## Judge "Cheat Sheet" Debate Events

	<b>–</b>			1	
Lincoln/Douglas (LD)	Public Forum (PF)	Student Congress (CON)	World Schools (WS)	Policy Debate (CX)	Sports League
Each debater will try to show	Team event that advocates or	Students become federal	A highly interactive style of	A team debate that	Advocacy Match
why their position supports the	rejects a position posed by the	legislators charged with the task	debate as students combine	focuses on a policy	Up (SLAM)
more important fundamental	resolution.	of fulfilling the responsibilities	prepared topics with	question and proposal	One-on-one debate on
principles inherent in their	Regulations:	of the USFG legislative branch.	impromptu topics	Regulations:	either policy or
position and why that position	• Teams should adhere to	Regulations:	<u>Regulations:</u>	Constructive	value issues in sports
is superior to the opponent's.	the timing schedule on	• Student speeches are up to	• Debate between teams	speeches followed	Regulations:
Regulations:	ballot. (3 minutes of prep	3 minutes long	of 3-5 students	by 3 minute cross	• 3 minute
• Students should adhere to	time per team)	• First speeches on legislation	• Student speeches are up	examination	constructive
timing schedule on ballot.	• Coin toss determines the	followed by 2 a minute	to 8 minutes long	• 8 minutes of prep	speeches
(4 minute prep time) Content:	organization of the round.	questioning period.	• Final reply speeches are	time for each team	• One minute cross
	Winner selects either pro/con OR speaking	• First negative speeches on	4 minutes long	Content:	examination by
• Focused on given topic	order. The remaining	each legislation followed by	• Speeches may be	• Focused on topic	opposing speaker
Arguments organized	option of pro/con OR	2 minute questioning	interrupted with a Point	Organized	following first
Factually accurate	speaking order is chosen	period.	of information $\square$	Factually accurate	two speeches
• Point of view supported	by the team which lost the	Alternating     affirmative/negative	No prep time	• Support is germane	• 3 minutes of prep
References	coin toss.	speeches followed by 1	Content:	to topic	time allowed for
• Support is germane to topic	Content:	minute questioning periods	Focused on topic	Arguments	each speaker
Countered arguments	<ul> <li>Focused on topic</li> </ul>	<ul> <li>Students may have non-</li> </ul>	<ul> <li>Arguments organized</li> </ul>	countered by	Content:
presented by opposing	Arguments organized	electronic visual aids	<ul> <li>Factually accurate</li> </ul>	opposing team	• Focused on topic
team	Factually accurate	Content:		Evidence presented	Factually
Delivery:	• Point of view supported	Focused on topic	References	correctly <u>Delivery:</u>	accurate
• Confident	References	<ul> <li>Arguments organized</li> </ul>	• Support is germane to	Confidence	• Support is
<ul> <li>Appropriate/Professional</li> </ul>	<ul> <li>Support is germane to</li> </ul>	C C	topic	<ul> <li>Appropriate eye</li> </ul>	germane to topic
	topic	• Factually accurate Defermine Delivery	Countered arguments	contact	Arguments
Please make sure your	<ul> <li>Countered arguments</li> </ul>	References <u>Delivery:</u>	presented by opposing	<ul> <li>Appropriate and</li> </ul>	countered by
comments justify your judging	presented by opposing	• Appropriate eye contact	team Delivery:	professional	opposing speaker
decision. (win/loss) and your	team	Confidence			Evidence
point score is reflective of your	Delivery:	Appropriate/professional	Confidence	Please make sure your	presented
decision	Confident		Appropriate/professional	comments justify your	correctly
	Appropriate/Professional	Speech scores range from 1	• Appropriate eye contact	win/loss decision	Delivery:
Current Issue:		(poor) to 6			Confidence
	Current Issue:	(excellent)	Please make sure your	Please make detailed	• Eye contact
			comments justify your	comments for each	• Appropriate and
		Please make detailed positive	win/loss decision	speaker including their	professional
		and negative comments on each		cross examination	
		student ballot	Proposition/opposition		Please make sure your
			speeches judged on scale of	If the team with lower	comments justify
		You should maintain some	60-80, reply speeches judged	points wins the round,	your win/loss
		record as to who the top 8	on scale of 30-40	indicate so on the ballot	decision
		legislators are at any given time.			
	1	I	1	1	

