



## Judge's Handbook

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# **GENERAL INSTRUCTIONS FOR ALL JUDGES**

1. **Scope of This Manual:** This manual offers a brief introduction to each event along with the rules that students must follow. However, the standards you use to evaluate students you judge are up to you! At many tournaments, specific instructions can also be found directly on the ballots. In the event of a conflict between instructions in this manual and instructions on the ballot, please ask the coach or a tournament official for assistance.
2. **Meeting for Judges:** Before the first round at most tournaments, an official will provide instructions to you and may also remind you of tournament-specific policies. If you have any questions regarding your responsibilities as a judge or the rules for an event, the judges' meeting is a great time to ask questions.
3. **Judge Calls:** Depending on the tournament, you may or may not need to be present for judge calls. If the tournament is using paper ballots, it is imperative that you be present for all judge calls. This is the time when assignments are handed out for each round. Missing a judge call delays the start of the round and may jeopardize students from your school, who can be dropped from the tournament if you fail to pick up a ballot that is assigned to you. If the tournament is using digital ballots, you will receive an email or text message informing you of your round assignment and room number.
4. **Getting Ready for IE Rounds:** When you are assigned to a round, you will be sent a text, or given a master ballot. This text and the form tell you what event you will be judging, what room to report to, and what time the round begins. Please be in your assigned room ASAP! If you are at a tournament where double entries are permitted (a student can enter two or more events), not all students may be present at the start of the round. Do not wait for everyone to show up before starting the round, but do give any missing speakers a chance to perform if they show up late. Each tournament will give you more specific information about how to handle double entries.
5. **Getting Ready for Debate Rounds:** When you are assigned to a round, you will be sent a text, or given a master ballot. This text and the form tell you what event you will be judging, what room to report to, and what time the round begins. Please be in your assigned room ASAP! When the debaters arrive, please make sure that you confirm who they are (in Public Forum it will be a team of 2, in Lincoln-Douglas it will be individuals). In Public Forum, you will flip a coin to determine what team will be the affirmative and the negative, as well as the speaking order. In Lincoln-

Douglas all sides have been predetermined. Verify with the Lincoln-Douglas debaters that they are on the correct side. If incorrect, contact the Tab Room.

6. Timing: Most tournaments will want you to keep time IF you have a digital timer (on your smart phone, stopwatch, laptop, etc.). With electronic ballots, a timer is provided on the side for you to use. Please make sure to ask if competitors want time signals. In Extemporaneous Speaking, time signals are required. All speech/interp events have a 30 second grace period beyond their maximum time.
7. Writing Ballots for IE Events: All judges are strongly encouraged to write/type comments directly on each contestant's ballot as he/she speaks. Please do not wait until after each speaker (or after the round is over) to write comments; doing so delays the tournament. In general, IE ballots should include comments on content and delivery. You should also clearly explain what the contestant could have done better in order to earn a higher ranking in the round.
8. Writing Ballots for Debate Events: Generally, judges keep a "flow" (listing of the major arguments) of the round on a separate sheet of paper/in a Word document, and then fill the ballot out when the round is over. As you get more experience with writing down the arguments, also try to determine how the arguments that each side presents interact with one another. Which negative arguments answer or respond to the affirmative's arguments? Which affirmative arguments answer or respond to the negative's arguments? An accurate flow may help you to make a decision in rounds where many complex and competing arguments were presented. When the round has ended and you are ready to write the ballot, try to comment on each debater's argumentation and delivery. Most important, however, is the explication of a concise "Reason for Decision" (why you voted for the contestant/team that won the debate). **It is not necessary to rewrite/type your flow on the ballot.**
9. Making Decisions in IE Events: At the end of the round, you must rank the performances you saw in order from best to "least best." Each contestant **MUST** get a different ranking (the best performance is 1st, the next best performance is 2nd, etc.). In addition to the ranking, each contestant must also be assigned a rating (or speaker points). Rating ranges vary from tournament to tournament, but all require whole points (no decimals). The highest rating must go to the contestant you ranked 1st, and the next highest rating must go to the contestant you ranked 2nd, etc. At most tournaments, you may give the same rating (tie) to two or more contestants.



10. Making Decisions in Debate Events: At the end of the round, after consulting your flow sheet, you must decide which debater/team won the round. After making this determination, you must also award speaker points to each contestant (half-points are allowed). At most tournaments, the winning debater/team must get a number of speaker points that is greater than or equal to the losing debater/team.
11. Rules Violations, No Shows, & Non-Performance: If you believe that a contestant has violated a rule in the round you judged, finish the entire round and then report to the Tab Room, where a tournament official can answer your questions before you make your final decision. Judges cannot disqualify a contestant. If a student who has been assigned to your room never shows up to compete or arrives but refuses to perform, notify the Tab Room personnel.
12. Disclosure/Critiques: Generally, it is NOT permissible to talk to students after a round about how you voted/ranked their performances. In the speech events, this is an absolute taboo. In debate events, this process is called an “oral critique.”
13. Submitting Your Ballot: When you have completed your paper ballot, please bring it to the ballot check-in table.. When you have completed your electronic ballot, simply hit submit. It will ask you to verify your results. Please make sure you do. If you have completed either type of ballot wrong, you will be informed and will be required to correct them. It is imperative that you turn in your ballot(s) within ten minutes of the end of a round.

# **LINCOLN DOUGLAS DEBATE (LD)**

Lincoln-Douglas debate is an individual debate where the affirmative supports the resolution and the negative attacks it.

The resolution, which changes every two months, is always a question of value. The debaters will try to show why their position supports the more important, fundamental principles inherent in their position and why that position is superior to the opponent's.

