

WHAT IS DEBATE?

Students who compete in debate events argue both sides of an issue. Academic debate is an intellectual activity and is not about personal advocacy. Students may compete in different debate events as individuals, teams of two or groups for legislative debate.

DEBATE SPEAKER POINT RUBRIC

Overall Scale:

6-15 points: Inappropriate, poor behavior.

If you give a score in this range, you must explain why to tournament staff.

16-19 points: Very weak, could not engage in the debate

20-23 points: Needs improvement

24-26 points: Good

27-28 points: Excellent

29-30 points: Outstanding

Speaker Points (1-5)	1	2	3	4	5
Performance	(Poor): Very nervous, unclear speech, frequent pauses, lack of eye contact.	(Below Average): Some nervousness, inconsistent clarity, occasional pauses, limited eye contact.	(Average): Confident delivery, clear speech, minimal pauses, adequate eye contact.	(Above Average): Very confident delivery, articulate speech, few pauses, strong eye contact.	(Excellent): Extremely confident, compelling delivery, fluent speech, no pauses, strong and engaging eye contact.
Organization	(Poor): Very disorganized, unclear structure, difficult to follow.	(Below Average): Somewhat disorganized, weak structure, challenging to follow at times.	(Average): Generally organized, logical structure, mostly easy to follow.	(Above Average): Well-organized, clear structure, easy to follow.	(Excellent): Exceptionally well-organized, flawless structure, effortless to follow.
Evidence	(Poor): Little to no relevant evidence provided, unsupported claims.	(Below Average): Limited relevant evidence, some unsupported claims.	(Average): Adequate relevant evidence, mostly supported claims.	(Above Average): Strong relevant evidence, well-supported claims.	(Excellent): Abundant, highly relevant evidence, all claims well-supported.
Argumentation	(Poor): Weak arguments, significant logical flaws, easily refuted. No rebuttal to opponent's claims.	(Below Average): Some weak arguments, inconsistencies in logic. Limited rebuttal to opponent's claims.	(Average): Generally sound arguments, minor inconsistencies. Some quality rebuttals, but some opponent's claims left unexamined.	(Above Average): Strong arguments, logical coherence. Opponent's claims addressed.	(Excellent): Compelling arguments, flawless logic, very difficult to refute. All opponent's claims addressed, examined and persuasively countered.
Questioning	(Poor): Ineffective questioning, little engagement with opponents.	(Below Average): Limited effectiveness in questioning, minimal engagement.	(Average): Adequate questioning, some engagement with opponents.	(Above Average): Effective questioning, good engagement with opponents.	(Excellent): Highly effective questioning, deep engagement with opponents, adept at exposing weaknesses.
Conduct	(Poor): Very disrespectful, inappropriate behavior.	(Below Average): Somewhat disrespectful, occasional inappropriate behavior.	(Average): Generally respectful, minor instances of inappropriate behavior.	(Above Average): Respectful conduct throughout.	(Excellent): Exemplary conduct, respectful at all times, sets a positive tone.

Each judge would assign a score in each category based on the criteria provided, and these scores would then be used to determine the overall performance of each debater.

LINCOLN-DOUGLAS DEBATE

Lincoln-Douglas debate (LD) is a one versus one style of debate in which the affirmative supports the implementation of resolution, while the negation opposes and attacks it. The resolution is typically 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 opponent's. Lincoln-Douglas debates may use the terms below:

- 1. Value:** A universal and widely held principle that the debater advocates to support or oppose the resolution. For example, equality of opportunity.
- 2. Criterion:** This is how the debaters ask you to measure the value they present.
- 3. Definitions:** These may be given by the affirmative 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.

RULES

LINCOLN-DOUGLAS DEBATE

Participants must follow a conversational pace when speaking in order for their opponent and the judge to assess their statements. "Spreading" is not permitted. Speaking too fast is reason for losing a round.

TIME LIMITS

Each speaker must adhere to the specified time limits for their speeches. Each side has four minutes total of preparation time they can distribute among the two prep time periods assigned to them.

- ◆ **Affirmative Constructive:** 6 minutes
- ◆ **Negative Cross Examination:** 3 minutes = Negative asks Affirmative questions, Affirmative "defends"
- ◆ **Negative preparation:** time up to 4 minutes
- ◆ **Negative Constructive:** 7 minutes
- ◆ **Affirmative Cross Examination:** 3 minutes = Affirmative asks Negative questions, Negative "defends"
- ◆ **Affirmative preparation:** time up to 4 minutes
- ◆ **Affirmative Rebuttal:** 4 minutes
- ◆ **Negative preparation:** time up to 4 minutes
- ◆ **Negative Rebuttal:** 6 minutes
- ◆ **Affirmative preparation:** time up to 4 minutes
- ◆ **Affirmative Rebuttal:** 3 minutes

RULES

LINCOLN-DOUGLAS DEBATE

CONSTRUCTIVE SPEECHES

Each debater delivers a constructive speech, presenting their arguments and supporting evidence or reasoning. This speech sets the foundation for the debate.

CROSS-EXAMINATION

Following the constructive speeches, there is a cross-examination period where debaters can ask each other questions to clarify arguments or challenge opponents' positions.

REBUTTALS

Debaters present rebuttal speeches where they respond to their opponent's arguments, pointing out weaknesses or offering counterarguments. Rebuttals should be focused and concise.

CLASH

Debaters are expected to engage directly with their opponent's arguments, providing analysis and evidence to support their own positions while undermining their opponent's.

LOGICAL REASONING

Debaters should use logical reasoning and sound evidence to support their arguments, avoiding fallacies or unsupported assertions.

RESPECTFUL CONDUCT

Debaters must conduct themselves in a respectful and professional manner throughout the debate, avoiding personal attacks or disrespectful language.

TIME MANAGEMENT

Debaters should manage their time effectively, ensuring they allocate sufficient time to each aspect of the debate and avoiding excessive repetition.

FLOWING

Debaters should keep track of their opponent's arguments and their own responses, allowing for organized and effective rebuttals.

DRESS CODE

Debaters should adhere to a dress code appropriate for the formality of the debate setting, presenting themselves in a professional and respectful manner.

RESOLUTION FOCUS

Debaters should stay focused on the resolution throughout the debate, ensuring that all arguments and analysis are directly relevant to the topic at hand.

JUDGING AND EVALUATION

LINCOLN-DOUGLAS DEBATE

EVALUATION

◆ CLARITY

The debaters should give the judge sufficient background information and be clear with their language, so judges are able to understand the issue at hand as well as the student's answer to that issue. This also serves the purpose of demonstrating that the speaker understands the topic.

◆ 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.

◆ 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.

◆ 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.

◆ 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.

◆ STRATEGY

A variety of strategies can be used by competitors but ultimately each should demonstrate why their position is stronger, including the connection to their stated value premise. The competitors should also attack their opponent's arguments and connection to their value premise.

PUBLIC FORUM DEBATE

Public Forum Debate (PF) 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.

SPEECH STRUCTURE

Each debater delivers a series of constructive speeches and rebuttals. The structure of speeches follows this pattern:

- ◆ **First Speaker (Team A):** Constructive speech presenting arguments in favor or against of the resolution.
- ◆ **First Speaker (Team B):** Constructive speech presenting arguments in favor or against the resolution and rebutting the affirmative's arguments.
- ◆ **Crossfire:** A period of direct questioning between the first speakers of opposing teams.
- ◆ **Second Speaker (Team A):** Constructive speech further developing their arguments and rebutting their opponent's arguments.
- ◆ **Second Speaker (Team B):** Constructive speech further developing their arguments and rebutting their opponent's arguments.
- ◆ **Crossfire:** A period of direct questioning between the second speakers of opposing teams.
- ◆ **Summary (First Speaker, Team A):** A period to summarize the team's key arguments.
- ◆ **Summary (First Speaker, Team B):** A period to summarize the team's key arguments.
- ◆ **Grand Crossfire:** All four debaters are free to question the other side. The first question is posed by the first summary speaker.
- ◆ **Final Focus (2nd Speaker, Team A):** The last and shortest speech summarizing the most important arguments.
- ◆ **Final Focus (2nd Speaker, Team B):** The last and shortest speech summarizing the most important arguments.

