

Judging Manual

Judge "Cheat Sheet" Speech Events

These boxes are designed to provide a basic guideline to the criteria that can be used for judging Individual Events. In more detailed information regarding regulations, etc. can be obtained from the Tab Staff.

| | | | | | |
|---|--|---|--|--|---|
| <p>Extemporaneous Speaking</p> <p>Students are given 30 minutes to prepare a speech on a given topic.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Time violations cannot place first. • Those using notes must rank last in the round. • Time: up to 7 minutes (only valid if timed with stopwatch). <p><u>Content:</u></p> <ul style="list-style-type: none"> • Factually accurate. • Organized. • Focused on topic. • Point of view supported. • Research referenced. <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Eye contact • Volume • Speaking rate • Confidence | <p>Original Oratory</p> <p>Students write, memorize and deliver his speech they wrote themselves.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Time violations cannot place first. • Those using notes must rank last in the round. • Time: up to 10 minutes (only valid if timed with stopwatch) <p><u>Content:</u></p> <ul style="list-style-type: none"> • Organized, flows, easy-to-follow • Clear message • Entertaining • Good composition <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Eye contact • Volume • Speaking rate • Confidence | <p>Declamation</p> <p>Students memorize and perform a speech written and previously delivered by someone else.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Time violations cannot place first. • Those using notes must rank last in the round. • Time: up to 10 minutes (only valid if timed with stopwatch) <p><u>Content:</u></p> <ul style="list-style-type: none"> • Entertaining • Speech choice appropriate for competition <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Eye contact • Volume • Speaking rate • Confidence | <p>Dramatic Performance</p> <p>Students memorize and perform a published scene portraying either single or multiple characters.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Time violations cannot place first. • Those using notes must rank last in the round. • Time: up to 10 minutes (only valid if timed with stopwatch) <p><u>Content:</u></p> <ul style="list-style-type: none"> • Entertaining • Piece choice challenging and appropriate for competition <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Character(s) clearly defined and differentiated. • Volume • Speaking rate. • Confidence. • Use of "focal points" unless narrating | <p>Duo Interpretation</p> <p>Two students as team memorize and perform a published scene portraying either single or multiple characters.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Time violations cannot place first. • Those using notes must rank last in the round. • Time: up to 10 minutes (only valid if timed with stopwatch). • Students do not touch or have eye contact except for during introduction. <p><u>Content:</u></p> <ul style="list-style-type: none"> • Entertaining • Piece choice challenging and appropriate for competition <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Characters clearly defined and differentiated. • Volume • Speaking rate. • Confidence. | <p>Oral Interpretation</p> <p>Students deliver dramatic readings of published poetry or prose in alternating rounds.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Time violations cannot place first. • Time: up to 10 minutes (only valid if timed with stopwatch) • Maintains impression of reading from script • Student may not step away from performance spot <p><u>Content:</u></p> <ul style="list-style-type: none"> • Entertaining • Piece choice challenging and appropriate for competition <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Character(s) clearly defined and differentiated. • Eye contact (balanced between script and audience). • Volume. • Speaking rate. • Confidence. |
| <p>In ALL Speech Events: Please make detailed positive & negative comments on each ballot. Rank students 1st place to last Issue speaker points, 80 to 100 (highest points to 1st)</p> <p>DISCLOSURE of RESULTS and/or CRITIQUE of ANY round is PROHIBITED.</p> | | | | | |

