A-, 27 = B+, 26 = B, 25 = B-, 24 = C+, 23 = C, 22 = C-, 21 = D (Nothing below a 20. If you think a student deserves <20, please speak directly to your coach. Some ballots will ask you to give speaker scores to each student, others will ask you to give a score to the entire team. You will need to identify a winning team and provide an RFD or reason for decision.

Content:

- ____ Prompt and side are addressed as thoroughly as possible ____ Clear understanding of prompt
- ____ Arguments are explained, supported, and sourced ____ All opp arguments are addressed (not dropped)
- ____ Rebuttals address attacks from opponent ____ Summary is comprehensive and cogent
- ____ Questions asked strategically and respectfully ____ Questions are responded to strategically and respectfully

_____Crystallization / final appeal to the judge explaining the reason for decision is logical and well-founded

Delivery:

_____Rate _____Volume _____Enunciation _____Pronunciation _____Emphasis and timing
_____Energy / emotion _____Arguments are made to judge not at opponent _____Decorum

Comment suggestions:

- Be sure to demonstrate your understanding of the prompt.
- I learned a lot about _____
- You made me care about _____
- Your arguments were logical and well supported.
- Easy to follow
- Your attention getter was _____
- Try to find more recent / relevant / credible sources
- The examples about ____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Be sure to address ALL of your opponent’s arguments—it seems like you may have dropped their contention about _____.
- Your opponent attacked your argument about_____, but you didn’t respond.
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We never make judgments based on a student’s ideology, background, or appearance. The student is required to debate whatever side they’re assigned. If a student says something that makes you uncomfortable, it’s important to be specific and tactfully explain (in your judge notes) why you’re uncomfortable.

It’s the student’s writing, argumentation, and speaking skills that should be evaluated.

*Decorum - Students should make their appeals directly to the judge and should NEVER attack their opponent or be rude. Frequent interrupting, insults, or mocking an opponent is the sign of a poor debater. Students’ eye contact should be with the judge, not their opponent.

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

Original Oratory Ballot Guide

Summary: one student performs an original, memorized (no notes or cues) speech about any topic. Often speech is inspirational / motivational. No notes, props, or visual aids. Sources are cited liberally (generally, at least one source per main point). While there is NO official, required organizational pattern, organization must be exceedingly clear. Problem-Impact-Solution is common.

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

____ Topic novel ____ Topic universality ____ Topic appropriateness ____ Originality / Creativity
____ Cogent and easy to follow organizationally (intro, body, conclusion) ____ Signposting / transitions
____ Points are explained, supported, and sourced ____ Word choice enhances message

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing
____ Energy / emotion ____ Eye contact ____ Physical expression ____ Purposeful movement

Comment suggestions:

- That was a creative approach
- I learned a lot about _____
- You made me care about _____
- Easy to follow
- Your attention getter was _____
- Your framework / signposting was clever
- Nice job explaining the problem / impact
- Innovative solution
- Great comedic timing
- Nice pacing / emphasis
- Try to find more recent / relevant / credible sources
- The story about _____ was very moving.
- The examples about _____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Look up the pronunciation of _____
- Gestures and facial expressions added to your performance
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it’s the student’s writing and speaking skills that should be evaluated.

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

Program Oral Interpretation Ballot Guide

Summary: one student performs a 10-minute (30 seconds grace) program of published literature from a variety of genres. Literature can be from nearly any published source (ex. Poetry, prose, informational text, scripts from theatre, film, television, books (fiction and nonfiction), transcripts, etc. Students select excerpts from different sources and weave them into a performance art—typically with a purpose of BOTH entertainment as well as raising awareness about an issue impacting humanity. Although students perform utilizing a small, black binder; near memorization is expected. Binders may be used as props, but should always be in the student's possession.