Each debater will present a case that includes:

1. Value: A universally held principle that the debater advocates in order to affirm or negate the resolution. Example: justice
2. Criterion: The standard by which the debater achieves the value that he/she presents. It is a measuring stick. Example: How is the value of justice achieved? By ensuring equality before the law.
3. Definitions: These may be given by the affirmative to clarify terms in the resolution that are ambiguous. Not every word in the resolution must be defined. Sometimes the negative will offer a counter-definition because they disagree with the affirmative's interpretation.
4. Arguments: Also called contentions/areas of analysis/justifications/levels of argumentation, these are the reasons the debater gives in support of the position presented.

The debaters will construct their cases using logic, theory, and philosophy. Arguments are to be substantiated by analysis, testimony, comparison and contrast, analogy, example, and/or factual data. As the official NSDA ballot states: neither debater is responsible for providing a plan to solve for the problem(s) identified with the resolution.

In this event, debaters take different approaches to delivery. The most important requirement for a debater's delivery is that you are able to understand them and write down their arguments. If the arguments do not make sense to you, be sure to comment on that problem on the ballot. You are not expected to consider arguments that are presented at such a rapid pace that you cannot understand them.

Ultimately, a balance between relevant content and persuasive delivery is optimal.

Judges ought to put aside their own attitudes and preferences where the issues in the round are concerned. The judge's purpose is to decide who has done the better job of debating, and not to decide which side is the "correct" one. Debaters cannot be expected to read the mind of the judge. It goes without saying that a judge should not predetermine which side of the resolution is the true one, automatically voting for one side or the other.

Judges should never stop a debate to question the debaters about their position or the issues in the resolution. Judges should write comments to the debaters on the ballot. This assures that the coach will also get to see the feedback that the judge is providing. These comments can be largely critical; debaters want to know what didn't work, what the judge didn't buy as an argument or strategy. Comments on delivery problems that affected the judge's ability to comprehend the arguments are always helpful. Debaters expect that the ballot will give a Reason For Decision (RFD). These are the arguments which you felt were the important ones in the round and who you think won them.

Speaker points are very important to the tournament in breaking ties.

### **Speaking Order and Times**

Affirmative Constructive: 6 minutes

Cross-Ex by Negative: 3 minutes

Negative Constructive: 7 minutes

Cross-Ex by Affirmative: 3 minutes

First Affirmative Rebuttal: 4 minutes

Negative Rebuttal: 6 minutes

Second Affirmative Rebuttal: 3 minutes

Each debater is also given 4 minutes of prep time. Judges should keep track of prep time, speaking time, and cross-ex, but most debaters will as well.

## PUBLIC FORUM DEBATE (PF)

Public Forum debate is a team event that advocates or rejects a position posed by the resolution. A central tenet of the debate is that the clash of ideas must be communicated in a manner persuasive to the nonspecialist or “citizen judge.” Public Forum values persuasion as much as it values argumentation and reasoning.

While anyone can judge Public Forum Debate, adults who are not trained in debate theory are preferred.

The topic is usually a current event and changes bi-monthly in the fall, and monthly in the spring. The topic is always phrased as a resolution.

The pro team must uphold the resolution, and the con team must negate the resolution.

A coin toss will determine the organization of the round—generally one team will flip and the other will call, or the judge can flip and one team can call. If the former is done, the coin toss must be witnessed by the judge(s) assigned to the round. The team that wins the coin toss shall select **EITHER**:

1. Which side of the topic they wish to uphold (Pro or Con)

**OR**

2. Which order they would like to speak (1st or 2nd)

The team which lost the coin toss will select from the remaining option.

Judges should look for clear, well-structured cases that use logical arguments and evidence as support. Evidence in Public Forum may be less formal, more anecdotal forms of evidence like CNN or newspaper reports. Judges should expect to see clash, meaning the debaters refute their opponents’ arguments, showing why they are flawed or insufficient.

Delivery is an important part of this event. Rate of speech should be at a conversational pace. Good speaking in this event will approximate good speaking in front of community groups. Debaters should be fluent, articulate, free of slang and jargon, have good vocal variety and good eye contact with the judge. Argumentation should be organized and vigorous but civil (teams should not be obnoxious, rude or loud).

### **Speaking Order and Times**

(Team 1) 4 minutes First Speaker

(Team 2): 4 minutes

First Crossfire (Team 1 asks first question): 3 minutes

Second Speaker (Team 1): 4 minutes

Second Speaker (Team 2): 4 minutes

Second Crossfire (Team 1 asks first question): 3 minutes

Summary (First Speaker, Team 1): 3 minutes

Summary (First Speaker, Team 2): 3 minutes

Grand Crossfire (Team 1 asks first question): 3 minutes

Final Focus (Second Speaker, Team 1): 2 minutes

Final Focus (Second Speaker, Team 2): 2 minutes

Each team is also given 3 minutes of prep time. Judges should keep track of prep time, speaking time, and cross-ex, but most debaters will as well.

### **Specific Round Information**

The First Speaker presentations, which can be prepared in advance, cover the reason for adoption or rejection of the topic. The First Speaker representing Team B has the option of responding to the most important arguments made by Team A in their First Speaker speech.

In the Second Speaker presentations, each speaker should refute the arguments made by the opposition and answer attacks made upon their own arguments by the opposition.

In the Summary Speeches, each team should summarize its key arguments and refute opposition arguments. New arguments are not permitted in these speeches but new evidence to advance previous arguments is permitted.

In the Grand Crossfire, all four debaters have the floor to interact with questions and answers. Under both NSDA rules, the first question must be asked by the team giving the earlier summary speech to the team that just completed the summary speech. After that first question and answer exchange, any of the debaters may question and/or answer.

