JUDGING SPEECH AND DEBATE

Thank you for taking time to judge!!

◦ Your feedback is incredibly valuable!

◦ Judge the performance, not your opinion/bias

◦ Take notes during performances

◦ Write specific comments to help improvement

Important General Information

- If Speechwire → live.speechwire.com

- If you have a ballot it should appear on your screen.. It will have the names/codes of the competitors and the start button. Click START

- If you do not have a ballot stay in judge lounge until tab releases standby judges.

Speech Ballots

- Start round as soon as you get into the room. DO NOT wait until all students are present, some may be trying to find the room. If Extemp, they come in one at a time.

- Take notes during performances to provide detailed comments to the kids.
- Rank performers 1st, 2nd, 3rd, and so on... There cannot be any ties. Put in speaker points from 90-100 based on how well they spoke. Just because they got first doesn't mean they have to earn 100 speaker points.
- Write detailed comments! The students use these comments to help them change their approach and practice. The coaches use this to help the students.

Extemporaneous Speaking – what is it?

◦ 7 minute speech with 30 seconds grace (NO PENALTY)

◦ Should answer and analyze a question they received 30 minutes prior

◦ Speaking extemporaneously without notes or script

Extemporaneous Speaking

◦ Speech should:
  ◦ Answer the question
  ◦ Have solid organization that is easy to follow
  ◦ Contain cited sources when needed for support
◦ Speaker should:
  ◦ Communicate with the audience with eye contact, gestures, and vocal variety including pace, pitch, inflection, and energy
  ◦ Use a floor pattern to separate sections of the speech
  ◦ Demonstrate clear knowledge of the topic
  ◦ Memorize all content

Ballots for Extemporaneous Speaking

◦ Students work hard! They need specific feedback so they can improve

◦ **Identify what the student did well:**

  ◦ "Great hook at the beginning of the speech!"

  ◦ "Thank you for explaining the background. It gave me better understanding."

  ◦ "Super job previewing the organizational pattern, it was very helpful"

  ◦ "Nicely cited sources." "Great use of Tom Friedman to explain econ!"

  ◦ Great point on why this is important in the world today"

  ◦ Great vocal inflection. Your voice told me what was important!

  ◦ Nice use of transitions between each point.

Ballots for Extemporaneous Speaking

◦ **Identify what the student did not do well or that needs work:**
  ◦ "You asked the question but didn't really answer it in your analysis"
  ◦ "Can you explain or give an example in your second point?"
  ◦ "I am not following the logic of your argument. Needs to be better thought out."
  ◦ "Do you need your hand gestures throughout? They are a little distracting. Be okay with leaving them at your side."
  ◦ "Try to vary your tone (monotone). Try to entertain your audience."
  ◦ "Vary your intensity, not everything has the same importance."

Informative Speaking and Original Oratory

◦ Ten minute speech with 30 second grace (no penalty!!)

◦ OO should **persuade** the audience of something that is important to the speaker. Sometimes it is an issue or problem regarding the world or society in general. But the topic is totally up to the performer.

◦ Info should **inform** the audience of something that is important to the speaker. The topic can be anything! It is the presenter's job to make the topic interesting and fascinating to the audience. Presenter may (or not) use non-electronic visual aids to clarify, illustrate, and/or show the audience various aspects of the topic. Props are also allowed.

Informative Speaking and Original Oratory

◦ Speech should:
  ◦ Be organized and easy to follow
  ◦ Be relatable to the audience
  ◦ Reference sources when needed for support (not rigidly cited)

◦ Speaker should:
  ◦ Communicate with the audience with eye contact, gestures, and vocal variety including pace, pitch, inflection, and energy
  ◦ Use a floor pattern to separate sections of the speech
  ◦ Demonstrate clear knowledge of the topic
  ◦ Memorize all content

Ballots for Info and OO

◦ Identify what the student did well:
  ◦ "I love the opening energy you bring to your topic!"
  ◦ "This is fascinating! Thank you for voicing your concerns so persuasively!"
  ◦ "Super job previewing the organizational pattern, it was very helpful"
  ◦ "Great use of experts who support your thesis."
  ◦ "Great point on why I should care!"
  ◦ "Your solutions were clear and well thought out."
  ◦ "Wonderful job tying back to your introduction at the end! Nice!"

Ballots for Info and OO

◦ Identify what the student did not do well or that needs work:
  ◦ "I'm a little confused. You are at the two-minute point and I am not sure of your topic. Can you present thesis earlier?"
  ◦ "Instead of connecting everything to suicide or crisis, are there different levels of consequences of the problem?"
  ◦ "Can you explain why people act that way? Is the problem psychological or physical?"
  ◦ "Hand gestures are important, but your seemed to get stuck just hanging up there like claws! Can you relax your hands? Keep them at your sides?"
  ◦ Varying for tone and inflection would help polish the presentation."