## Judge "Cheat Sheet" Speech Events

Extemporaneous	Original	Declamation	Dramatic	Duo	Oral	Informative	Program Oral	Extemporaneous
Speaking	Oratory	(DEC)	Interpretation	Interpretation	Interpretation	Speaking	Interpretation	Sports Analysis
(Extemp)	(00)	Students present	(DP)	(DUO)	(OI)	(INF)	(POI)	(ESA)
Students are given	Students write,	a speech that	<u>(D1)</u> Students	Two students as a	Students deliver	Students write	Students deliver	Students are given
30 minutes to	memorize, and	was delivered	memorize and	team memorize	dramatic	and deliver an	dramatic	20 minutes to
prepare a speech on	deliver	by another	perform a	and perform a	readings of	original speech	published	prepare a speech on
a given current	speeches they	Regulations:	published scene	published scene	published poetry	to explain,	readings of	a given question
events topic	wrote	• Up to 10	portraying either	portraying either	or prose	define, or	multiple genres	surrounding sports
Regulations:	Regulations:	minute	single or multiple	single or multiple	Regulations:	describe	of literature	Regulations:
• Up to 7 minute	• Up to 10	speech with	characters	characters	• Up to 10	Regulations:	Regulations:	• Up to 5 minute
speech time	minute	30 second	Regulations:	Regulations	minute	• Up to 10	• Up to 10	speech with 30
limit with 30	speech with	grace period	• Up to 10	• Up to 10	speech with	minute	minute	second grace
second grace	30 second	<ul> <li>Speeches</li> </ul>	minute	minute	30 second	speech with	speech with	period
period	grace period	past the	speech with	speech with	grace period	30 second	30 second	<ul> <li>Speeches past</li> </ul>
• Speeches that go	• Speeches	grace period	30 second	30 second	<ul> <li>Speeches</li> </ul>	grace period	grace period	the grace period
over the grace	past the	may not	grace period	grace period	past the grace	<ul> <li>Speeches</li> </ul>	<ul> <li>Speeches</li> </ul>	may not place
period may not	grace period	place first	<ul> <li>Those using</li> </ul>	Those using	period may	past the	past the grace	first
be ranked 1 <sup>st</sup>	may	• Students	notes/script	notes/script	not	grace period	period	No notes
No notes	not place	may cut the speech to fit	must place	must place	place first	may	may not	allowed during
allowed during	first	the time	last in the	last in the	• Use of script	not place first	place first	the speech
the speech	• No use of	limit	round <u>Content:</u>	round	required or		• Use of script	• Those using
Those using	visual aids	Content	<ul> <li>Entertaining</li> </ul>	Students do	impression of		required or	notes must rank
notes must rank	• Must	• Flows, cuts	Piece choice	not touch or	it through prop required	visual aids is optional	impression of	last in the round
last in the round	indicate if	make sense	challenging	have eye contact	(binder, etc.)	Content:	it through	Content:
Content:	nonfactual statement is	Content	and	except	Content:	• Informative	prop required (binder, etc.)	Organized
Factually true	made Content:	engages	appropriate	introduction	• Entertaining		Content:	Answers topic
Organized	<ul> <li>Factually</li> </ul>	audience	for	Content:	<ul> <li>Piece choice</li> </ul>	organized	• Entertaining	<ul> <li>Focused on</li> </ul>
Answers topic	true	Gives and	competition	• Entertaining	challenging	interesting	<ul> <li>Piece choice</li> </ul>	topic
<ul> <li>Focused on</li> </ul>		captures	Delivery	• Piece choice	and	topic	• Piece choice challenging	Research
topic	organized	context of	• Character(s)	challenging and	appropriate	• Focused on	and	referenced
Research	• Focused on	speech 🗆	clearly defined and	appropriate	for	topic	appropriate	Point of view
referenced	topic	Entertai	differentiated	for	competition	Delivery:	for	supported
• Point of view	• Persuasive	ning <u>Delivery:</u>	Volume	competition	Delivery:	• Eye contact	competition	Delivery:
supported	<u>Delivery</u>	• Eye contact		Delivery	• Character(s)	Volume	Delivery:	• Eye contact
Delivery:	• Eye contact	Volume	• Speaking	• Character(s)	clearly	<ul> <li>Speaking</li> </ul>	• Character(s)	Volume
• Eye contact	Volume	<ul> <li>Speaking</li> </ul>	speed	clearly	defined and	speed	clearly	<ul> <li>Speaking speed</li> </ul>
Volume	<ul> <li>Speaking</li> </ul>	speed	Confidence	defined and	differentiated	Confidence	defined and	Confidence
Speaking speed	speed	<ul> <li>Confidence</li> </ul>	• Use of "focal	differentiated	Volume		differentiated	
Confidence	Confidence	<ul><li>Gestures</li></ul>	points" if not	Volume	<ul> <li>Speaking</li> </ul>		Volume	
		- Ocsiules	narrating	Confidence	speed		Speaking	
					Confidence		speed	
							-F	