The Final Focus is a last restatement of the reasons why each team believes they have won the debate. New arguments are not permitted in these speeches but new evidence

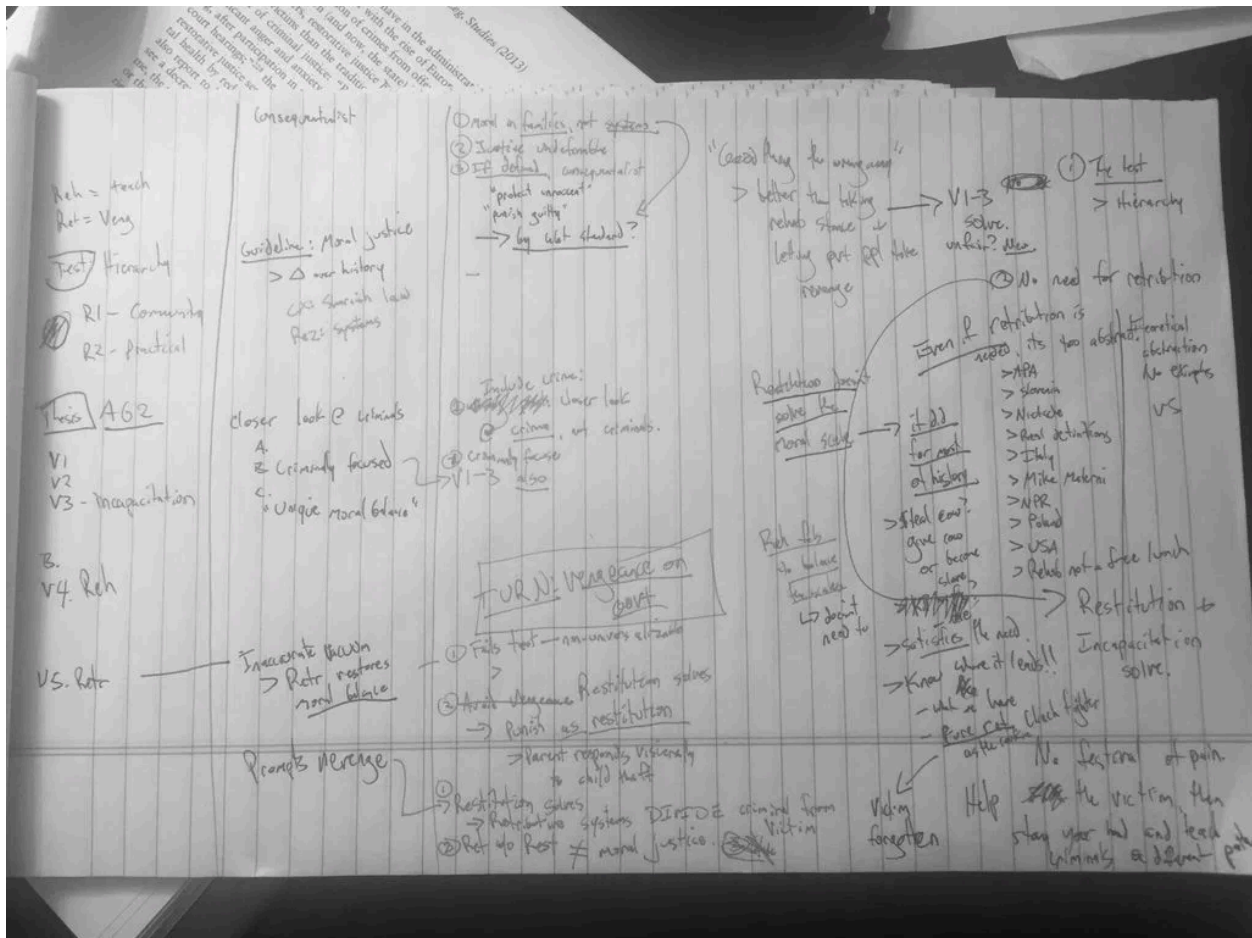
to advance previous arguments is permitted. The Final Focus is NOT limited to a single argument.

In the regular crossfire segments, the two debaters should stand. In the Grand Crossfire, all four debaters will sit. Plans and counterplans (specific proposals to change public policy) are not to be presented. Kritiks (philosophical arguments made by the con team that ask the judge to reject the resolution on its face, without discussing the specifics of the issues presented by the pro team) are also prohibited.

Judges should do their best to be objective about the issues, setting aside their own opinions and attitudes. The judge's job is to determine which team did the better job of debating, not which side is right and which side is wrong. The ballots should explain your reason for decision, which should include which arguments were most persuasive. Suggestions for improvement in delivery are also helpful. Ballots are written as much for the coaches as for the debaters, so be as helpful as you can.

## DEBATE “FLOWS”

In debate rounds, you should be “flowing,” or writing arguments made by each team down. It’s best done in multi-colored pens to help keep arguments and refutations clear. You will find some examples on the following pages, but by no means are they the only acceptable manner of flowing. Find what works best for you!



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# **CONGRESSIONAL DEBATE**

Contestants in Congressional Debate become Representatives or Senators charged with the task of fulfilling the responsibilities (sometimes lack thereof) of the House of Representatives and the Senate. Prior to the tournament, schools are given the opportunity to submit legislative proposals (bills, which are proposed laws; resolutions, which express the opinion of the Congress; and constitutional amendments) for debate.

Usually the tournament staff divides the students into chambers (usually 20-25 students in each chamber) and assigns judges (usually called Scorers). At some tournaments, an adult who has experience judging Congressional Debate is appointed as the Parliamentarian, who makes sure that the chamber runs smoothly.