Judge "Cheat Sheet" Speech/Debate Events

| Student Congress | Public Forum | Lincoln/Douglas |
|--|--|--|
| <p>Contestants in Student Congress become legislators charged with the task of fulfilling the responsibilities of the US legislative branch of the federal government.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Student speeches are up to 3 minutes (PO will announce speech times) • Legislation authors have 2 minutes mandatory questioning period • Students may not have visual aids • Speech should be on appropriate topic/side <p><u>Content:</u></p> <ul style="list-style-type: none"> • Focused on topic • Organized • Factual accuracy • Good composition • References <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Eye Contact • Confidence • Appropriate/Professional tone <p>Points range from 1 (poor) to 6 (excellent). At PBCFL tournaments, scores of "zero" are given if the speech is less than one minute long.</p> <p>Please make detailed positive and negative comments on each student ballot.</p> | <p>Team event that advocates or rejects a position posed by the resolution below.</p> <p><u>NFL Regulations:</u></p> <ul style="list-style-type: none"> • Coin toss determines the organization of the round. Winner selects either pro/con OR speaking order. <p><u>CFL Regulations:</u></p> <ul style="list-style-type: none"> • No coin toss. First speaker takes "pro" side. <p><u>Other regulations:</u></p> <ul style="list-style-type: none"> • Students should adhere to timing schedule on ballot. <p><u>Content:</u></p> <ul style="list-style-type: none"> • Focused on topic. • Argument organized. • Factually accurate. • Point of view supported. • References. • Support in germane to topic. • Opposition counters arguments. <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Confidence. • Appropriate/Professional tone. <p>Scoring guide for each debater is detailed on the ballot. Please make sure your comments justify your judging decision (win/loss) and your point score is reflective of your decision.</p> <p>Speaker Point Max: ≤0 (higher to winner)</p> | <p>Each debater 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.</p> <p><u>Regulations:</u></p> <ul style="list-style-type: none"> • Students should adhere to timing schedule on ballot (3 minutes prep time) <p><u>Content:</u></p> <ul style="list-style-type: none"> • Focused on topic • Arguments organized • Factual accuracy • Point of view supported • References • Support is germane to topic • Countered arguments presented by opposing team <p><u>Delivery:</u></p> <ul style="list-style-type: none"> • Confidence • Appropriate/Professional tone <p>Please make sure your comments justify your judging decision (win/loss) and your point score is reflective of your decision.</p> <p>Speaker Point Max: ≤0 (higher to winner)</p> |
| <p>Current Issue:</p> | | |

DISCLOSURE of JUDGE DECISION and/or CRITIQUE of ANY round is PROHIBITED.



SPEECH EVENTS: BASIC CHEAT SHEET NOTES

Speaker's Name _____ EVENT: HI DI DUO JUDGE: _____

- Plot (setting the scene for the audience) _____
- Dramatic arc (does it have a beginning, middle, and end) _____
- Characterization (differentiation between each depth of emotion, distinct characters) _____
- Blocking (use of the stage and body) _____
- Vocal performance (tempo, duration, volume, appropriate voice for character(s)) _____
- Memorization _____
- Total _____

IN THE SPACE PROVIDED, PLEASE WRITE POSITIVE COMMENTS AND CONSTRUCTIVE CRITICISM FOR THE SPEAKER

RANK OUT OF 5 _____ out of _____

Speaker's Name _____ EVENT: HI DI DUO JUDGE: _____

- Plot (setting the scene for the audience) _____
- Dramatic arc (does it have a beginning, middle, and end) _____
- Characterization (differentiation between each depth of emotion, distinct characters) _____
- Blocking (use of the stage and body) : _____
- Vocal performance (tempo, duration, volume, appropriate voice for character(s)) _____
- Memorization . _____
- Total _____

IN THE SPACE PROVIDED, PLEASE WRITE POSITIVE COMMENTS AND CONSTRUCTIVE CRITICISM FOR THE SPEAKER

Speaker's Name _____ EVENT: HI DI DUO JUDGE: _____

- Plot (setting the scene for the audience) _____
- Dramatic arc (does it have a beginning, middle, and end) _____
- Characterization (differentiation between each depth of emotion, distinct characters) _____
- Blocking (use of the stage and body) _____
- Vocal performance (tempo, duration, volume, appropriate voice for character(s)) _____
- Memorization _____
- Total _____

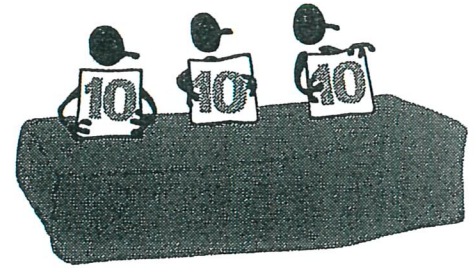
IN THE SPACE PROVIDED, PLEASE WRITE POSITIVE COMMENTS AND CONSTRUCTIVE CRITICISM FOR THE SPEAKER