Total of three minutes of prep time per team.

RULES

PUBLIC FORUM DEBATE

COIN TOSS

A coin toss will be used to determine the organization of the round. Winner selects either affirmative/negative OR speaking order. The remaining option of affirmative/negative OR speaking order is chosen by the team which lost the coin toss.

TEAM STRUCTURE

Public Forum debates are typically conducted between two teams, each consisting of two debaters. One team is designated as the “affirmative” side, which supports the resolution, and the other team is designated as the “negative” side, which opposes the resolution.

RESOLUTION

The debate is centered around a resolution, which is a statement or proposition on a current event or policy issue. The resolution is provided by the tournament organizer, and it is the topic that the debaters will argue for or against. Resolutions remain in place for 30-90 days, so teams have ample opportunity to prepare.

CROSSFIRE

During the crossfire period, debaters have the opportunity to ask each other questions directly.

TIME LIMITS

Each speech and rebuttal have a predetermined time limit.

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 minutes
- ◆ **Summary (First Speaker, Team B):** 2 minutes
- ◆ **Grand Crossfire:** 3 minutes
- ◆ **Final Focus (2nd Speaker, Team A):** 2 minutes
- ◆ **Final Focus (2nd Speaker, Team B):** 2 minutes

Total of four minutes of prep time per team

FAIRNESS AND SPORTSMANSHIP

Debaters are expected to maintain a respectful and sportsmanlike demeanor throughout the debate. They should avoid personal attacks, offensive language and other forms of misconduct.

EVIDENCE CARDS

With ample preparation, teams should cite evidence orally throughout the debate. Opponents and/or judges may ask for clarification of evidence by asking to see the evidence card.

JUDGING AND EVALUATION

PUBLIC FORUM DEBATE

EVALUATION

◆ **CLARITY**

The debaters should give the judge sufficient background information and be clear with their language, so judges are able to understand the issue at hand as well as the student's answer to that issue. This also serves the purpose of demonstrating that the speaker understands the topic.

◆ **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.

◆ **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.

◆ **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.

◆ **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.

◆ **EVIDENCE**

Because teams have ample opportunity for research, evidence should be cited orally. Although opponents and judges may ask for "proof" by being given access to the debater's evidence card, this practice should be done sparingly and should NOT significantly delay the round.

EXTEMPORANEOUS DEBATE

In Extemporaneous Debate (EXD), 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 different topic each round. They are given 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. As with most debate events, students do not “choose their side;” instead they are assigned a side.

RULES

EXTEMPORANEOUS DEBATE

Participants must follow a conversational pace when speaking in order for their opponent and the judge to assess their statements. “Spreading” is not permitted.

FORMAT

Extemporaneous debates follow a structured format with defined speaking roles and time limits.

SPEAKING TIMES

- ◆ **Proposition Constructive:** 2 minutes
- ◆ **Cross-Examination of Proposition:** 1 minutes
- ◆ **Opposition Constructive:** 2 minutes
- ◆ **Cross-Examination of Opposition:** 1 minutes
- ◆ **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

TOPIC SELECTION

Participants are given a resolution (topic) related to current events, politics, economics, civics or government.

PREPARATION TIME

Participants are given 30 minutes to prepare their case after receiving the topic. During this preparation time, they can research, gather information and organize their thoughts.

EVIDENCE AND CITATIONS

Participants should support their arguments with relevant evidence, statistics, examples and quotations from credible sources. They should provide citations for their evidence to demonstrate credibility and allow for fact-checking; however, due to limited preparation, evidence is not the primary focus.

RULES

EXTEMPORANEOUS DEBATE

NOTES

Participants are permitted to use notes and/or electronic devices in both preparation and during the round for Extemporaneous Debate.

JUDGING CRITERIA

Judges typically evaluate participants based on factors such as content, organization, delivery, rebuttal skills and overall persuasiveness. They may also consider factors like creativity, depth of analysis and responsiveness to the topic.

FAIRNESS AND SPORTSMANSHIP

Participants should maintain a respectful and sportsmanlike demeanor throughout the debate. They should avoid personal attacks, logical fallacies and other forms of misconduct. Students should directly address/face the judge and not their opponent.

JUDGING AND EVALUATION

EXTEMPORANEOUS DEBATE

EVALUATION

◆ CLARITY

The debaters should give the judge sufficient background information and be clear with their language, so the judge is able to understand the issue at hand, as well as the student's response to that issue. This also serves the purpose of demonstrating the speaker understands the topic.

◆ 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.

◆ 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 orally. If the evidence is quoted, then the original author's name should be provided.

◆ 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.

◆ CLASH

The debaters should have a clash of ideas. In addition to presenting their case, they must also directly respond to the arguments made by their opponent and counter rebuttals made.

LEGISLATIVE DEBATE

In Legislative Debate (LEG), students roleplay as federal or state legislators charged with the task of fulfilling the law-making responsibilities of the legislative branch. In alternating months, students will take on the role of the U.S. Congress and the state legislature.

FCDI #1 = National
FCDI #2 = State
FCDI #3 = National FCDI #4 = State
FCDI #5 = National
FCDI State Championship = State
National Civics and Debate Championship (NCDC) = National

The most important thing for a judge to understand about Legislative Debate is that it is much more procedural than any other form of debate. As such, it is up to the students to manage the procedure and enforce the rules of order. Judges serve only to score the round and settle any major rule disputes.

CREATING LEGISLATION

Bills and resolutions will be created by FCDI for FCDI #1 and FCDI #2 each year, and student-created bills will be used for the remaining tournaments. Students and schools submitting bills or resolutions must submit the proposed legislation no later than 28 days prior to the tournament. All student-created bills or resolutions must align to Florida's state academic standards or current proposed federal or state legislation. The best legislation is debatable and has two clear sides. In the spirit of fostering civil discourse and camaraderie, FCDI reserves the right to reject legislation deemed detrimental to those goals.

RULES

LEGISLATIVE DEBATE

A LEGISLATIVE SESSION CONSISTS OF:

- ◆ A recommended minimum of 90 minutes and maximum of 120 minutes.
- ◆ Election of a presiding officer: Students may nominate themselves or another competitor as presiding officer for the chamber.
- ◆ Nominated students for a presiding officer must be selected by a majority vote of the student chamber. If there is not a majority, the candidate with the fewest votes is removed from the running and voting occurs again until a candidate receives a majority.
- ◆ The presiding officer selection process is capped at a maximum of 15 minutes.
- ◆ Presiding officers will receive a gavel at the start of the round.

RULES

LEGISLATIVE DEBATE

AUTHORSHIP

The presiding officer must recognize the author of the legislation. If the author is not present in the chamber, the presiding officer will call for a sponsor.

BILL AND RESOLUTION SUBMISSION

Participants may submit bills and resolutions for consideration in the legislative debate no later than 28 days prior to the tournament. Submissions must adhere to the specified format and be relevant to current issues.

LEGISLATIVE PACKET

A packet of bills and resolutions is created by the tournament organizer, approved by FCDI and provided to participants at least 10 days prior to the tournament. The packet may include a mix of student-created and pre-selected legislation.

DOCKET SELECTION

A docket of bills and resolutions is determined by the chamber.

SPEAKER ORDER

The presiding officer must recognize speakers in order of precedence and recency. Should multiple competitors wish to speak, the competitor who has the least precedence or spoke least recently must be recognized first.

SPEECH TIMING

Each speaker is allotted up to three minutes to deliver their speech. Gavel signals indicate when there is one minute, 30 seconds and zero seconds remaining. Speeches are given a 10-second grace period. The presiding officer should halt the speech after 3:10.

- ◆ Legislation authorship/sponsor speeches and the first negative speech are followed by a two-minute cross-examination period.
- ◆ Alternating affirmative/negative speeches followed by up to one minute questioning period per chamber member.
 - No more than two minutes of total questions per speech.

SPEECH STRUCTURE

Speakers should adhere to a structured format for their speeches, including an introduction, main points or arguments and a conclusion. Speeches should be well-organized and coherent, with clear transitions between ideas.