From there, the event is almost totally “student run!” At most tournaments, students elect the leaders of their chamber, decide what topics (“legislation”) to debate, and the order that each student will speak in based on precedent. Time for debate is divided into sessions of two to four hours each. Usually a new set of judges is brought in for each session.

The session is run by a student Presiding Officer; this contestant has been elected by his/her peers to lead the chamber. His/her job is to recognize legislators who want to speak on a topic, conduct all votes, and keep the chamber in order. The chamber uses a modified version of Robert’s Rules of Order to conduct business. The purpose of parliamentary procedure is to facilitate debate.

Here are some tips for completing a Congressional Debate speaker ballot:

1. Fill out all identification information on the ballot so the student will know which speech it was written for. For online ballots, there will be a dropdown menu with names. All you will need to fill out is the bill topic and the side they are debating.
2. Write/Type comments on the ballot. Tell the speaker what you thought of his/her delivery and the content of the speech. You should provide a balance of both positive and constructive feedback.
3. Keep track of motions made and questioning blocks given to each legislator. you will usually be provided a seating chart to help aid in this.

4. At the end of the speech, assign a score on a scale of 1 (very poor) to 6 (excellent). Unlike other speech events, you will give the same number to several different speakers. It is always a good idea to save the score of 6 for truly outstanding speeches. Likewise, scores of 3 or below should be reserved for short, poorly delivered, or inappropriate commentary.

You will also be asked to score the Presiding Officer three times (one every hour). Ask yourself the following questions when scoring the Presiding Officer:

1. Has the PO called on speakers in a manner that was fair and consistent?
2. Has the PO used parliamentary procedure correctly, and in a way that makes the chamber run smoothly?
3. Has the PO kept control of the chamber, but without become autocratic or tyrannical?
4. Has the PO conducted himself/herself with decorum and dignity?

At the end of the legislative session you will be asked to rank the top 8 legislators (1 being the best; 8 being the worst). You may be required to rank the PO. Most tournaments will tell you if you are not obligated to, or you may ask the Parliamentarian of your chamber to verify with you.

When ranking the legislators, keep in mind it is not based solely on speeches! You should consider their activity in the chamber: asking questions, making motions, how they conduct themselves during a recess.

## **EXTEMPORANEOUS SPEAKING (EXT)**

In this event, students are given 30 minutes of preparation time to deliver a 7 minute speech (with a thirty second grace period, making the maximum time 7:30) that answers a question about a topic of public interest, almost always pertaining to current events.

Unlike other speech events, only the judge and one contestant at a time will be present in the room. The first speaker will arrive when his/her 30 minutes of preparation time have elapsed, and then each subsequent speaker will come into the room at approximately 7 minute intervals. In elimination rounds at some tournaments, cross examination is added to each speech. This procedure will be explained if it is used at a tournament where you are judging.

**It is imperative that you keep time and give time signals in this event because the student is delivering the speech for the first time. Ask the student how he/she would like you to give time signals.**

Ballots should be typed/written during the speeches. **Do not take extra time between speakers to write ballots because the delay will give some students more preparation time than others.**

### **Criteria for Judging**

1. The speaker should use the same wording as the question that he/she drew (when the contestant gives you his/her ballot, the question will be stapled to or written on the ballot).
2. The speaker should give you sufficient background information to understand the topic that he/she is speaking about.
3. The speaker should give a clear, focused answer to the question that may include evidence, analysis, and interpretation.
4. The speech should be well organized, including a clear introduction, body, and conclusion. (It should resemble reading a standard five paragraph essay)
5. The speaker should use a variety of evidence—quantitative, qualitative, and/or analytical/logical—to support his/her answer. When evidence is from a published source, that source must be cited properly (at a minimum, the name of the source

and the date it was published). Whenever a source is quoted directly, the name of the person who said or wrote it must also be stated.

6. A sufficient amount of evidence and analysis must be presented such that an objective person would find the speaker's answer to be reasonable.

**Caution:** Many Extemp speeches deal with topics of a controversial nature. It is important that you not allow your own personal viewpoints to impact your judgment of the speaker's performance. Also, it is not appropriate for you to discuss the contents of the speech with the speaker after the speech is finished, nor should you ask questions of the speaker.

7. Consider the speaker's delivery. The speaker should be engaging, use an appropriate tone, and incorporate natural hand gestures and movement. The speaker's delivery should enhance the persuasiveness of his or her speech.

## **IMPROMPTU SPEAKING (IMP)**

In this event, students are given 7 minutes to divide among preparation and speaking time (2 minutes of prep, 5 minute speech; 1 minute of prep, 6 minute speech) that deals with a random topic. You are responsible for conducting “draw” for the speakers. You will be given the topics, allow them to pick three (or give them the three) and then let them select the one they wish to speak on.

**It is imperative that you keep time and give time signals in this event because the student is delivering the speech for the first time. Ask the student how he/she would like you to give time signals.**

Ballots should be typed/written during the speeches. **Do not take extra time between speakers to write ballots because the delay will give some students more preparation time than others.**

### **Criteria for Judging**

1. The speaker should use the same wording of the topic that he/she drew (when the contestant gives you his/her ballot, the question will be stapled to or written on the ballot).
2. The speaker should give you sufficient background information to understand the topic that he/she is speaking about.
3. The speaker should give a clear, focused speech about the topic that may include evidence, analysis, and interpretation.
4. The speech should be well organized, including a clear introduction, body, and conclusion. (It should resemble reading a standard five paragraph essay)
5. Consider the speaker’s delivery. The speaker should be engaging, use an appropriate tone, and incorporate natural hand gestures and movement. The speaker’s delivery should enhance the persuasiveness of his or her speech.