RANK OUT OF 5 _____ out of _____

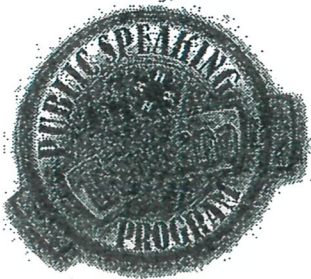
4-H/Tropicana Public Speaking Contest

Judging Comments

- ✓ Very creative topic and writing
- ✓ Slow down when speaking
- ✓ Great job of entertaining the crowd
- ✓ Nice! Creative use of “talking people”
- ✓ Cute, unique approach to topic
- ✓ Very inspiring speech
- ✓ Speak with more authority
- ✓ Very personal approach to topic: FRIENDSHIP
- ✓ Very informative speech, good eye contact
- ✓ Great eye contact, good logic – argument
- ✓ Catchy title, good introduction and overall writing
- ✓ Excellent eye contact – very expressive
- ✓ Great pronunciation and articulation
- ✓ Well paced
- ✓ Very interesting topic, Very humorous
- ✓ Wonderful story and funny!
- ✓ Clever examples – for grand ma – “toe ring”
- ✓ Liked the ending – “because I like my grandma!”
- ✓ Creative title, great introduction
- ✓ Good facial expression
- ✓ Personal examples – very effective
- ✓ Excellent delivery
- ✓ Near perfect performance
- ✓ Excellent!
- ✓ Great ending
- ✓ Nice use of logic
- ✓ Clever introduction
- ✓ Good writing skills
- ✓ Well written, good and logical
- ✓ Suggest less use of notes
- ✓ Good use of hand gestures and eye contact
- ✓ Good organization!
- ✓ Excellent voice control
- ✓ Work on articulation
- ✓ Very confident
- ✓ Had some problems following who is who?!
- ✓ Slow down a little and pronounce word
- ✓ Great story teller
- ✓ Need to check grammatical usage (Example – MOST SWEETEST, should be SWEETEST or MOST)
- ✓ Humorous presentation
- ✓ Very original topic
- ✓ Very informative
- ✓ Excellent vocabulary
- ✓ Clever writing and use of rhyme
- ✓ Presentation caught audience attention
- ✓ Did not moderate volume – always loud



- ✓ Vivid personal examples
- ✓ Kept calm even when he made a slight pause
- ✓ Great way to find humor in an embarrassing situation
- ✓ Work on pronunciation and articulation
- ✓ Very good
- ✓ Needs to stand still – too much bouncing
- ✓ Had some problems understanding words
- ✓ Enthusiastic about the topic
- ✓ Needs to slow down
- ✓ Had difficulty understanding all her words
- ✓ Good delivery and very animated
- ✓ Effective facial expressions – hand gestures – body language
- ✓ Unique approach to topic
- ✓ Great analogy of cage and bedroom
- ✓ Very poised
- ✓ Good sense of presence
- ✓ Humorous speech!
- ✓ Great conclusion!
- ✓ Very clever ending
- ✓ Excellent visual presentation (example – eye contact, facial expression)
- ✓ Too fast – need to pause, slow down
- ✓ Very informative speech
- ✓ Work on audience bond by showing a little more emotion
- ✓ Excellent use of your talent
- ✓ Good display of confidence
- ✓ Original – nice play on words
- ✓ Excellent content
- ✓ Needs to show more enthusiasm
- ✓ Very informative speech on an interesting topic
- ✓ Excellent use of audience interaction
- ✓ Work on pronunciation “your” not “yo”
- ✓ Spoke with conviction
- ✓ Cool presentation
- ✓ Very little use of notes
- ✓ Excellent examples
- ✓ Needed to allow for humorous responses
- ✓ Interesting analogy – witnessing as a Christian to playing volley ball.
- ✓ Suggestion: when lost, use note earlier
- ✓ Needs better cohesiveness
- ✓ Quite the actor!
- ✓ Good message from a young person!
- ✓ May want to curb use of word: “Like.....”
- ✓ Nice! Great delivery, quite animated and funny too!
- ✓ Handy gestures, facial expressions, voice modulations all were positive aspects of the delive



| | | | | | |
|---|---|---------------------------------|------------------------|---------------------------|---|
| Tournament Date: 11/7 - 11/8 | | Tournament Location: Ripon HS | | | |
| Round/Flight: 1A | Room: 322 | Division: V | Judge Name: Scott Wunn | Judge School: Ripon HS | |
| Affirmative: Churchill KK | | | Name or Code: ← | Negative: Apple Valley PW | |
| Aff. Points: 29 | ← Award speaker points to each debater (based on the range below) → | | | | Neg. Points: 28.5 |
| | | 20-21 Below Average | 22-23 Average | 24-26 Good | 27-28 Excellent |
| Decision: <input checked="" type="checkbox"/> Affirmative <input type="checkbox"/> Negative | | Winning Team/Code: Churchill KK | | | Low-point win? <input type="checkbox"/> Yes |