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

____ Intro includes titles and authors, background on pieces and any relevant context, as well as teaser

____ Content appropriateness

____ Any editing maintains or enhances message, provides cogent storyline with plot arc and character development

Delivery:

____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing

____ Energy / emotion ____ Eye contact ____ Physical expression ____ Purposeful movement

____ Characters portrayed / interpreted consistently and distinctively using voice and physicality

____ Belief suspended - performer communicates setting utilizing pantomime and sound effects

Comment suggestions:

- That was a creative approach
- Easy to follow from piece to piece
- Great comedic / dramatic timing
- Lovely job presenting emotional range
- Nice pacing / emphasis
- Great job interpreting theme / message
- Be sure to enunciate a bit more regardless of character portrayal
- Look up the pronunciation of _____
- Pantomime executed well - added to believability
- Theme / message presented for maximum impact on audience
- Selections come together nicely and complement each other
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it's the student's editing and speaking skills that should be evaluated.

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

Prose/Poetry also called Oral Interpretation Ballot Guide

Summary: One student performs a 10-minute (30 seconds grace) program of prose or a 10-minute (30 seconds grace) program of poetry. Be sure to ask organizers whether the round you're judging is a prose round or a poetry round. Then, alert competitors to this once you're in the room. The student should be EXTREMELY familiar with their program, but they should hold a small binder that contains their program and reference it sparingly. The binder can be utilized as a prop, but it should be in the student's possession for the entire program. They may choose to close it when providing an introduction or to indicate transitions between pieces. Every piece should be written by someone other than the student and published.

Time: While there is NO MINIMUM, speeches should be 5+ minutes to 10:30. Students who exceed 10:30 are still scored and ranked, they just cannot be ranked 1st.

Scoring: 100 = A+, 99 = A, 98 = A-, 97 = B+, 96 = B, 95 = B-, 94 = C+, 93 = C, 92 = C-, 91 = D (Nothing below a 90. If you think a student deserves <90, please speak directly to your coach.

Content:

____ Intro includes titles and authors, background on pieces and any relevant context, as well as teasers and thematic connections
____ Topic appropriateness
____ All sources clearly cited

____ If multiple pieces, they should complement and connect

____ Any editing maintains or enhances the message of pieces

Delivery:

____ Rate
____ Volume
____ Enunciation
____ Pronunciation
____ Emphasis and timing

____ Energy / emotion
____ Eye contact
____ Physical expression
____ Purposeful movement

Comment suggestions:

- That was a creative approach
- Easy to follow
- Great comedic timing
- Lovely job presenting emotional range
- Nice pacing / emphasis
- Great job interpreting theme / message
- Increase your volume a bit
- Be sure to enunciate a bit more
- Look up the pronunciation of _____
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We 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. Ultimately, it's the student's editing and speaking skills that should be evaluated.

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

Public Forum Debate Ballot Guide

Summary: Two vs. Two. Each team debater has probably been assigned a debate resolution and a side. *At some tournaments, you may be asked to oversee a coin flip. If so, the winner of the flip may choose EITHER the side (AFF/NEG) OR who speaks first.

Students may use their electronic and non-electronic resources throughout the round. The student will start by giving a constructive speech. The student should allocate some of their prep time to consider counterclaims and what their arguments their opposition may make.

Time: See below. Each debater is permitted 3 minutes of prep time.

| Speech | Time Limit |
|---|------------|
| Team A, Speaker 1 Constructive: The student builds their case. | 4 minutes |
| Crossfire - Speaker 1 from both team A and B take turns asking one another questions | 4 minutes |
| Team A, Speaker 2 Rebuttal: Refutes the other side's arguments | 4 minutes |
| Team B, Speaker 2 Rebuttal: Refutes the other side's arguments | 4 minutes |
| First Affirmative Rebuttal: AFF is refuting the negative's case. | 4 minutes |
| Crossfire - Speaker 2 from both team A and B take turns asking one another questions | 4 minutes |
| Summary: Team A, Speaker 1 summary, Summarize and crystallize main issues of the round | 3 minutes |
| Summary: Team B, Speaker 1 summary, Summarize and crystallize main issues of the round | 3 minutes |
| Grand Crossfire - all debaters may question and answer | 3 minutes |
| Final Focus: Team A, Speaker 2 explains to the judge the reasons why their case is stronger and wins the round. | 2 minutes |
| Final Focus: Team B, Speaker 2 explains to the judge the reasons why their case is stronger and wins the round. | 2 minutes |

Scoring: 30 = A+, 29 = A, 28 = A-, 27 = B+, 26 = B, 25 = B-, 24 = C+, 23 = C, 22 = C-, 21 = D (Nothing below a 20. If you think a student deserves <20, please speak directly to your coach. Some ballots will ask you to give speaker scores to each student, others will ask you to give a score to the entire team. You will need to identify a winning team and provide an RFD or reason for decision.