# **ORIGINAL ORATORY (OO)**

Oratory is a speech of up to 10 minutes (with a 30 second grace period) that must have been composed by the student delivering it and must be memorized. The purpose of the oration should be to inform and/or persuade (convince, stimulate, actuate, etc.). It may be presented as a problem solution.

The oration must be primarily composed and delivered from the standpoint of the speaker. Visual and audio-visual aids are not permitted. No more than one hundred and fifty (150) words of the oration may be direct quotations from any other speech or writing. Extensive paraphrasing of any other source is prohibited as well. An oration may be used in one year of competition only.

## **Criteria for Judging**

1. **Topic:** The topic should be interesting, stimulating, and of some importance. Speakers must not be penalized for expressing views with which the judge happens to disagree.
2. **Structure:** The introduction should gain attention and include a transition that leads to the purpose of the speech (problem or topic). It should present a clear thesis and give some direction as to how the speech will unfold or develop. The body should be organized for easy understanding. Transitional words/devices should help to sign post or preview points. The conclusion should recap key points and make you want to think more about the topic. Frequently, the conclusion will refer to something from the introduction.
3. **Development:** The speaker should be held accountable for substantiating and supporting main positions. There should be a variety of effective supporting material from qualified sources. There should also be clear explanation that helps the listener follow the speech's flow and appreciate the use of supporting material. Quotations, paraphrasing, examples and personal anecdotes are methods of support that are common in oratory.
4. **Vocal Delivery:** The speaker should be articulate and fluent. The speaker should make use of contrast and the elements of vocal variety: pitch, volume, rate, pausing, phrasing, stress, and tone. The speaker should stress words to enhance meaning. The speaker should be conversational and concerned, passionate and pleasing. The speaker should be in control of the words and the emotions.

5. Physical Delivery: The speaker should vary facial expression to accentuate the natural flow of thoughts and feelings. The speaker should make eye contact with the audience. Movement, if used, should be motivated by transitions in thought or mood. Gestures should be natural, visible, and effectively used for emphasis. Gestures should be used to enhance the performance, not detract from it. There should be a balance between content and delivery.

# **DECLAMATION (DEC)**

In Declamation, students present a 10 minute (with a 30 second grace period) memorized speech that must have been actually delivered in real life as a speech by a speaker other than the present contestant. Selections may include professional speeches, commencement addresses, public orations, eulogies, sermons, etc.

## **Criteria for Judging**

1. Introduction: The introduction must name the work and author, provide necessary background information, and establish the mood. If using a teaser, or if lines from the selection are used in the introduction, the speaker must adhere to the rules of the event.
2. Presentation Style: The speaker should convey the message in a sincere, honest, and realistic attempt to recreate the spirit of the original presentation. Although the style of delivery chosen by the speaker should be judged in light of the purpose of the speech, artificiality is to be discredited. The message should be conveyed credibly and convincingly as if the words were the speaker's own. This event is an interpretation, not an impersonation.
3. Vocal Delivery: The speaker should be articulate and fluent. The speaker should make use of contrast and the elements of vocal variety: pitch, volume, rate, pausing, phrasing, stress, and tone. The speaker should be conversational and concerned, passionate and pleasing. The speaker should be in control of the words and the emotions. The speaker should sound confident, self-assured, and seem eager to enlighten the audience. The speaker should convey the message in a sincere, honest, and realistic style in an attempt to recreate the spirit of the original presentation.
4. Physical Delivery: The speaker should use body language that enhances the performance. The speaker should vary facial expression to accentuate the natural flow of thoughts and feelings. Movement, if used, should be motivated by transitions in thought or mood. Gestures should be visible, effectively used for emphasis, and varied.
5. Overall Effect: The speaker should project an understanding of the speech's message. The speaker should instill in the audience a concern for the speech's content. The original speaker's message should not be overshadowed by the delivery.



# **ORAL INTERPRETATION OF LITERATURE**

## **(OI)**

A competitor will perform either a 10 minute (with a 30 second grace period) prose or poetry selection while holding a script in a binder. Students must prepare separate prose and poetry selections, which they will perform in alternating rounds. In any given round, a judge will hear either all poetry or all prose. The selection should be literature, either as a single piece, a cutting, or a series of short pieces united by theme or author. The author's words may not be altered except that cutting is allowed. Since this is a reading, a manuscript is required. The manuscript consists of a copy of the selection placed in a small binder. Walking is not permitted. The student must remain "planted." use your discretion as to penalize a competitor for moving, touching the floor, or using the binder as a barrier between their knee and the floor.

### **Criteria for Judging**

1. **Delivery:** The interpreter should be able to demonstrate the feelings and thoughts of character(s) through the use of vocal inflection, facial expressions, and appropriate intensity. If they are utilized, character voices should be distinctive, consistent and appropriate to the character(s). Interpreters should make direct eye contact with the audience. Characters, if used, should have distinct focal points. Gesture, if used, must be appropriate to the selection.
2. **Introduction:** The introduction must name the work(s) and the author(s). It should provide enough background information to set the mood and tone of the reading selection. The introduction may precede the selection or come after a brief "teaser." The introduction must be memorized, with the manuscript closed.
3. **Projection of Literature:** The interpreter should demonstrate a clear understanding of the literature and project its meaning. The interpreter should establish a strong sense of environment, seeing and replaying the events in literature. There should be no preference given to the serious or humorous nature of the selection. Readings should be judged upon the merits of performance, not the use of humor or tragedy.
4. **Audience & Script:** Interpreters should refer to the script regularly. They should not be so dependent upon the script that they are bound to it. There should be a natural balance between the audience and the script. One should not take precedence over the other.