- The resolution evaluated is a proposition of value, which concerns itself with what ought to be instead of what is. Values are ideals held by individuals, societies, governments, etc., which serve as the highest goals to be considered or achieved within the context of the resolution in question.
- Each debater has the burden to prove his or her side of the resolution more valid as a general principle. It is unrealistic to expect a debater to prove complete validity or invalidity of the resolution. The better debater is the one who, on the whole, proves his/her side of the resolution more valid as a general principle.
- Students are encouraged to research topic-specific literature and applicable works of philosophy. The nature of proof should be in the logic and the ethos of a student's independent analysis and/or authoritative opinion.
- Communication should emphasize clarity. Accordingly, a judge should only evaluate those arguments that were presented in a manner that was clear and understandable to him/her as a judge. Throughout the debate, the competitors should display civility as well as a professional demeanor and style of delivery.
- After a case is presented, neither debater should be rewarded for presenting a speech completely unrelated to the arguments of his or her opponent; there must be clash concerning the major arguments in the debate. Cross-examination should clarify, challenge, and/or advance arguments.
- The judge shall disregard new arguments introduced in rebuttal. This does not include the introduction of new evidence in support of points already advanced or the refutation of arguments introduced by opponents.
- Because debaters cannot choose which side of the resolution to advocate, judges must be objective evaluators of both sides of the resolution. Evaluate the round based only on the arguments that the debaters made and not on personal opinions or on arguments you would have made.

Comments: provide detailed comments (both positive feedback and constructive criticism) designed to help both the debater and the coach; for example, suggestions on improving case construction, refutation, logic, delivery, etc.

The affirmative case was well structured. While the links to the criterion are mostly present within the case, there are some specific arguments without direct links to the criterion. An example of this was the Smith evidence in your second contention.

- The 1st rebuttal had an issue with covering the bottom portion of the Aff case.*
- Solid extensions!*
- The 2nd rebuttal covered the key issues. While rushed at times, it was well structured.*

The negative case offense was solid, but the preemptive arguments to the affirmative were not necessary, especially since most of them didn't apply to the aff your opponent read.

- The coverage of the aff case was easy to follow, but was defensive oriented.*
- The second rebuttal was scattered and lacked a clear summary and comparison of key arguments.*

Reasons for Decision (provide a detailed justification, referring to central issues debaters presented in the round):

At the end of the round the affirmative upheld that we should look to the value of Justice and the criterion of Protection of Rights. The analysis about the relationship between the government and the individuals was not addressed sufficiently by the negative, so that carried the affirmative value and criterion through the round.

Since I'm looking to that framework, the affirmative is winning. First, the affirmative pointed out the negative did not attack the sub-point b of the first contention or the Evans evidence at the bottom of the case. The affirmative extended those and showed how they best protect rights with that offense. Second, the negative offered no offense linking back to protection of rights. So I affirm.

Order/Time Limits of Speeches

Affirmative Constructive _____ 6 min.
 Neg. Cross-Ex of Aff. _____ 3 min.
 Negative Constructive _____ 7 min.
 Aff. Cross-Ex of Neg. _____ 3 min.
 Affirmative Rebuttal _____ 4 min.
 Negative Rebuttal _____ 6 min.
 Affirmative Rebuttal _____ 3 min.

Each debater has 4 min prep used before their own speaking times, at their discretion

| | | | |
|--|-----------|----------------------------------|------------------------|
| Tournament Date: 11/7 - 11/8 | | Tournament Location: Ripon HS | |
| Round/Flight: 1A | Room: 322 | Division: V | Judge Name: Scott Wunn |
| Resolution/Topic: Resolved: On balance, the benefits of genetically modified foods outweigh the harms. | | Affiliation/Occupation: Ripon HS | |

EVERY round begins with a coin toss; the winning team has the option of choosing either the side (pro or con) or the speaking order (first or second) in the round; the losing team makes the remaining choice, either side or speaking order.