DECORUM AND CONDUCT

Participants must conduct themselves in a respectful and professional manner throughout the debate. Personal attacks, disruptive behavior or disrespectful language are not tolerated.

RULES

LEGISLATIVE DEBATE

QUESTIONING PERIODS

Following each speech, there is a designated period for questioning by other participants, known as the questioning period. Speakers may yield their remaining time for questions, allowing for additional discussion and clarification. ALL NOVICE rounds and rounds with more than 14 members in the chamber must utilize indirect questioning.

- ◆ **Direct Questioning:** This involves asking a clear, straightforward question with a specific answer in mind. The questioner aims to elicit a precise response from the person being questioned.

Example: "Can you explain how this policy will reduce the national deficit by 20%?"

- ◆ **Indirect Questioning:** This approach involves asking questions that are less explicit and may be designed to lead the respondent toward revealing information indirectly. It often requires the respondent to elaborate or provide context.

Example: "What are some of the broader economic impacts that you foresee with this policy?"

DEBATE ETIQUETTE

Speakers should address the chair or presiding officer when opening speeches are given to the entire chamber. Adhere to parliamentary procedure and follow established rules of order. Interruptions, side conversations or out-of-turn remarks should be avoided.

EVIDENCE AND ARGUMENTATION

Speakers should support their arguments with relevant evidence, statistics and examples. Debaters are encouraged to research and prepare well-supported arguments to strengthen their positions.

JUDGING CRITERIA

Judges evaluate participants based on criteria such as content, delivery, organization, responsiveness to questions and overall effectiveness in advocating for their positions. Scores are assigned based on the quality of performance relative to these criteria. Students should seek to advance the debate with new ideas, not just repeating what previous speakers have said.

ELECTRONIC DEVICES

Legislative debate participants may use electronic devices and internet but are not permitted to message anyone inside or outside the chamber. Students may have non-electronic visual aids.

JUDGING AND EVALUATION

LEGISLATIVE DEBATE

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.

Scoring: 1-6 = (Nothing below a 3 for Novice). If you think a student deserves <3, please speak directly to your coach. See rubric.

JUDGING AND EVALUATION

LEGISLATIVE DEBATE

LEGISLATIVE DEBATE RUBRIC

	2, 2.5	3, 3.5	4, 4.5	5, 5.5	6
	Developing	Low level of mastery	Fair level of mastery	Good level of mastery	Excellent level of mastery
Vocal Performance of content: Rate, volume, intonation, emphasis, enunciation, pronunciation	Speaker's rate/volume/enunciation interfered with audience understanding.	Speaker's vocal performance interfered with understanding over ½ of the total speaking time.	Speaker's vocal performance at times or less interfered with understanding.	Speaker's vocal performance bolstered understanding and interest. Confident in speaking.	Speaker's vocal performance expertly supported the message. Delivery was clear, compelling and professional.
Physical Performance: Eye contact, facial expressions, gestures, posture, purposeful movement	Speaker's physical performance interfered with understanding. Speaker provided minimal eye contact and lacked appropriate expressiveness.	Speaker's physical performance occasionally interfered with understanding. Speaker lacked consistent eye contact, gestures/movement.	Speaker's physical performance showed no major errors but lacked proficiency throughout. Some attempt at purposeful movement.	Speaker's physical performance added to the overall understanding of the topic. Gestures and purposeful movement aided understanding.	Eye contact, facial expressiveness, gestures, and movement all demonstrated confidence and skill.
Speech Organization: Structure was clear and easy to follow. Intro, main points, and conclusion clearly established.	Lacked basic structure: introduction, body, transitions and conclusion. Hard to follow along.	Introduction, body and conclusion were attempted; some organizational elements were missing.	Introduction with hook and preview used. Clearer transitions between main points and use of review would be helpful.	Organizational elements were clear. Intro included hook and preview. Basic transitions used. Conclusion summarized nicely.	Speech was expertly organized with clear transitions. Conclusion provided a perfect sense of closure.
Speech Content and Analysis: Support for main ideas include a variety of supporting structures (e.g., data, expert opinions, etc.).	Support for main points needs development. Sources not cited clearly or correctly. Topic analysis too broad or incomplete.	Some support provided for each main point. More and varied support as well as outside sources needed. Topic analysis limited.	One or more points was supported, but varying types of support and/or a greater variety of quality sources would add interest and credibility. Topic analysis ok.	Each point was supported with ample and varying types of evidence. Sources clearly cited. Topic analysis was adequate but not novel.	All points well-supported and prior speakers referenced. Abundant, quality evidence cited. Topic analysis was highly creative.
Overall: Contribution to the advancement of the debate/and to the success of the chamber.	No speeches given. No questions asked. Decorum issues (distracted, disengaged, etc.).	The speech(es) given were redundant or off topic. Questions asked did not elucidate.	The speeches given included some new and helpful information for the chamber to consider. Questions were somewhat helpful in clarifying.	The speeches given advanced the discussion by bringing up important considerations. Questions were pointed and relevant.	The speeches given were extremely helpful in identifying strengths and weaknesses. Pointed questions were relevant and critical.

JUDGING AND EVALUATION

LEGISLATIVE DEBATE

PRESIDING OFFICER (P.O.)

- ◆ Among the first things done in a legislative 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 legislative 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 P.O. recognize speakers in a fair and consistent manner?
 - Did the P.O. utilize Parliamentary Procedure correctly, and in a manner that allowed the chamber to run smoothly?
 - Did the P.O. maintain control of the chamber, without resorting to tyrannical or autocratic means?
 - Did the P.O. conduct themselves with decorum and dignity?
 - As the P.O. does not actually give a traditional “speech,” a common strategy is to award a speech score for every hour of presiding.
 - The P.O. should be ranked among competitors.

JUDGING AND EVALUATION

LEGISLATIVE DEBATE

Points	2 Weak-Mediocre	3-4 Good	5-6 Excellent-Superior
Parliamentary Procedure	The P.O.'s knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules. Minimizes opportunities for others to debate by failing to adhere to time specified in a recess motion.	The P.O. demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc.	The P.O. has command of parliamentary procedure (motions) and uses this to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail. Keeps chamber running smoothly.
Recognition	Frequent errors are made in speaker recognition. Students in the chamber rise to a point of order to correct erroneous speaker recognition made by the P.O. The P.O. is slow in recognizing speakers and questioners. There are fewer than 10 speeches per hour in the chamber.	Presiding preferences are not clearly explained. Speaker recognition is somewhat inconsistent or biased. The P.O. is successful in achieving 10 speeches per hour in the chamber.	The P.O. is consistent in recognition distributing speeches throughout the room based on precedence. The P.O. recognizes speakers and questions in a timely manner to maximize participation. Achieving 12 or more speeches per hour is a sign of excellence.
Control	The environment in the chamber does not foster participation. Allows students to abuse parliamentary procedure in place of debating legislation. Encourages frequent recesses.	Guides the chamber to remain focused on debating legislation. At times, students on the chamber floor appear to be more in control of the chamber than the P.O. during the session. Sometimes is unsure of how to rule on motions or business.	The P.O. is respected and trusted by his/her peers. Establishes a businesslike environment that fosters maximum participation in the chamber. Rules on motions and business without interjecting himself/herself into the issue.
Demeanor	The P.O. uses their position for their own personal advantage as opposed to operating in the best interest of the chamber as a whole.	Overall, the P.O. creates a professional atmosphere although there are times where the atmosphere is less than totally professional.	The P.O. fosters a respectful, professional and collegial atmosphere. Addresses all members respectfully.
Communication	Communication between the P.O. and chamber is confusing or counterproductive. Communication from the P.O. (excessive or lack of) prevents maximum participation from members of the chamber.	The P.O. occasionally takes excessive time when explaining rulings or doesn't explain rulings clearly.	The P.O. dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. Rulings are concisely explained.

Your final responsibility for a legislative chamber will be to note how each student performs in regard to questioning, participation in parliamentary disputes, interaction with other students and general decorum.

