General Judging Guidelines: *Read this page for overall advice on judging debate. See the next page for event specific rules.* ***THANKS FOR COMING!***

What is Debate: In a nutshell, debate is an academic competition where students are asked to compete in a clash of ideas. It is an educational tool that allows them to explore and research major world issues outside of their normal class room work. The debaters will be asked to defend one side of a debate topic. One team, will present arguments in support of the topic while the other team argues against the topic. Your job? Decide which team did a better job of defending their side of the topic. Please try to leave any predispositions that you have on a topic at the door and give the students a fair hearing. Remember this is an academic game, during the next debate the students on each side may be debating the opposite side of an issue.

THINGS TO KEEP IN MIND

- *If judging an event where computers can be used, please check to see if the debater's have disabled their Wi-Fi connection. We discourage the use of phones by debaters; however, if they must be used, check to see they are on airplane mode.*
- *Do not sit at the teacher's desk.*
- *The large majority of our judges are amazing. However; debaters and coaches do submit complaint forms for those few judges who are disrespectful. If we receive a form for a judge, we will inform them and discuss the issue.*

Judge Room and Ballot Table: This is where you will receive your judging assignments and hang out between rounds. You can also pick up supplies at the judge table. Once you've checked in, wait for the next debate schedule to be released. For each round you judge, you will receive a ballot. On the ballot you can find a room number where your debate will happen and the team codes for the students who will be debating. Head to your room and find a comfortable seat that will allow you to hear all of the debater's presentations.

During the Debate Rounds: **Devote 100% of your time to students. Do not read, check email, listen to music, text, etc.** You have an important job as the judge to help make students feel welcome. Many times, students will be at their first debate tournament and may be nervous about speaking in front of others. When both teams of student have arrived, you should introduce yourself and let them know a little about your background. The debate round should be a safe space where students feel comfortable. **Remember to turn your cell phone to silent before the debate.**

You serve as an observer of the arguments being made. Under most circumstances you should not interject yourself into the arguments that are being made. Avoid prompting speakers during the middle of a speech, but encourage students to give every speech they are scheduled to and to fill their allotted times**. One of your primary roles as a judge is timing the rounds.** Each debate format has different timings, so make sure you review the next page and keep it with you if you don't know the times.

A good way to keep up with the large number of arguments in the round is to **take notes during each speech.** Active note taking will help demonstrate your interest in the speeches to the students and help you recall important arguments in the debate when you are making a final decision.

Making a Winning Decision: As the judge, you are the decision-maker in the debate round. You can decide the round however you see fit. The goal of every debater is to convince you that his or her team is right. **The students should adapt to you as a judge and not require you to adapt to them; however, it is also your job to make your preferences clear before the round begins**. If you are a new judge, let the debaters know, if you like certain types or arguments and dislike others, make than known, if you like or dislike fast delivery, be open about that, etc. We feel that it is only fair to the debaters that they know upfront how they will be evaluated.

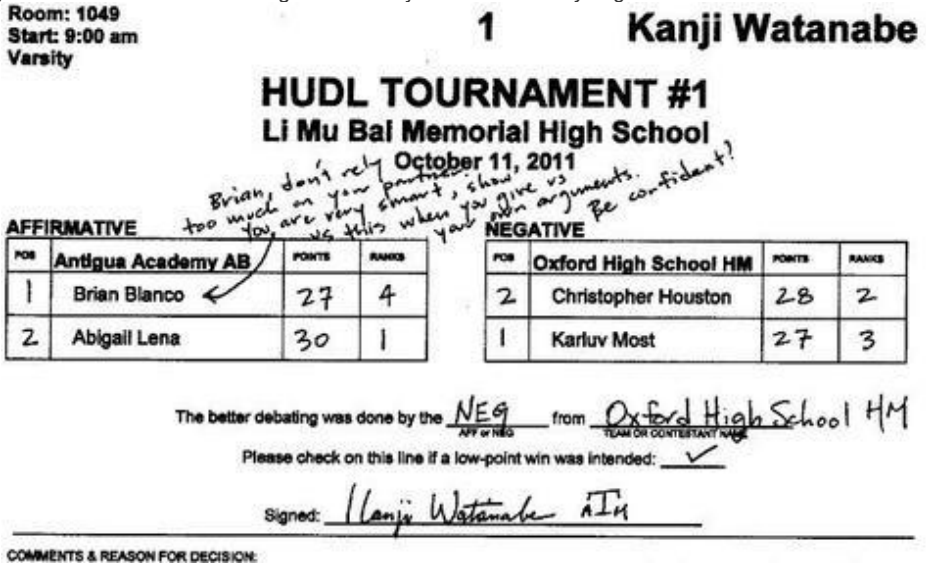
The goal of the judge is to:

- Determine, based on arguments in the round and **not personal opinions**, which team better proved its position.
- Determine which team better used and explained its evidence to support its ideas in the debate round.
- Determine which team better analyzed the weaknesses in the opposing team's arguments.

There are several approaches that judges take in determining the outcome of a debate round. Most debaters will reference this as a judge's philosophy or paradigm. As a judge, you can develop any paradigm you like to determine the outcome of the round. Each judge will receive a ballot (see example on next page) to fill out during and after the round is over. **The ballot requires three basic pieces of information: the name of the team that won the debate round, a decision about the quality of the speakers, and explanation of how you came to your decision.** During the round the judge can take some notes about the speakers (i.e. "you made a lot of great arguments, but you should look up more often when speaking."). The goal of the Comments and Reason for Decision portion of the ballot is to help students learn from their rounds. The more constructive criticisms that you can outline the more opportunities students will have to succeed in new and different ways.

The decision that you make about the round is the right decision .Debaters should be taught how to adapt to a wide variety of judges.

Filling out the Ballot: Each ballot asks one question regarding who won the debate: **"The better debating was done by**…" It specifically does not say: "Which team made more arguments?" "The better debating was done by…" is intentionally vague.



Room: 1049
Start: 9:00 am
Varsity

1 Kanji Watanabe

HUDL TOURNAMENT #1
Li Mu Bai Memorial High School
October 11, 2011

Brian, don't rely too much on your partner, you are very smart, show us this when ya give us your own arguments. Be confident!

AFFIRMATIVE

POS	Antigua Academy AB	POINTS	RANKS
1	Brian Blanco	27	4
2	Abigail Lena	30	1

NEGATIVE

POS	Oxford High School HM	POINTS	RANKS
2	Christopher Houston	28	2
1	Karluv Most	27	3

The better debating was done by the NEG (AFF or NEG) from Oxford High School HM (TEAM OR CONTESTANT NAME)

Please check on this line if a low-point win was intended: ✓

Signed: Kanji Watanabe JH

COMMENTS & REASON FOR DECISION:

Awarding Ranks: Part of the role of the judge is to **rank** debaters from best to last. The number 1 is the best rank and given to the most effective debater, 2 is the second best, 3 is the next best, etc. **Multiple debaters can NOT receive the same rank in a single round.**

Awarding Speaker Points: Debaters also receive speaker points. Speaker points can range anywhere from 20 points at the low end to 30 points at the high end; however; they generally run a range from **21 to 29** points. You can give multiple debaters the same number of speaker points. 30 speaker points should be rare. Thirty speaker points should be reserved for an almost perfect speech. Speaker points help differentiate between teams with the same number of wins. Feel free to use the following scale when giving speaker points.

Below Average	Average	Above Average	Outstanding
20-23	24-26	27-28	29-30

After the preliminary rounds, debaters receive speaker awards based on the total number of speaker points they've received. The speaker points and ranks serve to encourage clear and effective communication and also help break ties. "Low point wins" (where the team with the lowest total speaker points wins the round) should be rare. A low point win should be confirmed by placing a check mark in the low point win line on the ballot.

Comment and Reason for Decision: The ballot has space at the bottom for comments and your reason for decision. The comments should provide constructive criticism to all of the debaters. Please try to give at least one positive comment for each debater as we are trying to create an environment based on community and learning. The reason for decision can be as elaborate as you would like it to be. The information outlined here will be taken by the students back to the classroom as a learning tool.