## **DUO INTERPRETATION (DUO)**

Duo Interpretation is an event that challenges two students to render a 10 minute (with a 30 second grace period) dynamic interpretation utilizing appropriate vocal expression, movement, and interaction. These features enable a well-prepared Duo team to produce a believable scene without the use of costuming or props. The material may be humorous or dramatic or may combine both tones. The selection must be memorized; no scripts are to be used.

### **Criteria for Judging**

1. Introduction: An introduction must be provided that names the work and author. Other pertinent information may be used to establish the mood. The only time characters may look at one another or touch one another is in the introduction. The introduction may be at the beginning of the performance or may come after a teaser.
2. Overall Effect: The performers should convince you that they truly see the other character(s) and/or narrator. Each character should listen and react with face and body, especially as the other is talking. The characters should see and respond to what is around them. They should take the audience into the physical world of their story, but they may not look directly at each other or make any physical contact with the other.
3. Movement: Performers are not allowed to make physical contact except during the introduction. Physical movement is restricted to performers moving around one another, switching positions, pivoting from side to side or turning around completely. You may use discretion when it comes to absurd movements (laying on the floor, gymnastic moves, etc.).

## **HUMOROUS & DRAMATIC INTERPRETATION (HI, DI, DP)**

In this set of events, a student performs a memorized cutting from a published piece of literature for a maximum of 10 minutes (with a 30 second grace period) for the purpose of creating a compelling scene. The student may portray one or more characters. No preference should be automatically given to a performance on the basis of the number of characters presented, though it is more common for Humorous Interpretations to have more characters. A Dramatic Interpretation does not necessarily have dark drama. It may be pure drama seen on the stage.

When judging Dramatic Performance, both dramatic and humorous pieces should be viewed as equals. We all love to laugh, but don't let that be a bias.

### **Criteria for Judging**

1. Overall Effect: The overall performance should build to various moments and have a climax. The story should be complete and easy to follow. The performance should display another world outside of the performance space.
2. Movement: The performer should effectively utilize movement to create the character's (or characters') world in the minds of the audience. Movement and gesture should enhance development of the character/scene. However, no physical action should be performed if it distracts the audience from the focus of the literature.
3. Introduction: A student must provide an introduction in which he/she states the title and author of the selection and establishes the theme. The introduction may be at the beginning of the performance or may come after a teaser.
4. 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.
5. Delivery: If multiple characters are used, each character portrayed should be vocally and physically distinct throughout the performance.

# **PROGRAM OF ORAL INTERPRETATION**

Using a combination of Prose, Poetry and Drama, students construct a program up to 10 minutes (with a 30 second grace period) in length using at least two out of the three genres. With a spotlight on argumentation and performative range, Program Oral Interpretation focuses on a student's ability to combine multiple genres of literature centered around a single theme.

## **Criteria for Judging**

1. **Programming:** The process of piecing together different types of literature into one cohesive performance. The program should create a compelling performance centered around a theme or idea. Each genre of literature should be woven to make a concrete and cohesive story.
2. **Blocking:** Movements should be motivated by either internal or external factors. Internal motivation stems from how the character is feeling, while external motivation comes from a physical reaction to external factors. In POI, the student is allowed to use the binder as a prop to enhance blocking as long as they maintain control of the manuscript at all times.
3. **Characterization:** Characterization reveals the personality of the character through line delivery, vocal, and facial expression, and varying levels of levity and intensity. Each piece of literature in a student's POI should have unique and engaging characters that can be distinguished from other pieces in the program. Additionally, each character should adequately represent the genre of literature from which they are drawn.

Competitors are expected to portray multiple characters. No props or costumes may be used except for the manuscript. Performances also include an introduction written by the student to contextualize the performance and state the titles and authors used in the program.

## **INFORMATIVE SPEAKING (INFO)**

Informative is a speech of up to 10 minutes (with a 30 second grace period) that must have been composed by the student delivering it and must be memorized. The purpose of the presentation should be to inform and/or persuade (convince, stimulate, actuate, etc.). It may be presented as a problem solution. The speech must be primarily composed and delivered from the standpoint of the speaker. Visual aids are permitted. Though rare, audio-visual aids may also be used.

### **Criteria for Judging**

1. **Topic:** The topic should be interesting, stimulating, and of some importance. Speakers must not be penalized for expressing views with which the judge happens to disagree.
2. **Structure:** The introduction should gain attention and include a transition that leads to the purpose of the speech (problem or topic). It should present a clear thesis and give some direction as to how the speech will unfold or develop. The body should be organized for easy understanding. Frequently, the conclusion will refer to something from the introduction.
3. **Development:** The speaker should be held accountable for substantiating and supporting main positions. There should be a variety of effective supporting material from qualified sources. There should also be clear explanation that helps the listener follow the speech's flow and appreciate the use of supporting material. Quotations, paraphrasing, examples and personal anecdotes are methods of support that are common in oratory.
4. **Vocal Delivery:** The speaker should be articulate and fluent. The speaker should make use of contrast and the elements of vocal variety: pitch, volume, rate, pausing, phrasing, stress, and tone. The speaker should stress words to enhance meaning. The speaker should be conversational and concerned, passionate and pleasing. The speaker should be in control of the words and the emotions.
5. **Physical Delivery:** The speaker should vary facial expression to accentuate the natural flow of thoughts and feelings. The speaker's eyes should show thinking and feeling. The speaker should make eye contact with the audience. Gestures should be natural, visible, and effectively used for emphasis. Gestures should be used to enhance the performance, not detract from it. There should be a balance between content and delivery.