NOTES ABOUT SCORING LEGISLATIVE

- ◆ You should be scoring each individual speech that occurs on your ballot.
- ◆ 1 is the highest overall speaker rank for in the room, BUT 6 is the highest score given to 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).

WHAT IS SPEECH?

Speech events often appeal to students who want to express their ideas but without the back-and-forth clash of debate. Different speech events require students to memorize and deliver other speeches, to write and memorize their own speeches, to perform advance research with limited time to prepare and deliver an extemporaneous speech, or to improvise on the spot in impromptu speaking.

CONTENT REQUIREMENTS

All speeches must be aligned to Florida's state academic standards

www.cpalms.org/public/search/Standard

- ◆ Civics and Government or U.S. History standards are preferred, but not required.
- ◆ All speech content must have parental/guardian permission submitted to the team coach.
- ◆ Permission slips must be submitted to FCDI upon request.
- ◆ Prepared speeches must be uploaded to SpeechWire by the registration deadline.

OVERALL SPEECH INSTRUCTION

Speeches have one score and an overall rank in the round. Typical scores for FCDI speech events fall within a range of 70-100 when using the general rubric below.

10-59 POINTS	<i>Inappropriate, poor behavior</i> <i>If this score is given, must explain</i>
60-69 POINTS	<i>Needs Improvement</i>
70-79 POINTS	<i>Good</i>
80-89 POINTS	<i>Very Good</i>
90-94 POINTS	<i>Excellent</i>
95-100 POINTS	<i>Outstanding</i>

Event-specific rules and rubrics are included in the subsequent sections.

DECLAMATION SPEAKING

NOVICE AND MIDDLE ONLY

In Declamation Speaking (DEC) one speaker performs a memorized speech that was written, published and performed by someone else. This memorized speech (no notes or cues) may be about any topic and performed originally by any person. The content of the speech should be appropriate for the venue. Although speeches need not be civics-related, this is encouraged. Speakers may edit the original text of the speech to fit the time requirement or make it appropriate for the venue; however, no words may be added/changed. Even small changes (e.g., cannot to can't) should be

RULES

DECLAMATION SPEECH

CONTENT REQUIREMENTS

All Declamation Speeches must be aligned to Florida's state academic standards.

- ◆ Civics and Government or U.S. History standards are preferred, but not required.
www.cpalms.org/public/search/Standard
- ◆ All Declamation content must have parental/guardian permission submitted to the team coach.
- ◆ Copy of oration must be uploaded to SpeechWire by registration deadline.

PROHIBITED CONTENT

Profanity, sexual content, glorification of violence or drug use is strictly prohibited. Violations of this rule will result in a point deduction and may result in disqualification from the tournament.

Judges should inform the tournament director about inappropriate content and NOT discuss directly with the student.

TIME LIMITS

Each speaker must adhere to specified time limits for their speeches.

- ◆ 10-minute time maximum
- ◆ 30-second grace period allowed.
- ◆ There is NO TIME MINIMUM; however, students will not receive the full number of points if their speech falls under five minutes.
- ◆ Speakers who exceed 10:30 minutes are still scored and ranked, they just cannot be ranked first.

NOTES

Speeches should be memorized. Using a script or notes is allowed, however, students who use cues or notes will receive a three-rank penalty.

SELECTION OF MATERIAL

Material used for Declamation speeches must be from a published speech that has been previously delivered by another speaker. The piece should be engaging, impactful, relevant to the audience and include relevant social, historical or cultural context.

RULES

DECLAMATION SPEECH

AUTHOR CITATION

Participants must attribute the authorship of the declamation piece at or near the beginning of the performance. Acknowledge the original speaker or writer of the piece. If the participant does not attribute authorship, the participant will receive a 3-rank deduction.

VISUAL AIDS

No props, costumes, furniture/sets or visual aids are allowed.

VOCAL DELIVERY

Utilize vocal techniques such as projection, articulation, pacing and intonation to convey the emotions and nuances of the declamation piece effectively. Pay attention to vocal dynamics to engage the audience and emphasize key points.

JUDGING AND EVALUATION

DECLAMATION SPEECH

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.

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.

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.

EDITS

The speech can be an edited version of the original oration; however, all words spoken must be from the original. Competitors may not add or change words used by the original orator.

JUDGING AND EVALUATION

DECLAMATION SPEECH

TIME

While there is NO MINIMUM, speeches should be at least five and up to 10 minutes (with 30 seconds of grace). Speakers who exceed 10:30 minutes are still scored and ranked, they just cannot be ranked first.

SCORING

Top score is 100 and should be reserved for a flawless performance. Utilize rubric to determine the score. Scores should range from 70-100, with scores under 75 reserved for “developing” performances. Judges should keep in mind this is a middle and novice-only category.

**Although this is a memorized event, if a speaker is still becoming familiar with their piece and wishes to compete with the use of notes or cues, they may do so. However, this speaker should incur a three-rank penalty.*

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 ___ Emphasis and timing ___Physical expression

___Enunciation ___Energy/emotion ___Purposeful movement

___Pronunciation ___Eye contact

Judges will BOTH RANK and SCORE each contestant. There should be only “high point” wins. Meaning, if one speaker earned a 98 and another speaker 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.

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

Do NOT share any oral feedback or decision with the speakers while at the competition.

JUDGING AND EVALUATION

DECLAMATION SPEECH

DECLAMATION RUBRIC

Speaker Points	1-14	15-16	17-19	20-23	24-25
	Developing	Low level of mastery	Fair level of mastery	Good level of mastery	Excellent level of mastery
Vocal Performance of content: Rate, volume, intonation, emphasis, enunciation	Speaker's vocal performance interfered with basic interpretation. Emphasis, intonation, rate and volume choices detracted from the message.	Speaker's vocal performance occasionally interfered with understanding. Speaker seemed to understand the message but occasionally made errors in interpretation.	Speaker's vocal performance showed no major errors but lacked proficiency throughout.	Speaker's vocal performance only included a few errors, but overall vocal choices demonstrated understanding and quality interpretation of the text.	Speaker's vocal performance expertly supported interpretation of the message. There was command of voice control (volume, rate, etc.) to show dynamic interpretation is outstanding.
Physical Performance: Eye contact, facial expressions, gestures, posture, purposeful movement	Speaker's physical performance interfered with interpretation. Speaker lacked familiarity with text, was unable to make eye contact and/or lacked appropriate expressiveness. Movement distracted from performance.	Speaker's physical performance occasionally interfered with presentation. Speaker showed familiarity with text, but lacked consistent eye contact and/or meaningful gestures/movement.	Speaker's physical performance showed no major errors but lacked proficiency throughout.	Speaker's physical performance only included a few errors, but overall choices demonstrated understanding and interpretation. Eye contact, facial expressions, and purposeful movement added to the performance.	Speaker's physical performance expertly supported interpretation of the message. Eye contact, facial expressiveness, gestures and movement all demonstrated understanding and authentic interpretation of text.
Speaker's Content Development Choices: introduction, editing choices for clarity, time, message	Speaker failed introduction or background to the text. Speaker's content was inappropriate for competition. Speaker's editing choices made understanding challenging.	Speaker context/ introduction, but it may not have been adequate to facilitate understanding. Editing choices interfered with message. Speech over time limit or under 3 minutes.	Speaker adequate introduction and/or context for piece. Editing enhanced understanding. Choice of text was appropriate for competition. Length ok.	Speaker's provided quality contextual background. Editing choices enhanced understanding and supported interpretation. Length ok.	Speaker's demonstrated understanding of the speech's context and value to the audience. Editing was seamless and enhanced interpretation. Length ok.
Overall Interpretation: Message is clearly communicated, speaker understands message, words pronounced properly	Speaker's overall performance suggested a lack of understanding or familiarity with the piece. Many pronunciation errors.	Speaker's overall performance demonstrated some familiarity and understanding of the piece. Some pronunciation errors.	Speaker's overall performance demonstrated understanding of the piece with only a few errors in pronunciation.	Speaker's overall performance demonstrated thorough understanding of piece with only 1-2 errors in pronunciation.	Speaker's overall performance demonstrated strong command of the piece with thoughtful and authentic interpretation.

