

# LEGISLATIVE DEBATE (LEG)

Each time that a student is recognized to make a speech, you should fill out a speaker ballot for that student.



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

Speaker Points	2 to 2.5 - Developing	3 to 3.5 – Low Level of Mastery	4 to 4.5 – Fair Level of Mastery	5 to 5.5 – Good Level of Mastery	6 – Excellent Level of Mastery
<b>Vocal Performance of Content</b>	Speaker's rate/volume/enunciation interfered with audience understanding.	Speaker's vocal performance interfered with understanding over ½ of total speaking time.	Speaker's vocal performance at times interfered with understanding.	Speaker's vocal performance bolstered understanding and interest. Confident in speaking.	Speaker's vocal performance expertly supported the message. Delivery clear, compelling, professional
<b>Physical Performance</b>	Speaker's physical performance interfered with understanding. Minimal eye contact and lacked appropriate expressiveness.	Speaker's physical performance occasionally interfered with understanding. 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.
<b>Speech Organization</b>	Lacked basic structure: introduction, body, transitions, and conclusion. Hard to follow along.	Introduction, body and conclusion were attempted; some organizational elements were missing	Intro 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.
<b>Speech Content and Analysis</b>	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 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 has highly creative.
<b>Overall Contribution to the Advancement of the Debate and Success of the Chamber</b>	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 consideration.  Questions were somewhat helpful.	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.

Average the Scores Above to give a student's speech a point value between 1 and 6.

## 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.

## 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.

## NOTES ABOUT SCORING LEGISLATIVE

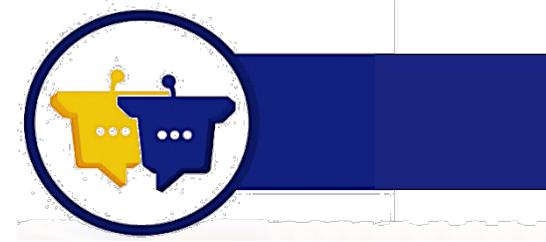
- ◆ You should be scoring each individual speech that occurs on your ballot.
- ◆ 1 is the highest overall speaker rank for in the room, BUT 6 is the highest score given to individual speeches.
- ◆ You are ranking the students against one another in the room for overall ranking, BUT scoring their speeches and assigning speaker points independently (though typically in order).

## ROUND GUIDE

- 1) Students should not be in the room until you are. Observers are allowed but they may not disrupt, help, or record.
- 2) Desks should be arranged based on the seating chart provided (*make seating chart if none, it helps. Trust me.*)
- 3) **Start the session on Speechwire.**
- 4) Prepare notes that allow you to quickly notate feedback and speech points for students for EVERY SPEECH they give.
- 5) Students choose a Presiding Officer (PO) who will take time and run the room. They have their own separate rubric. (Give them a score for the first and second half of the round)
- 6) **Points can be tied, ranks cannot. Do not share feedback with competitors during competition.**
- 7) **After you input rank and points, SUBMIT your ballot on Speechwire. The next round cannot begin until you do this. Please do it immediately. 😊**
- 8) Go back to the Judge's Lounge and fill in feedback on Speechwire.

# PRESIDING OFFICER (PO)

## 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 of Presiding Officer

Presiding Officer Points	2 Weak-Mediocre	3 to 4 – Good	5 to 6 – Excellent to Superior
<b>Parliamentary Procedure</b>	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.
<b>Recognition</b>	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.
<b>Control</b>	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 respectful 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 issues.
<b>Demeanor</b>	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.
<b>Communication</b>	Communication between the P.O. and the 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.

**Average the Scores Above to give a student's speech a point value between 1 and 6.**