6. Use of Visual Aids: The speaker should weave their visual aid(s) effectively into the speech to help emphasize and inform the audience. At your discretion, you may take off points and rank contestants lower if visual aids are not appropriate, or are distracting from the speech.

# SPEECH RANKING SHEET

This matrix is used by many judges to aid them in the ranking of competitors in the rounds. You may or may not find this helpful, but it is always a tool available.

Speaker #	Code	After 1 <sup>st</sup>	After 2 <sup>nd</sup>	After 3 <sup>rd</sup>	After 4 <sup>th</sup>	After 5 <sup>th</sup>	After 6 <sup>th</sup>	After 7 <sup>th</sup>
1								
2								
3								
4								
5								
6								
7								

First, jot down the code for the speakers. **Note: if a speaker is double entered, they may speak out of order. It is best to always ask for the code before they present.** After each speaker has finished, mark down the rankings of all speakers up to that point. For example, after the first speaker has finished, give that person “1” since he/she is in 1st place. After the second speaker has finished, you are ready to give one of the speakers a “1” ranking and the other speaker a “2” ranking. Eventually the grid will be filled and look like this:

Speaker #	Code	After 1 <sup>st</sup>	After 2 <sup>nd</sup>	After 3 <sup>rd</sup>	After 4 <sup>th</sup>	After 5 <sup>th</sup>	After 6 <sup>th</sup>	After 7 <sup>th</sup>
1	AB102	1	1	2	3	4	5	5
2	BC104		2	3	4	5	6	6
3	AT109			1	1	1	2	2
4	BF117				2	3	4	4
5	AH101					2	3	3
6	AR105						1	1
7	AX104							7

# SAMPLE BALLOTS

On the next few pages you will find examples of sample ballots belonging to team members so far this season. Names have been removed, but comments remain so you can see what judges actually put for debate and speech rounds. **Note: not every event is covered.**

POI:

## Comments

I love Project Runway!

Structurally, there needs to be a lead in to the quotation you are speaking about. The story about your Dad was a good lead in, but it needs to build to introducing us to the quotation.

You also need to articulate a clear theme. From this speech, you talked a lot about resilience, which is a good theme. Then, you need to give us some sort of structure for the additional talking points. This is basically like an Original Oratory structure of sorts there are either 2 or 3 main points that talk about examples relating to your theme.

Good job keeping this fluent and not tripping over your words.

6:15

## Comments

9:42 Hi :) Congrats on finals!!! At our very first Duke Tournament! -great pacing on the start. very monotone and like a report, clear, and steady, and deeper voice. yet displays slight emotion when talked about the women. fantastic. -"poverty, violence, and early death" you could maybe do something else with your body here, different movements that reflect each. poverty could be a bow, violence could be a dodge, and then early death back to your normal position -"design engineer" character I think this one you should make a little more preppy/normal, faster pace, as she begins to narrate her story. And then when she hits the sexual harrassment she can drop the pace.

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it will hit us. -this "internalized oppression" seems very interesting but also quite vague to me. this could be a range of things. I think it's like saying "do something if you see anything wrong" which I think is a fine theme and it's important for sure but I'm not sure this will allow for an easy follow for narratives cut together -be careful not to be over dramatic when you're starting some regular narration of pieces. I would save the slower pacing and more dramatic pauses later. when you're just story telling you can just do that and be a normal character -you have such natural movement and flow with the black book, it's a part of you, really didn't see that in this round and some people never master that, so this is awesome. -because your theme is like fighting oppression in general I'm having a hard time following all these different narratives. I think it could work if you pair all the narratives where their emotions flow and then you could have one climax that stacks them, but at the same time it's hard to fully flesh out these oppressions. I think it might be easier to pick and focus on like 1 or 2 types of oppression which I actually think you do so i'm not sure. keep playing around with this. - you are a captivating performer. I would try to vary the pace of the performance though, it leans on the slower side and can make people stop paying attention. If when building your rising action you start picking up pace (or vise versa if you start faster and then decide to slow) this will make us follow your journey and your character's journey) -i would also try to vary your characters in general. most of them have the similar pacing and voice structure/pitch -i liked your conclusion more than others, it was more impactful, but I think at the end of the day I wanted to see more diversity in the pace and the characters, it seemed a bit too stable and i wanted to see more a difference. but let me tell you, you have some fantastic natural talent. Keep up the great work and passion.



## Comments

Time: 9:53

1

When you are making eye contact with the audience, make sure you are actually looking at us.

Interesting topic!

Make sure that each of your characters are clearly delineated. Each literature source should have a distinct character.

That Shrinking Women poem is has a lot of bite. Make sure you really punch this poem.

I think that you need to consider when it is effective to engage with the audience and when it is effective to stay within the scene. There are times that could have been more powerful if you weren't taking yourself out of this scene to make eye contact with the audience.

I like the blocking going in and out of the poem with the mother across the kitchen table. It's very smooth and effective!

I really like long passage at the end, and how it mirrors the beginning.

PF:

## RFD

1. Debt traps: Pinecrest says that the debt taken from China was used to pay of Western debts, and that Chinese loan rates are preferable to Western loan rates, this isn't properly responded to by simply saying "Sri Lanka is still in debt though"

- This point gets really muddled by FF though, make sure to reexplain it every time

2. I guess the EU also needs China to repairs infrastructure, one example about a bridge is not enough though, some more encompassing statistics would be nice

The environment got kind of forgotten about! That could potentially be the biggest impact in the round

Overall very close round, hard to decide

## Comments

You can easily win every round if you just read the evidence that literally says, when the EU joins, 7.6 million people are lifted out of poverty, that can outweigh almost anything

Also your points that th EU needs China, and that the EU can use economic leverage over China kind of contradict each other, I'd watch out for that

Good work

## RFD

I vote CON on the climate change turn. This round was really messy mostly because no one collapsed so no one had time to do any weighing. The only comparative I was given was that climate change was going to end the world which outweighs the economy because we would go extinct. I do not like voting on this because I think it is a low probability high magnitude argument, but that analysis needs to be made in the round for me to consider it and because no one really collapsed there was no weighing against it. While I do think aff won debt traps and some offense on trade and power grids, it does not outweigh the climate change argument so I negate.