IMPROMPTU SPEAKING

In Impromptu Speaking (IMP) a speaker draws three prompts from the collection of prompts available. Within a few seconds, the speaker selects one of the three and begins prepping using a notecard provided by the tournament. The two prompts not selected are returned to the desk face down. A seven-minute countdown begins for the competitor to prepare and speak. The competitor may write anything they wish. Only the prompt slip and the notecard may be brought to the “stage.” Phones or other electronics may not be used for preparation.

The speech should connect with the prompt. The competitor may interpret the prompt any way they wish. Speeches should be easy to follow. The speakers can even “take a side” regardless of the prompt’s structure. The emphasis is on creative and clear interpretation of the prompt. Speaking performance is important. Evidence is NOT a strong focus as the speaker may not research. Although speeches need not be civics-related, this is encouraged.

**Topics for middle school and novice will be catered to those levels.*

RULES

IMPROMPTU SPEAKING

PROHIBITED CONTENT

Profanity, sexual content, glorification of violence or drug use is strictly prohibited. Violations of this rule will result in a point deduction and may result in disqualification from the tournament.

Judges should inform the tournament director about inappropriate content and NOT discuss directly with student.

PREPARATION TIME

- ◆ Judge(s) in each IMP room will be provided with an envelope with printed out topics for the round.
- ◆ The speaking order is listed on your Speechwire ballot. The name on the top goes first, and so on.
- ◆ All members of the round should enter the room simultaneously.
- ◆ The speaker will draw three topics, read the prompts out loud, choose one and put the other two back.
- ◆ When they return the other two topics, you will start a seven-minute timer/ stopwatch. This can be divided up between prep and speaking as the competitor desires.
- ◆ Students can write notes to prepare but can only bring a 3” X 5” notecard up to speak.

RULES

IMPROMPTU SPEECH

TIME REQUIREMENTS

- ◆ Participants are given seven minutes total to prepare and present their speech.
- ◆ Each participant may receive a 30-second grace period if they go longer than seven minutes.
- ◆ Students that prep and speak for longer than 7:30 minutes will receive a three-rank deduction.
- ◆ Students who do not speak for at least two minutes will receive a three-rank deduction.

NOTES

Using a script or notes is allowed during preparation; however, students may only use a notecard throughout their speech.

CONTENT ORIGINALITY

While speakers have limited time to prepare, their speeches need to contain original content created on the spot. Speakers should avoid memorized or rehearsed material.

RELEVANCE

Keep your speech focused and relevant to the prompt provided. Avoid going off on tangents or introducing unrelated topics that detract from the central theme.

EVALUATION CRITERIA

Speakers may be evaluated based on criteria such as organization, clarity, relevance, creativity and overall effectiveness in responding to the impromptu prompt.

JUDGING AND EVALUATION

IMPROMPTU SPEECH

IMPORTANT EVENT LOGISTICS NOTATION

The judge should either be given a packet of prompts, or the packet will be in the room. The competitors may not enter the room without the judge entering first. The judge should welcome ALL contestants into the room, take attendance, and then begin the round with the order of speakers on their ballot. If a student is missing, let tab staff know, then move onto the next student. Hopefully, the missing student will arrive soon after. All speakers should remain in the room for the entire round.

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?

JUDGING AND EVALUATION

IMPROMPTU SPEECH

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?

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 emphasize certain words to enhance their meaning and delivery. The speaker should present with confidence.

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.

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. During "prep" time, judges should orally alert the speaker at 30-second intervals.

TIME

The speakers have a TOTAL of seven minutes for prep AND speaking plus 30 seconds of grace. The amount of time spent prepping is deducted from 7:30 for time to speak. While there is NO MINIMUM, quality speeches should generally be at least three minutes to 7:30 minutes. For example, if speakers spend two minutes prepping, they have five minutes and 30 seconds remaining to speak. If speakers spend 30 seconds prepping, they have seven minutes to speak. Speakers who exceed 7:30 minutes may not earn the rank of 1st in a round. Please let the speaker know how much time has passed while prepping (oral time signals) and provide non-verbal signals for how much time has elapsed while they're speaking. The speaker may have a timer, but the judge is considered the official timekeeper.

SCORING

Top score is 100 and should be reserved for a flawless performance. Utilize rubric to determine the score. Scores should range from 70-100, with scores under 75 reserved for "developing" performances.

JUDGING AND EVALUATION

IMPROMPTU SPEECH

Judges will BOTH RANK and SCORE competitors. There should be only “high point” wins. If one speaker earned a 98 and another speaker a 96, the competitor with the higher score must be ranked higher. There may be NO TIES in RANK, but it’s okay to have tied scores out of 100. As a card is permitted with this version of impromptu speaking, use of the card may play into scoring, but there is NO penalty for its use. The card should not be used as a prop.

CONTENT

___ Ideas relatable ___ Ideas original/Creative ___ Pathos/Entertainment

___ Cogent and easy to follow organizationally (intro, body, conclusion)

___ Points are explained, supported and sourced ___ Signposting /transitions used

DELIVERY

___ Rate ___ Volume ___ Emphasis and timing ___ Physical expression

___ Word choice enhances message ___ Enunciation ___ Energy/emotion

___ Purposeful movement ___ Pronunciation ___ Eye contact

**Reminder–We never make judgments based on a speaker’s ideology, background or appearance. Use the checklist to help you stay as “unbiased” as possible. If a speaker 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 oral feedback or decision with the speakers whilst at the competition.

Speaker Points	1-11	12-13	14-15	16-17	18-20
	Developing	Low level of mastery	Fair level of mastery	Good level of mastery	Excellent level of mastery
Vocal Performance of Content: Rate, volume, intonation, emphasis	Speaker’s rate/volume/enunciation interfered with audience understanding. Speaker’s emphasis/intonation	Speaker’s vocal performance interfered with understanding over ½ of the total speaking time.	Speaker’s vocal performance at times (or less) detracted from the delivery of the	Speaker’s vocal performance helped bolster the audience’s understanding and interest. No distracting vocal issues. Confident in	Speaker’s vocal performance expertly supported the message. Delivery was clear, compelling and professional

JUDGING AND EVALUATION

IMPROMPTU SPEECH

	conflicted with the message.		message.	speaking.	throughout.
Physical Performance: Eye contact, facial expressions, gestures, posture, purposeful movement	Speaker's physicality interfered with performance. Speaker's eye contact (or lack of), gestures and/or movement distracted from the performance.	Speaker's physicality occasionally interfered with overall performance. Some issues with gestures, eye contact, facial expressions or movement were distracting.	Speaker's physical performance showed no major errors but lacked proficiency throughout.	Speaker's physical performance only included a few errors and overall enhanced the performance. Good use of eye contact, gestures, facial expressions and purposeful movement were observed.	Speaker's physical performance expertly demonstrated public speaking skill. Excellent use of eye contact, facial expressions, gestures and movement demonstrated confidence.
Speech organization was clear, easy to follow and connected logically to prompt. Intro, main points and conclusion were clearly established. Thematic transitions were provided.	Lacked organization—ideas were difficult to follow. Lacked preview of points and/or review. Few transitions or unclear transitions from point to point. The speech only loosely connected to the prompt.	Organization was at times unclear. Transitions were inconsistent. Some repetition or oversight of ideas. A weak link to the prompt was provided.	Overall organization was easy to follow. Transitions used. Some repetition or oversight of ideas. Speech connected to the prompt.	Organization was easy to follow. Intro included a hook and reference to prompt. Points were previewed. Main points clear, and transitions were used. Conclusion provided a sense of closure. Connection to the prompt was adequate.	Organization was perfect. Intro included hook, reference to prompt, preview of points and then thematic transitions from point to point. Conclusion referenced hook and provided closure. Approach to prompt was creative.
Speech Content Choices: clarity, creativity, support and	Main ideas were not linked to prompt. Main ideas lacked development.	Main ideas were loosely linked to the prompt and to one another.	Main ideas addressed prompt in a basic way. Some support for	Interesting approach to prompt. Main ideas were well-supported. Examples were	Highly creative approach to prompt. Each main point was closely linked to the prompt and

JUDGING AND EVALUATION

IMPROMPTU SPEECH

appropriateness	Content was inappropriate.	Main ideas needed development. Some repetition or oversight made detracted from the speech.	each point was provided. Content was appropriate.	clear and helped audience understand.	to each other. Support was well-developed and interesting.
Use of time and overall performance and decorum as speaker and audience member (e.g., active listening and applauding)	Student spoke for less than 60 seconds and/or student's behavior (as audience member or speaker) was unsportsmanlike.	Student spoke for less than 90 seconds. Overall performance indicated lack of confidence and/or understanding.	Student spoke for less than two minutes. Overall performance indicated a lack of confidence and/or understanding.	Student spoke for at least three minutes and demonstrated confidence, understanding and relatability.	Student used less than two minutes of prep, spoke for at least four minutes and demonstrated confidence and professionalism.