Content:

- ____ Prompt and side are addressed as thoroughly as possible ____ Clear understanding of prompt
- ____ Arguments are explained, supported, and sourced ____ All opp arguments are addressed (not dropped)
- ____ Rebuttals address attacks from opponent ____ Summary is comprehensive and cogent
- ____ Questions asked strategically and respectfully ____ Questions are responded to strategically and respectfully
- ____ Crystallization / final appeal to the judge explaining the reason for decision is logical and well-founded

Delivery:

- ____ Rate ____ Volume ____ Enunciation ____ Pronunciation ____ Emphasis and timing
- ____ Energy / emotion ____ Arguments are made to judge not at opponent ____ Decorum

Comment suggestions:

- Be sure to demonstrate your understanding of the prompt.
- I learned a lot about _____
- You made me care about _____
- Your arguments were logical and well supported.
- Easy to follow
- Your attention getter was _____
- Try to find more recent / relevant / credible sources
- The examples about ____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Be sure to address ALL of your opponent's arguments—it seems like you may have dropped their contention about _____.
- Your opponent attacked your argument about _____, but you didn't respond.
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We never make judgments based on a student's ideology, background, or appearance. The student is required to debate whatever side they're assigned. If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain (in your judge notes) why you're uncomfortable.

It's the student's writing, argumentation, and speaking skills that should be evaluated.

*Decorum - Students should make their appeals directly to the judge and should NEVER attack their opponent or be rude. Frequent interrupting, insults, or mocking an opponent is the sign of a poor debater. Students' eye contact should be with the judge, not their opponent.

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

World Schools Debate Ballot Guide

Summary: A team of 3 students have been assigned a debate resolution and a side. During a typical competition, WSD teams compete in a couple of rounds with a prompt they've had for a few weeks as well as at least one IMPROMPTU round that they don't receive until that day.

For impromptu rounds, students have one hour of prep (keep this in mind—especially for pronunciation of technical terms). During this one hour of prep, they cannot use any technology for the impromptu round. They can take reference materials (encyclopedias, dictionaries, atlas', etc.) into their prep space. During the impromptu round, no technology may be used—only paper.

PROPOSITION (AFF) 1st speaker will expressively read (hopefully looking up from time to time) a constructive speech laying out 2-3 arguments. Then, the OPPOSITION team will do the same with their first speaker. There is NO formal CX or questioning period. Instead, the teams will question using the POI (point of information) process. The team that's NOT speaking can interrupt the speaking team by saying, "POI" and/or raise their hand. The speaking team may respond by accepting the question or not. Regardless, this process should be (on its face) polite. POIs are an important part of this event. Teams should both ask and answer within reason. Two to four POIs is considered average. Declining is ok, but declining every time is a sign of weakness.

Students may use their electronic and non-electronic resources to compose a speech (except impromptu round).

Time: See below. *No designated prep time or CX / questioning block

| Speech | Time Limit |
|---|------------|
| Proposition Constructive - Speaker 1 | 8 minutes |
| Opposition Constructive - Speaker 1 | 8 minutes |
| Proposition Continuation of Constructive and begin rebuttal - Speaker 2 | 8 minutes |
| Opposition Continuation of Constructive and begin rebuttal - Speaker 2 | 8 minutes |
| Proposition Rebuttal - Speaker 3 | 8 minutes |
| Opposition Rebuttal - Speaker 3 | 8 minutes |
| Opposition Rebuttal, Summary, and Crystallization - Speaker 1 or 2 | 4 minutes |
| Proposition Rebuttal, Summary, and Crystallization - Speaker 1 or 2 | 4 minutes |

Scoring: 30 = A+, 29 = A, 28 = A-, 27 = B+, 26 = B, 25 = B-, 24 = C+, 23 = C, 22 = C-, 21 = D (Nothing below a 20. If you think a student deserves <20, please speak directly to your coach. Some ballots will ask you to give speaker scores to each student, others will ask you to give a score to the entire team. You will need to identify a winning team and provide an RFD or reason for decision.