AFTER the coin toss, record the following (the team on the left speaks first and should sit to the judge's left):

| First Team | | | Second Team | | |
|--|--|--------|-----------------------------|--|--------|
| Code: Millard West RJ | Side: <input type="checkbox"/> Pro <input checked="" type="checkbox"/> Con | Points | Code: Montgomery Academy RR | Side: <input checked="" type="checkbox"/> Pro <input type="checkbox"/> Con | Points |
| Speaker 1 Name: Jennifer Jerome | | 28.5 | Speaker 2 Name: Jay Rye | | 27 |
| Speaker 3 Name: Fred Robertson | | 28 | Speaker 4 Name: Goo Rye | | 30 |
| Rate each speaker: < 20 Unethical/Inappropriate Behavior 20-23 Below Average 24-26 Average 27-28 Above Average 29-30 Outstanding | | | | | |

| | |
|--|----------------------------------|
| Winning Team: <input checked="" type="checkbox"/> Pro <input type="checkbox"/> Con | Team/Code: Montgomery Academy RR |
|--|----------------------------------|

- ❖ Judges should decide the round as it is debated, not based on their personal beliefs.
- ❖ Debaters should advocate or reject the resolution in manner clear to the non-specialist citizen judge (i.e., jury). Clash of ideas is essential to debate.
- ❖ Debaters should display solid logic and reasoning, advocate a position, utilize evidence, and communicate clear ideas using professional decorum.
- ❖ Neither the pro nor con is permitted to offer a plan or counterplan, defined as a formalized, comprehensive proposal for implementation. Rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized practical solutions.
- ❖ Crossfire time should be dedicated to questions and answers rather than reading evidence. Evidence may be referred to extemporaneously.
- ❖ No new arguments may be introduced in the Final Focus; however, debaters may include new evidence to support prior arguments.

Comments to debaters:

- The chemistry of the team was good.
- The summary did an effective job of highlighting the key issues in the round.
- The final focus discussed a couple arguments that the summary did not focus on.
- The argument about the developmental harms was persuasive but not developed in the later parts of the round.

Comments to debaters:

- The first speaker's confidence is strong in the first speech but lacks in the summary.
- The rebuttal was impressive with the turns placed on the con case.
- The summary speech dropped a couple arguments.
- The final focus did an effective job comparing arguments and crystallizing.

Reasons for Decision (cite specific arguments that had a bearing):

This was an interesting debate. While the con team was more balanced, the pro did end up winning the round. The most important argument at the end of the round was the pro's second contention. Within that contention, the con did not effectively refute the various parts of the argument. While they rejected the overall claim, they failed to address the specific justifications that established the validity of the claim.

The key elements of the argument that led to me voting pro was the Harvard University study on GMOs and the economic impacts that are created. The defense that was put on the side effects helped mitigate the offense of the con. So I voted pro.

| Order/Time Limits of Speeches | |
|---|-------|
| Speaker 1 | 4 min |
| Speaker 2 | 4 min |
| Crossfire (1 & 2)* | 3 min |
| Speaker 3 | 4 min |
| Speaker 4 | 4 min |
| Crossfire (3 & 4)* | 3 min |
| Speaker 1 Summary | 2 min |
| Speaker 2 Summary | 2 min |
| Grand Crossfire (all) | 3 min |
| Speaker 3 Final Focus | 2 min |
| Speaker 4 Final Focus | 2 min |
| 2 minutes of Prep Time per side | |
| * The first question is asked by the earlier speaker. | |

JUDGES CHEAT SHEET

Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 6 points for each speech. Each speaker has up to three minutes to present arguments followed by a questioning period (the time length for which will vary, depending on specific league rules). Remember, you do not base your score on agreement or disagreement with the positions they debaters offer; rather, evaluate based upon how well the debaters argue their positions.

| Points | 3 | 4 | 5 | 6 |
|--|--|--|--|---|
| | Mediocre | Proficient | Excellent | Superior |
| Content: Organization, Evidence & Language | The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective. | While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak. | While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner, or the speaker relies on one piece of evidence, but does so effectively. | Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance. |
| Argument & Refutation | The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments. | The speaker fails to either introduce new arguments (simply repeating previous arguments) or the speaker fails to refute previous opposing arguments; in other words, no real clash is present. | New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately. | The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity. |
| Delivery | Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation. | Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting. | The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times. | The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent. |

Scores of less than three (3) are discouraged, and should be reserved for such circumstances as abusive language, a degrading personal attack on another legislator, or for a speech that is extremely brief (less than 45 seconds) or delivered without purpose or dignity for the cause exhorted by the legislation. Substantial written comments and description of specific incidents should accompany such scores.