DRAMATIC PERFORMANCE

One speaker performs a 10-minute (with 30 seconds of grace) piece from nearly any published literary source: prose, theatre, film, television, books (fiction and nonfiction), etc. The performance should be structured with a plot arc and character development. Speakers use their body and their voice to create characters and setting (including pantomime and any sound effects). No props, costumes or furniture may be used. It is common, but not required for speakers to play multiple characters. At some point within the first minute or two, speakers should provide an introduction that includes title and author and piques the audience's interest/sets the scene.

Although pieces need not be civics-related, this is encouraged. Speakers may edit the original text to fit the time requirement or make it appropriate for the venue; however, no words may be added/changed. Even small changes (e.g., cannot to can't) should be avoided.

RULES

DRAMATIC PERFORMANCE

CONTENT REQUIREMENTS

- ◆ All Dramatic Performances must be aligned to Florida's state academic standards.
 - Civics and Government or U.S. History standards are preferred, but not required.
www.cpalms.org/public/search/Standard
- ◆ All Dramatic Performance content must have parental/guardian permission submitted to the team coach.

PROHIBITED CONTENT

Profanity, sexual content, glorification of violence or drug use is strictly prohibited. Violations of this rule will result in a point deduction and may result in disqualification from the tournament.

Judges should inform the tournament director about inappropriate content and NOT discuss directly with student.

TIME LIMITS

Each speaker must adhere to specified time limits for their speeches.

- ◆ 10-minute time maximum
- ◆ 30 second grace period allowed.
- ◆ There is NO TIME MINIMUM; however, students will not receive the full number of points if their performance falls under six minutes.
- ◆ Speakers who exceed 10:30 minutes are still scored and ranked but cannot be ranked 1st.

RULES

DRAMATIC PERFORMANCE

NOTES

Using a script or notes is allowed; however, students who use cues or notes cannot be ranked 1st, 2nd or 3rd.

SELECTION OF MATERIAL

Material used for Dramatic Performance must be from an original published work. The piece should be engaging, impactful and relevant to the audience.

AUTHOR CITATION

Within the first two minutes, students should provide an introduction that includes the title and author or the literary work or writers of the cinematic production. If a participant does not cite the author and title the participant will receive a three-point deduction.

VISUAL AIDS

No props, costumes, furniture/sets or visual aids are allowed. Movement is allowed and encouraged.

VOCAL DELIVERY

Utilize vocal techniques such as projection, articulation, pacing and intonation to convey the emotions and nuances of the performance piece effectively. Pay attention to vocal dynamics to engage the audience and emphasize key points.

EVALUATION CRITERIA

Performances may be evaluated based on criteria such as clarity of delivery, emotional impact, vocal and physical expression, interpretation of the material and overall effectiveness in conveying the message.

JUDGING AND EVALUATION

DRAMATIC PERFORMANCE

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.

MOVEMENT

Performers should utilize movement to recreate the character's 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 interpretation.

JUDGING AND EVALUATION

DRAMATIC PERFORMANCE

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.

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.

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.

SELECTION

Personal opinion about a selection should NOT be used as a judging criterion; however, the literary merit and dramatic complexity of a piece are components of performance that should be considered.

TIME

While there is NO MINIMUM, performances should be at least five minutes to 10:00 minutes. Speakers who exceed 10:30 minutes are still scored and ranked but cannot be ranked 1st.

SCORING

Top score is 100 and should be reserved for a flawless performance. Utilize rubric to determine the score. Scores should range from 70-100, with scores under 75 reserved for “developing” performances. *Although this is a memorized event, if a speaker is still becoming familiar with their piece and wishes to compete with the use of notes or cues, they may do so; however, this speaker should incur a three-rank penalty.

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 and provides cogent storyline with plot arc and character development

JUDGING AND EVALUATION

DRAMATIC PERFORMANCE

DELIVERY

_____ Rate _____ Volume _____ Emphasis and timing _____ Physical expression

_____ Enunciation _____ Energy/emotion _____ Purposeful movement _____ Pronunciation

_____ Eye contact

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

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

Judges will BOTH RANK and SCORE competitors. There should be only “high point” wins. Meaning, if one speaker earned a 98 and another speaker a 96, the person with the higher score must be ranked higher. There may be NO TIES in RANK, but it’s okay to have tied scores out of 100.

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

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

DRAMATIC PERFORMANCE RUBRIC

Speaker Points	1-14	15-16	17-19	20-23	24-25
	Developing	Low level of mastery	Fair level of mastery	Good level of mastery	Excellent level of mastery
Vocal Performance of Content: Rate, volume, intonation, emphasis, distinct vocal characterizations that allow audience to suspend belief	Speaker’s vocal performance interferes with character portrayal and or setting of scene. Interpretation is significantly compromised by vocal performance.	Speaker’s vocal performance interferes with character portrayal or setting of scene. Character transitions are not clear and this leads to confusion.	Speaker uses voice to create characters and set the scene, with some errors that may cause confusion in distinguishing characters or scene(s).	Speaker uses voice well to create distinguishable characters and set the scene and interpret the text. There may be occasional errors that could use refinement.	Speaker uses voice to masterfully create distinctive characters, set the scene(s) and interpret the story so the audience may suspend belief.
Physical Performance: facial expressions, gestures, posture, purposeful movement/blocking that helps the audience distinguish characters, scenes, time and overall	Speaker’s physical performance interferes with character portrayal and or setting of scene. Interpretation is compromised by physical performance. Movement/blocking is	Speaker’s physical performance occasionally interferes with character portrayal, and or setting of scene. Interpretation is compromised by physical performance. Movement/	Speaker’s physical performance allows for some character development, scene setting and overall interpretation of the piece. Movement/blocking is	Speaker’s physical performance only includes a few errors, but overall provides interesting and distinct characters, distinguishable settings and original interpretation of piece.	Speaker’s physical performance expertly supports interpretation of the text. Speaker uses whole body and movement/blocking to create rich, detailed characters,

JUDGING AND EVALUATION

DRAMATIC PERFORMANCE

DRAMATIC PERFORMANCE RUBRIC

suspension of belief	very confusing or not used at all.	blocking is attempted.	mostly purposeful.	Movement / blocking is purposeful.	well-developed scenes and artistic interpretation.
Speaker's Content Choices: Introduction includes authorship details. Editing choices are made for clarity, time and interpretation. Scripts should be appropriate for venue.	Speaker failed to provide an introduction or background to the text. Speaker's content was inappropriate for competition. Speaker's editing choices made understanding challenging.	Speaker provided some context/ introduction but it was not adequate to create understanding. Editing choices interfered with message. Speech exceeded time limit or was under three minutes.	Speaker provided an adequate introduction and/or context for piece. Editing enhanced understanding. Choice of text was appropriate for competition. Length okay.	Speaker's introduction provided good contextual background and piqued interest. Editing choices enhanced understanding and supported interpretation. Length ok.	Speaker's introduction demonstrated understanding of context and value to the audience. Editing was seamless and enhanced interpretation. Length ok.
Overall Interpretation: speaker understands author's message, creates dynamic characters, and tells the author's story with creative interpretation.	Speaker's overall performance suggests a lack of understanding or familiarity with the piece. Characterization or scenes are confusing. Not memorized.	Speaker's overall performance demonstrates familiarity and understanding of the piece. Attempts at characterization/ scene setting needs improvement.	Speaker's overall performance demonstrates understanding of piece and interpretation is well-established through characterization and storytelling.	Speaker's overall performance demonstrates thorough understanding of piece with quality characterization and scene setting to tell the story.	Speaker's overall performance is thoughtful and compelling—authentic, creative and intelligent characterization and clear scene setting. Excellent storytelling!