Content:

_____ Prompt and side are addressed as thoroughly as possible _____ Clear understanding of prompt
 _____ Arguments are explained, supported, and sourced _____ All opp arguments are addressed (not dropped)
 _____ Rebuttals address attacks from opponent _____ Summary is comprehensive and cogent
 _____ POIs are asked strategically and respectfully _____ POIs are responded to strategically and respectfully
 _____ Crystallization / final appeal to the judge explaining the reason for decision is logical and well-founded

Delivery:

_____ Rate _____ Volume _____ Enunciation _____ Pronunciation _____ Emphasis and timing
 _____ Energy / emotion _____ Arguments are made to judge not at opponent _____ Decorum

Comment suggestions:

- Be sure to demonstrate your understanding of the prompt.
- I learned a lot about _____
- You made me care about _____
- Your arguments were logical and well supported.
- Easy to follow
- Your attention getter was _____
- Try to find more recent / relevant / credible sources
- The examples about ____ were powerful.
- Increase your volume a bit
- Be sure to enunciate a bit more
- Be sure to address ALL of your opponent's arguments—it seems like you may have dropped their contention about _____.
- Your opponent attacked your argument about _____, but you didn't respond.
- Your use of POIs was well-timed.
- Consider asking more/fewer POIs
- Your team's alternative plan was _____.
- This was a very strong round—my comments are a little nit-picky because everyone was really on-point

*Reminder—We never make judgments based on a student's ideology, background, or appearance. The student is required to debate whatever side they're assigned. If a student says something that makes you uncomfortable, it's important to be specific and tactfully explain (in your judge notes) why you're uncomfortable.

It's the student's writing, argumentation, and speaking skills that should be evaluated.

*Decorum - Students should make their appeals directly to the judge and should NEVER attack their opponent or be rude. Frequent interrupting, insults, or mocking an opponent is the sign of a poor debater. Students' eye contact should be with the judge, not their opponent.

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

Quick Reference Guide

| Event Name and Abbreviation | Notes permitted? | Can use Internet? | Time considerations | Other |
|---|-------------------------------------|------------------------------|---|--|
| Congress - CD | Yes | Yes | See Congressional Debate Page | All speeches should be original. Outside sources orally cited. |
| Declamation - DEC | No | No | No min. Max = 10:30 | |
| Dramatic Performance - DP | No | No | No min. Max = 10:30 | Can come from any literary source. |
| Duo Interpretation - DUO | No | No | No min. Max = 10:30 | Can come from any literary source. |
| Extemporaneous Debate - EXD | Yes | Yes | 30 minutes prep BEFORE they come to be judged. | All speeches should be original. Outside sources orally cited. |
| Extemporaneous Speaking – EXS or EXT | No | Only during prep | No min. Max = 7:30 | All speeches should be original. Outside sources orally cited. |
| Impromptu - IMP | No | No | 7 minutes counting down from the moment they select their prompt. | All speeches should be original. Outside sources orally cited. |
| Informative Speaking – INF or INFO | No notes. Visual aids are used. | No | No min. Max = 10:30 | All speeches should be original. Outside sources orally cited. |
| Just Talk - JT | Yes | No | 4-6:30 | |
| Lincoln Douglas Debate - LD | Yes | Yes | See time guide | |
| Original Oratory - OO | No | No | No min. Max = 10:30 | All speeches should be original. Outside sources orally cited. |
| Prose-Poetry / Oratorical Interpretation - OI | Yes – a small black binder is used. | No | No min. Max = 10:30 | Texts should be published material and author provided. It should NOT be the student's work. |
| Program Oral Interpretation - POI | Yes – a small black binder is used. | No | No min. Max = 10:30 | |
| Public Forum Debate - PF | Yes | Yes | See time guide | |
| World Schools Debate - WSD | Yes (except impromptu round) | Yes (except impromptu round) | See time guide | |

N = Novice (less than one year experience in Speech & Debate) regardless of age.

V = Varsity (more than one year experience in Speech & Debate) regardless of age.

If a student brings notes up to speak in a competition event where notes are not permitted, the student should be ranked last. In your comments, document that the student used notes.