## Comments

When you're giving first rebuttal, it is not really necessary to extend your case because your opponents have not responded to it yet. Use that time to start weighing your case over theirs or putting on more responses.

Summary: I think you should organize your summary better. It kinda bounced around to your case and their case and I didn't know where you were. I think a good solution to this would be to signpost where you are. Specifically say "On my opponents second contention about x, we say y", that way I can follow your speech and which argument u are responding to.

I think you all need to collapse. In final focus, you went for every single argument and had 10 seconds left to weigh, which is the most important aspect of debate. If you would have just went for your first contention or just your second contention, you could have done a lot more comparative weighing. Simply saying you outweigh without explaining it isn't really weighing.

EXT:

## RFD

I judge Extemp based on accurate information

### Comments

Birthrate, federal reserve, slowing global economy are reasons but answer is changing currency, birth policy, and foreign policy issues  
Very nice intro and transition into question.

Nice thesis.

Nice evidence and explanation of birth rate policy but it was supposed to be your second point but you spoke about it first?

You mixed up your first and second points in an otherwise well organized speech.

Spoke clearly but stumbled often.

Well thought out explanations.

Your face was extremely expressionless.

Answered questions well.

Asked good questions.

Time: 7:10

DUO (could also be DI/HI):

## RFD

Please see comments and RFD on ballots. Thanks for a great round! :)

### Comments

"Bigger than othodontia" :')

Blocking is very impressive and incredibly sharp. The lunch line slayed me. Physicality is so strong–Mia's posturing compared to the queen really amplifies the difference between the two. The close interaction between Mia and the queen–hugs, hands on shoulders, etc.–are really well-done!

Cutting lots of ideas here–take what works and leave what doesn't.

It feels like you're going lots of places, and I love each piece on its own. Like, the scene with Lily is so sweet and I cannot even describe how in love with the lunch line I am. The scene with Mia's mom is really strong as well. However, everything added up leaves little time for us to really see the character development between Mia and grandma.

For example, in the first scene–Why is Mia so shook by becoming princess? How does she understand the significance and gravity of being queen at this point in the story?

Similarly, the climax seems a bit rushed–How does Mia get forced to tears by simply being told how to walk and cross her legs?

I don't love the "Supergirl" transition at the moment, as it doesn't really feel linked. I get the allusion to the film, but your piece wants to be its own rendering! If you tie in the idea of being powerful and super more strongly, I think it works, but as is, I don't know if it's effective.

Character Development

Mia and Mia's mom are so well done, as is the queen. These characters are subtle and very well-defined. Keep up the great work with these ones!

Lily–Seems a little too manic at the opening? It might be necessary to differentiate her from the queen? But play with her levels.

What an awesome early-in-the-season performance. Keep growing this piece. I can't wait to see what it is by the end of the season! :)

RFD: Higher ranking teams had more convincing plot development. Very close round here at the top!

Time 10 minutes 15 seconds

LD:

### RFD

The debate mainly came down to the counter plan. Since both of you had util for your framework I evaluated based of that.

Neg showed that the aff places more emphasis on GPA for college admissions. They then showed that GPA is inflating in more affluent schools and that implicit bias is present in the grading process, leading to wealthier schools have an advantage over poorer, predominantly minority schools. I found the aff response to this argument to be rather weak, as the teaching for the test argument didn't disprove the negs arguments above.

The other main reason for me to vote was the evidence the neg read about how a test optional policy saw improvements to diversity. This went largely unrefuted by the aff, so the neg showed that both a) the aff is also discriminatory and b) not doing the aff and going with the CP works.

### Comments

Value Structure:

Your value of justice, which you use Rawls to support, is contradictory with utilitarianism. Rawls basically developed his philosophy to show how utilitarianism justice doesn't work. I didn't take this into consideration when voting, but you should change who you use to justify your value of justice since Rawls hates util. Also your woller evidence talks about how we should take higher moral appeals into consideration when creatin public policy, which is what Rawls is essentially doing.

Other than that util is a fine framework to use and you support for is good, just modify your value.

Contention Level:

I feel as though you could compact your entire first contention. The jist of it is that richer students are more likely to do well than poorer students. While a fine argument, relying sole on this for your case leaves you open to a lot of responses and doesn't give you much to work with for defense. I would consider using the teaching for the test argument as a possible contention/sub point in your constructive, as it gives the neg a harder argument that they have to respond to.

Also I'm not entirely sure about this since I haven't read the literature on this topic, but you should consider having a block against GPA inflation with extracurricular/essays. I think these are way more important than GPA when it comes to admissions decisions, and it allows you to argue that colleges will evaluate students more through their character and actions, rather than some number like SAT scores or GPA.

Overall your case needs a bit more substance to make it easier to defend and should have much clearer responses towards neg rebuttals.

Congress:

### Comments

Thank you for being willing to PO if the chamber needed it. That's a great attitude. :)

Term Limits - Good speech, though your passion is bordering on anger...

Absolutely Baseless Conjecture - I loved this!!! (compulsory voting speech intro)

Thank you for questioning when you see no one else will, it helps make the round more interesting for the judges.

I really liked your take on the pension bill - negate because it needs to be LOWER! Very interesting.