Student Congress Overview: Grading Congress Speeches

Maximum Time: 3 minutes

SCORE
6

- 6 The speech is between 2:15 and 3:00 in length. The speaker shows evidence of research and/or clash with previous speakers on the topic. The speech is well organized and points are clearly made. Delivery is smooth and convincing. Eye contact is nearly continuous. The speaker conveys conviction for his/her position and is persuasive in his/her reasoning. It is apparent that the student understands the argument completely and has put thought into the preparation of the speech.
- 5 The speech is between 2:00 and 3:00 in length. The speaker shows evidence of research and/or clash with previous speakers on the topic. Organization of the speech is clear. The speaker attempts a fair level of eye contact and works to convey conviction for his/her position. Delivery may show some nervousness, but it is apparent that the speaker has put thought into the preparation of the speech.
- 4 The speech is brief – between 1:30 and 2:00 in length. The speaker shows evidence of research and/or clashes with previous speakers on the topic. The speaker maintains a good amount of eye contact and delivery is fairly free of distractions. Preparation is apparent.
- 3 The speech is brief – between 1:30 and 2:00 in length. The speaker shows some evidence of research and/or clash with previous speakers on the topic. The speaker makes some eye contact. Delivery may be nervous, but preparation is apparent.
- 2 Speech is brief – between 1:00 and 1:30 in length. The speaker shows no evidence of research and/or clash with previous speakers on the topic. The speaker makes little eye contact and conveys little conviction for his/her position.
- 1 Speech is very brief – between 1:00 and 1:30 in length. Speaker shows no evidence of research and/or does not clash with previous speakers on the topic. The speaker does not make any eye contact and does not convey conviction for his/her position.
- 0 Speech is under 1:00 and/or speaker claims he/she is giving the speech for a grade in class.

Congressional Debate Rubric: Presiding

This table of evaluation standards may be used by any judge who would like assistance in determining scores for a presiding officer (PO). Each scorer independently (without collaborating) awards 1 to 6 points for each hour of presiding.

| Points | 1-2 | 3-4 | 5-6 |
|-------------------------|---|---|--|
| | Weak - Mediocre | Proficient | Excellent - Superior |
| Speaker Recognition | The PO needs to improve his/her communication with fellow delegates to gain their trust and respect relating to the rationale for rulings made. Frequent errors are made in speaker recognition, which lacks consistent method or impartiality. | While the PO does not adequately explain his/her preferences for running the chamber in advance, he/she does clearly explain rulings, when necessary. Speaker recognition may be somewhat inconsistent or biased. | Presiding preferences are clearly explained at the beginning of the session and executed consistently. The PO is universally respected and trusted by his/her peers, and is consistent in recognition (very few errors) and rulings, distributing speeches throughout the room, equally between schools of the same size, and among individuals. |
| Parliamentary Procedure | The PO's knowledge of parliamentary procedure is lacking, and he/she shows negligible effort to correct errors and/or consult written rules. | The PO demonstrates competency in procedure, but makes mistakes in determining the results of motions and votes, etc. S/he does not hesitate to consult rules when necessary to ensure fairness. | The PO has command of parliamentary procedure (motions) and uses this almost transparently to run a fair and efficient chamber, seldom consulting written rules and ruling immediately on whether motions pass or fail. |
| Delivery/ Presence | The PO needs to improve his/her vocal and physical presence and professional demeanor. | The PO displays a satisfactory command of the chamber in his/her vocal and physical presence. Word choice is usually concise. The PO generally has command over the chamber. | The PO dynamically displays a command and relates well to the chamber through his/her vocal and physical presence. Word choice is economical and eloquent. The PO does not hesitate to rule abusive or inappropriate motions out of order. |

Speaker Recognition Rules:

1. When more than one speaker seeks the floor, the presiding officer must follow the *precedence/recency* method:
 - a. First recognize students who have not spoken during the session
 - b. Next recognize students who have spoken fewer times
 - c. Then recognize students who spoke earlier (least recently)
2. During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak and receive evaluation from scorers. When a new session begins, precedence/recency will be reset along with a new seating chart, and election of a presiding officer.
3. Before precedence is established, the presiding officer should explain his/her recognition process and it must be fair, consistent and justifiable. They may not use the following methods:
 - a. Number of motions and/or questions (*activity*)
 - b. Number of times a speaker has risen to seek recognition (*longest standing or standing time*)

Presiding Officers and Motions

The presiding officer should pause briefly between speeches to recognize any motions from the floor, however, he/she should not call for motions (at the beginning of a session, the presiding officer should remind members to seek his/her attention between speeches).