Interpretation of Literature Events

◦ The purpose is to transport the audience into the world of the literature and reveal a greater truth! Entertainment with an artistic argument! Memorized with movement. (10 minutes)

◦ Dramatic Interp (DI)

◦ Humorous Interp (HI)

◦ Duo Interp (DUO)

◦ 10 Minute performances with 30 second grace (no penalty)

Interp Events

◦ Performance should:
  ◦ Follow a clear story line. Story arc builds to a climax.
  ◦ Be relatable to the audience
  ◦ Have emotional appeal – good DI includes humor; good HI includes serious messages!
◦ Performer(s) should:
  ◦ Use the tools of vocal variety (pitch, pace, etc.), accents, sound effects, character voices, silence for effect
  ◦ Use physicality and movement to maximize the message
  ◦ Connect with the audience to transport them to the world of the literature
  ◦ Memorize all content

Ballots for Interp

◦ Identify what the performer did well:
  ◦ "I love the opening moment! When you slowly turn to face us… wow!"
  ◦ "Nice use of pantomime to establish your character is in the kitchen."
  ◦ "Loved the quotation at the beginning of your introduction."
  ◦ "This is a really important issue. Thank you for bringing it to our attention."
  ◦ "Wow, great job keeping characters separate and easy to follow!"
  ◦ "Use of sound effects was really cool! How do you do that?"
  ◦ "Thank you for not screaming. Sometimes less is more."

Ballots for Interp

◦ Identify what the student did not do well or that needs work:

- ◦ "I'm uncertain of the opening pantomime. What is your character doing?"
- ◦ "You have a lot of characters. How might you make that more clear? Posture? Face? Gestures? "
- ◦ "Your accent tends to fade in and out. Work on consistency."
- ◦ "Nice moment at the climax, but your rushed right out of it. A moment of quiet might help audience to feel the moment."
- ◦ "The story was confusing to me. I'm not sure how scenes connected."

Poetry and Prose Events

◦ Performance should: (7 minutes)
  ◦ Have a clear flow
  ◦ Be relatable to the audience
  ◦ Have emotional appeal
◦ Performer(s) should:
  ◦ Use the tools of vocal variety (pitch, pace, etc.), accents, sound effects, character voices, silence for effect
  ◦ Use physicality and movement to maximize the message
  ◦ Connect with the audience to transport them to the poem or prose
  ◦ Memorize content, but will have a black binder with material in it

Storytelling event

◦ Performance should: (5 minutes)
  ◦ Follow a clear story line. Story arc builds to a climax.
  ◦ Be performed as if performing to young audience
  ◦ Not have any props
◦ Performer(s) should:
  ◦ Use the tools of vocal variety (pitch, pace, etc.), accents, sound effects, character voices, silence for effect
  ◦ Use physicality and movement to maximize the message
  ◦ Connect with the audience to transport them to the story

Impromptu Event

◦ Judges will give competitors three quotes to choose from. Once the competitor chooses the quote, Judge gives paper and competitor starts planning. (Their quote is no longer an option for the other competitors.

◦ Competitors have 7 minutes all-inclusive to plan and speak.

◦ Competitors should not have a paper when they speak, and they should speak off the cusp.

◦ Competitors should stay on topic, have a clear flow of their speech and relate to the quote with real-world examples and personal stories.

◦ Although all competitors are in the room, the other competitors may NOT:
  ◦ BE ON THEIR PHONE DURING ANOTHER COMPETITORS SPEECH
  ◦ WRITE ANYTHING ON PAPER OR THEIR PHONE DURING ANY OTHER COMPETITOR'S PERFORMANCE

Declamation Event

◦ Competitors memorize and deliver a portion or portions of a published, publicly delivered speech previously performed by someone else (commencement address, historical speeches, political speeches, celebrity speeches, etc.)

◦ Performer(s) should:

  ◦ Use the tools of vocal variety (pitch, pace, etc.), accents, sound effects, character voices, silence for effect
  ◦ Use physicality and movement to maximize the message
  ◦ Connect with the speech to make it seem as if they wrote the speech themselves
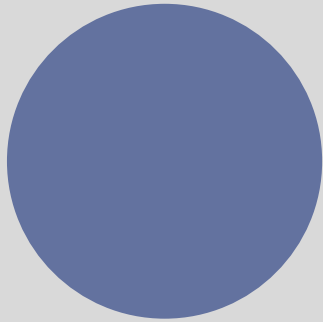 ◦ 10 minutes

What NOT to write on any ballot!