INFORMATIVE SPEAKING

In Informative Speaking (INF) one speaker performs an original, memorized speech (no notes or cues) about any topic. The speech's goal is to inform the audience about how something works or about a particular topic in greater depth than the average person might know. Speakers are encouraged to utilize hand-made (non-electronic) visual aids to aid in instruction and engender goodwill with the audience. Although speeches need not be civics-related, this is encouraged.

RULES

INFORMATIVE SPEAKING

CONTENT REQUIREMENTS

- ◆ All Informative Speaking speeches must be aligned to Florida's state academic standards.
 - Civics and Government or U.S. History standards are preferred, but not required.

www.cpalms.org/public/search/Standard

- ◆ All Informative Speaking content must have parental/guardian permission submitted to the team coach.

PROHIBITED CONTENT

Profanity, sexual content, glorification of violence or drug use is strictly prohibited. Violations of this rule will result in a point deduction and may result in disqualification from the tournament.

Judges should inform the tournament director about inappropriate content and NOT discuss directly with student.

TIME LIMITS

Each speaker must adhere to specified time limits for their speeches.

- ◆ 10-minute time maximum o 30-second grace period allowed.
- ◆ There is NO TIME MINIMUM; however, students will not receive the full number of points if their speech falls under five minutes.
- ◆ Speakers who exceed 10:30 minutes are still scored and ranked, just not 1st.

NOTES

Speeches should be memorized. Using a script or notes is allowed; however, students who use cues or notes cannot be ranked 1st, 2nd or 3rd.

VISUAL AID

If the student uses a visual aid in their piece, it should be well thought out and tied directly to their speech. There must be no electronic components of the visual aid.

JUDGING AND EVALUATION

INFORMATIVE SPEAKING

TOPIC

The topic should be interesting and informative. Judges are prohibited from penalizing students for expressing views which the Judge disagrees with.

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.

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.

LANGUAGE

The word choice should be clear and potent. Figures of speech and rhetorical devices should be used correctly and to great effect.

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 emphasize certain words to enhance their meaning and delivery. The speaker should be conversational, concerned, passionate and pleasing. The speaker should be in control of the room's words and emotions.

PHYSICAL DELIVERY:

The speaker should vary facial expressions to accentuate the natural flow of thoughts and emotions. The speaker's eyes should be thoughtful but compassionate, while making eye contact with the audience. The speaker should have a controlled stance with no distracting movements. Walking should be used to show transitions and gestures should be natural, visible and effectively used. They should not, however, distract from the rest of the performance. There should be a balance between the content and the delivery of it.

VISUAL AID

If the student uses a visual aid in their piece, it should be well thought out and tied directly to their speech. There must be no electronic components of the visual aid.

JUDGING AND EVALUATION

INFORMATIVE SPEAKING

NOTES

The speech should be memorized. Speakers who utilize notes, script or cues should be deducted three points and cannot be ranked 1st, 2nd or 3rd.

TIME

While there is NO MINIMUM, performances should be at least five minutes to 10:30 minutes. Speakers who exceed 10:30 minutes are still scored and ranked, just not 1st.

SCORING

Top score is 100 and should be reserved for a flawless performance. Utilize rubric to determine the score. Scores should range from 70-100, with scores under 75 reserved for “developing” performances.

**Although this is a memorized event, if a speaker is still becoming familiar with their piece and wishes to compete with the use of notes or cues, they may do so; however, this speaker should incur a three-rank penalty.*

CONTENT

___ Topic is unique ___ Topic has universality ___ Topic is appropriate

___ Approach is creative

___ Cogent and easy to follow organizationally (intro, body, conclusion)

___ Signposting/transitions

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

DELIVERY

___ Enunciation ___ Energy/emotion ___ Pronunciation ___ Eye contact

___ Rate ___ Volume ___ Emphasis and timing ___ Physical expression

___ Purposeful movement

**Reminder–We never make judgments based on a speaker’s ideology, background, or appearance. If a speaker says something that makes you uncomfortable, it’s important to be specific and tactfully explain why you’re uncomfortable. Ultimately, it’s the speaker’s writing and speaking skills that should be evaluated.*

Do NOT share any oral feedback or decision with the speakers while at the competition.

JUDGING AND EVALUATION

INFORMATIVE SPEAKING

INFORMATIVE SPEAKING RUBRIC

	1-11	12-13	14-15	16-17	18-20
	Developing	Low level of mastery	Fair level of mastery	Good level of mastery	Excellent level of mastery
Vocal Performance of Content: Rate, volume, intonation, emphasis, enunciation, pronunciation	Speaker's rate/volume/enunciation interfered with audience understanding.	Speaker's vocal performance interfered with understanding over ½ of the total speaking time.	Speaker's vocal performance at times (1/2 or less) interfered with understanding.	Speaker's vocal performance helped bolster the audience's understanding and interest. No distracting vocal issues. Confident in speaking.	Speaker's vocal performance expertly supported the message. Delivery was clear, compelling and professional throughout.
Physical Performance: Eye contact, facial expressions, gestures, posture, purposeful movement	Speaker's physical performance interfered with understanding. Speaker provided minimal eye contact, and lacked appropriate expressiveness (facial expressions or gestures).	Speaker's physical performance occasionally interfered with understanding. Speaker lacked consistent eye contact, gestures/movement.	Speaker's physical performance showed no major errors but lacked proficiency throughout. Some attempt at purposeful movement was made.	Speaker's physical performance added to the overall understanding of the topic. Gestures and purposeful movement aided understanding and added interest.	Speaker's physical performance expertly supported interpretation of the message. Eye contact, facial expressiveness, gestures and movement all showed confidence and skill.
Speech organization was clear and easy to follow. Intro, main points, and conclusion clearly established. Thematic transitions provided.	Lacked basic structure: introduction, body, transitions and conclusion. Hard to follow along.	Introduction, body and conclusion were attempted, some organizational elements were missing (e.g., preview, transitions, review).	Introduction, with hook and preview used. Clearer transitions between main points, and use of review would be helpful.	All basic organizational elements were properly used. Intro included hook and preview. Basic transitions used. Conclusion summarized points.	Speech was expertly organized with clever use of thematic transitions. Conclusion referenced the hook and provided a perfect sense of closure.
Speech Content and Analysis: Support for main ideas included a variety of supporting structures (e.g., data, expert opinions, etc.). Sources cited.	Support for main points was inadequate/needed development. Sources not cited clearly or correctly. Topic analysis too broad or incomplete.	Some support provided for each main point. More and varied support as well as outside sources needed. Topic analysis limited.	One or more points was well-supported, but varying types of support and/or a greater variety of quality sources would add interest and credibility. Topic analysis ok.	Each point was supported with ample and varying types of evidence. Sources clearly cited. Topic analysis ok, but did not provide novel approaches or perspectives.	All points well-supported. Abundant, quality evidence clearly cited. Topic analysis was highly creative and approach to content was novel.
Overall Presentation: topic is explained in a way that demonstrates speaker knowledge and concern for audience understanding. Use of visual aids enhances speech.	Speaker's overall presentation suggested a lack of understanding or familiarity with the piece and/or topic. Word choice and expression of ideas did not clarify concepts. Use of visual aids did not support understanding.	Speaker's overall presentation showed some understanding and familiarity with the topic. Word choice and explanations brought minimal new knowledge to the audience. Use of visual aids provided some understanding.	Speaker's overall presentation showed a clear understanding of the topic. Word choice and explanations brought new knowledge and interest to the audience. Use of visual aids provided understanding.	Speaker's overall presentation demonstrated thorough understanding of the topic with novel approaches to share new knowledge with the audience. Use of visual aids added understanding and connection.	Speaker's overall presentation expertly demonstrated understanding of the topic. Creative and interesting word choice captivated and informed the audience. Innovative use of visual aids added understanding and connection.

ORIGINAL ORATORY

One speaker performs an original, memorized speech (no notes or cues) about any topic. Often the speech is inspirational/motivational. No notes, props or visual aids are permitted. 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. Although speeches need not be civics-related, this is encouraged.

RULES

ORIGINAL ORATORY

CONTENT REQUIREMENTS

- ◆ All Original Oratory speeches must be aligned to Florida's state academic standards.
- ◆ Civics and Government or U.S. History standards are preferred, but not required.
www.cpalms.org/public/search/Standard
- ◆ All speech content must have parental/guardian permission submitted to the team coach.

PROHIBITED CONTENT

Profanity, sexual content, glorification of violence or drug use is strictly prohibited. Violations of this rule will result in a point deduction and may result in disqualification from the tournament.

Judges should inform the tournament director about inappropriate content and NOT discuss directly with student.

TIME LIMITS

Each speaker must adhere to specified time limits for their speeches.

- ◆ 10-minute time maximum
- ◆ 30-second grace period allowed.
- ◆ There is NO TIME MINIMUM; however, students will not receive the full number of points if their performance falls under five minutes.
- ◆ Speakers who exceed 10:30 minutes are still scored and ranked just not 1st.

NOTES

Performance should be memorized. o Using a script or notes is allowed, however, students who use cues or notes will receive a three-rank penalty.

SELECTION OF MATERIAL

Material used for Original Oratory should be a combination of original thought supported by orally cited information. The piece should be engaging, impactful and relevant to the audience.

VISUAL AIDS

No props, costumes or visual aids are allowed. Movement is allowed and encouraged.

RULES

ORIGINAL ORATORY

VOCAL DELIVERY

Utilize vocal techniques such as projection, articulation, pacing and inflection to convey the emotions and nuances of the declamation piece effectively. Pay attention to vocal dynamics to engage the audience and emphasize key points.

EVALUATION CRITERIA

Performances may be evaluated based on criteria such as clarity of delivery, emotional impact, vocal and physical expression and overall effectiveness in conveying the message.

JUDGING AND EVALUATION

ORIGINAL ORATORY

TOPIC

The topic should be interesting, thought provoking and of some relevance or importance. Judges are prohibited from penalizing students for expressing views that the Judge disagrees with.

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.

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.

LANGUAGE

The word choice should be clear and potent. Figures of speech and rhetorical devices should be used correctly and to great effect.

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 emphasize certain words to enhance their meaning and delivery. The speaker should be conversational, concerned, passionate and pleasing. The speaker should be in control of the room's words and emotions.

JUDGING AND EVALUATION

ORIGINAL ORATORY

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.

TIME

While there is NO MINIMUM, speeches should be at least five minutes to 10:30 minutes. speakers who exceed 10:30 minutes are still scored and ranked, just not 1st.

SCORING

Top score is 100 and should be reserved for a flawless performance. Utilize rubric to determine the score. Scores should range from 70-100, with scores under 75 reserved for "developing" performances. *Although this is a memorized event, if a speaker is still becoming familiar with their piece and wishes to compete with the use of notes or cues, they may do so; however, this speaker should incur a three-rank penalty.

CONTENT

- ___ Message is original ___ Approach is creative ___ Topic has universality
- ___ Topic is appropriate ___ Cogent and easy to follow organizationally (intro, body, conclusion)
- ___ Signposting/transitions used ___ Points are explained, supported and sourced
- ___ Word choice enhances message ___ Enunciation

DELIVERY

- ___ Rate ___ Volume ___ Pronunciation ___ Emphasis and timing
- ___ Energy/emotion ___ Eye contact ___ Physical expression
- ___ Purposeful movement

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

JUDGING AND EVALUATION

ORIGINAL ORATORY

ORIGINAL ORATORY SPEAKING RUBRIC

	1-11	12-13	14-15	16-17	18-20
	Developing	Low level of mastery	Fair level of mastery	Good level of mastery	Excellent level of mastery
Vocal Performance of Content: Rate, volume, intonation, emphasis, enunciation, pronunciation	Speaker's rate/volume/enunciation interfered with audience understanding. Speaker's emphasis/intonation conflicted with the message.	Speaker's vocal performance interfered with understanding over ½ of the total speaking time.	Speaker's vocal performance at times (or less) detracted from the delivery of the message.	Speaker's vocal performance helped bolster the audience's understanding and interest. No distracting vocal issues. Confident in speaking.	Speaker's vocal performance expertly supported the message. Delivery was clear, compelling and professional throughout.
Physical Performance: Eye contact, facial expressions, gestures, posture, purposeful movement	Speaker's physical performance interfered with the message. Speaker provided minimal eye contact, and lacked appropriate facial expressiveness and/or	Speaker's physical performance occasionally interfered with the presentation. Speaker lacked consistent eye contact, gestures or purposeful movement.	Speaker's physical performance showed no major errors but lacked proficiency throughout. Some attempt at purposeful movement was made. Eye contact,	Speaker's physical performance added to the overall presentation of the topic. Gestures and facial expressions along with purposeful movement aided	Speaker's physical performance expertly supported interpretation of the message. Eye contact, facial expressiveness, gestures and movement all showed confidence and

JUDGING AND EVALUATION

ORIGINAL ORATORY

ORIGINAL ORATORY SPEAKING RUBRIC

	gestures. Movement was distracting.		facial expressions and gestures ok.	understanding and added interest.	skill.
Speech organization was clear and easy to follow. Intro, main points, and conclusion were clearly established. Thematic transitions were provided.	Lacked basic structure: introduction, body, transitions and conclusion. Hard to follow along.	Introduction, body and conclusion were attempted, some organization elements were missing (ex. preview, transitions, review).	Introduction, with hook and preview used. Clearer transitions between main points, and use of review would be helpful.	All basic organizational elements were properly used. Intro included hook and preview. Basic transitions used. Conclusion summarized points.	Speech was expertly organized with clever use of thematic transitions. Conclusion referenced the hook and provided a perfect sense of closure.
Speech Content and Analysis: Support for main ideas included a variety of supporting structures (e.g., data, expert opinions, etc.). Sources cited.	Support for main points was inadequate/needed development. Sources not cited clearly or correctly. Topic analysis too broad or incomplete. Overarching message unclear/inappropriate.	Some support was provided for each main point. More outside sources needed. Topic analysis too limited. Overarching message unclear/inappropriate.	One or more points was well-supported, but varying types of support and/or a greater variety of quality sources would add interest and credibility. Topic analysis ok. Message may not be consistent or compelling.	Each point was supported with ample and varying types of evidence. Sources clearly cited. Topic analysis ok, but did not provide novel approaches or perspectives. Main message of interest to the audience.	All points well-supported. Abundant, quality evidence clearly cited. Topic analysis was highly creative and approach to content novel. Main message was impactful and valuable to the audience.
Overall Presentation: Topic is explained in a way that demonstrates speaker knowledge and concern for audience understanding. Speaker demonstrates the value of the topic to the audience for maximum influence and impact.	Speaker's overall presentation suggested a lack of understanding or familiarity with the piece and/or topic. Word choice and expression of ideas did not support the message. Speaker's energy did not match what was needed for the speech. No influence or impact.	Speaker's overall presentation showed some understanding and familiarity with the topic. Word choice and explanations were vague or confusing. Lacked originality or did not demonstrate value to the audience.	Speaker's overall presentation showed a clear understanding of the topic. Word choice and explanations brought some new knowledge and interest to the audience. Audience was challenged to consider new perspectives.	Speaker's overall presentation demonstrated thorough understanding of the topic with novel approaches to share new perspectives with the audience. Through delivery and content, the speaker helped the audience see the world in a different light.	Speaker's overall presentation expertly demonstrated understanding of the topic and value to society. Creative and interesting word choice captivated and influenced the audience. The message expressed through passionate delivery and impactful content influenced the audience's way of thinking.

JUDGES OVERVIEW