◦ Students work hard!

◦ **Avoid the following:**
  ◦ " "I disagree. I work in banking and I know that is not true"
  ◦ "That is ridiculous. No one believes that"
  ◦ "That is stupid"

Reminders:

◦ Click "Start Round" in speechwire as soon as you are in your room.
◦ Judge is the official time-keeper

◦ If you think there is a rule infraction, rank the round as if there were NO infractions. Then, go to the Tabroom and ask the district staff.

◦ Rank students and type comments as soon as possible. We may need you to judge the next round, which will be held up if you wait until after the round to put in your ranks and comments.

◦ Students who use paper/index cards (aside from Poetry/Prose/Info) should not rank first. Speech events should be memorized and performed as such
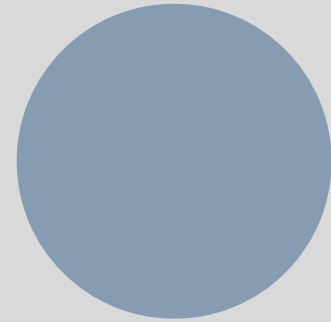
Debate Events!

Congressional Debate   Lincoln Douglas Debate   Public Forum Debate

Congressional Debate

- Role Play Debate - competitors are playing the role of legislators in Washington D.C. Congress
- Speeches are 3 minutes long (presiding officer times all speeches and questioning periods)
- Competitors will elect a presiding officer at the beginning of each session
- Speeches should be organized, with clear introductions, arguments, and clear positions on legislation. Speeches should not merely re-hash or repeat other arguments but should move debate forward.

Congressional Debate

Judge Duties:

- Judge listens and takes notes on the debate scoring each speech that is presented. This is not based on your opinion, please vote based on their speech, not your bias
- Each speech is scored by the judge. Please use a range of 3 -6 points. 3 = poor; 6=great! Judge also scores the presiding officer for their job in keeping the debate running efficiently and effectively.
- Judge will write comments for each speech and for the presiding officer.
- Competitors do not get points for questioning, however, it can help you decide a ranking if competitors are close.
- Competitors are ranked 1-8, no ties (Presiding Officer may get ranked if they kept proper time, were organized, kept correct order of speaking, kept order in room)

Congressional Debate

- Kids work hard! They need comments that will encourage them to do their best and to improve!
  - Do give specific examples: Great introduction, the power of your voice was perfect.
  - Good attention getter, but you forgot to tell us your thesis. What is the point of this speech?
  - You did a great job with research, but a speech might do more than just list statistics... what do the statistics mean?
  - Good job identifying the weaknesses in other speakers' arguments.

Lincoln Douglas Debate

- One on one debate debating a resolution provided by the national office.
- Affirmative speaker goes first and presents a 6 minute speech establishing why the resolution is a true statement.
- Negative speaker questions for 3 minutes and then presents a 7 minute speech attacking the affirmative and presenting a negative position.
- Affirmative speaker questions the negative speaker for 3 minutes.
- Aff then presents a 4 minute rebuttal.
- Neg presents a 6 minute rejoinder
- Aff presents a 3 minute final rebuttal
- Each side has 3 minutes preparation time.

Lincoln Douglas Debate

Judge Duties:

- Judge listens and takes notes during the debate. This is not based on your opinion, please vote based on their speech, not your bias

- Each debater is scored by the judge at the end of the debate (20-30 points) and a winner is chosen by the judge based on the debater that did the best job arguing their position. There are no ties.

- Judge should write a thorough explanation of the reason for their decision.

- Judge will write comments for debater so that the debater can improve for the future.

Public Forum Debate

- Two on Two debate debating a resolution provided by the national office.
- 1st speaker goes first and presents a 4 minute speech establishing arguments for their side of the resolution.
- 1st speaker on the other side presents a 4 minute speech establishing arguments for their side of the resolution.
- The two 1st speakers question each other back and forth for 3 minutes.
- The next two speakers (rebuttalists) refute the other side's arguments 4 minutes each, followed by 3 minute crossfire.
- Next, each 1st speaker provides a summary of the debate - 3 minutes.
- Grand Cross Fire with all participants questioning, responding and persuading.
- The two rebuttalists each have a 2 minute final focus to persuade the judge as to what is the most important thing to weigh in the debate.

Public Forum Debate

Judge Duties:

- Judge listens and takes notes during the debate. This is not based on your opinion, please vote based on their speech, not your bias

- Each team is scored by the judge at the end of the debate (20-30 points) and a winner is chosen by the judge based on the team that did the best job arguing their position. There are no ties.

- Judge should write a thorough explanation of the reason for their decision.

- Judge will write comments for the teams so that the teams can improve for the future.