A Request for All Judges:

- Please turn off all cell phones and electronic devices before the start of the round.
- Please do not interrupt speakers once the round has begun except to inform them that their speech or prep time has expired. See the next bullet for an exception to this request.
- If you witness debaters using profanity or derogatory language targeting individuals or groups, you should stop the round and remind the debaters that this behavior will not be tolerated. After one warning, please stop the round if further violations occur and notify one of the tournament directors.
- Please do not disclose the outcome of the debate round.
- Please inform a tournament director if you receive a ballot for a school where you have prior coaching, mentoring, or debating experience.
- If there is a conflict/discrepancy in the round, please contact a tournament director to assist in the resolution of the problem.
- Judges evaluate teams on the quality of the arguments actually made Not on their own personal beliefs, and not on issues they think a particular side should have covered

Houston Urban Debate League: Four Format Summaries

Lincoln Douglas Debate

Is one-on-one debate on value resolutions on a predetermined resolution. The affirmative speaker attempts to prove a resolution true and the negative tries to prove the resolution false. **Both the affirmative and negative debater should advance a value, measured by a criteria, and proven by contentions composed of arguments supported by logic and evidence.** Each debater will support his or her side of the resolution by presenting a value that clashes with and refutes his or her opponent's value. A value is what the debater is arguing that should be most valued in society. The value must affirm the resolution for AFF and negate the resolution for NEG. A **criteria** is used by debaters to establish a standard by which to determine if the debater's contentions support the debater's value. We support and encourage the traditional format of LD. Please pay close attention to how the debaters employ the use of their value and criteria when evaluating the round. We discourage the use of plans and counterplans in LD.

Speech Times (All Divisions)

CONSTRUCTIVES
Affirmative—6 minutes
CX by Neg.—3 minutes
Negative—7 minutes
CX by Aff.—3 minutes

REBUTTALS
Affirmative—4 minutes
Negative—6 minutes
Affirmative—3 minutes

Total **prep time for each** debater to use throughout the round—**4minutes**

Choosing a Winner in Lincoln Douglas Debate

Burden of proof - Which debater has proven his/her side of the resolution more valid as a general principle by the end of the round? A judge should prefer quality and depth of argumentation to mere quantity of argumentation. A judge should base the decision on which debater more effectively resolved the central questions of the resolution rather than on insignificant dropped arguments.

Value structure – Which debater better established a clear and cohesive relationship between the argumentation and the value structure? The value structure is each debater's value and the criteria used to measure it.

Argumentation – Which debater better presented his/her arguments with logical reasoning using appropriate support? Which debater best utilized cross-examination to clarify, challenge, or advance arguments?

Resolutionality –Which debater best addressed the central questions of the resolution?

Clash – Which debater best showed the ability to both attack his/her opponent's case and to defend his/her own?

Delivery – Which debater communicated in a more persuasive, clear, and professional manner?

Cross Examination Debate:

Allows students to focus on a single debate topic each year; thereby becoming "subject-matter- experts." Topics typically call for a policy change by the U.S. government. Debaters work in pairs (teams) to address the current topic, "Resolved: The United States federal government should enact substantial criminal justice reform in the United States in one or more of the following: forensic science, policing, sentencing." either from the affirmative side (to propose a plan to solve a problem with the topic), or the negative side (to prove how the affirmative's plan is flawed). Argumentation includes a constructive case, cross-examination, and refutation.

Speech Times for Both Junior Varsity and Varsity

CONSTRUCTIVES
1AC—8 minutes
CX by 2N—3 minutes
1NC—8 minutes
CX by 1A—3 minutes
2AC—8 minutes
CX by 1N—3 minutes
2NC—8 minutes
CX by 2A—3 minutes

REBUTTALS
1NR—5 minutes
1AR—5 minutes
2NR—5 minutes
2AR—5 minutes

Total **prep time for each** team to use throughout the round—**8 minutes**

Key terms:

Inherency - evidence that demonstrates the status quo's inability to resolve an issue or problem.

Harms - evidence that demonstrates problems that are occurring in the status quo.

Significance- How significant is the problem that you are trying to remedy through your interpretation of the resolution?

Solvency - evidence that shows how the affirmative plan solves for the stated harms.

Topicality - an argument where teams debate the meaning of certain words in the resolution in an attempt to prove that the affirmative either is or is not debating the topic.

Case Turn - a negative on-case argument that defeats the affirmative case by proving that a particular affirmative claim is reversed.

Fiat - means "let it be done" in Latin. The power to "let it be done" derives from three aspects of the resolution.

Disadvantage - a type of debate argument where the negative claims the affirmative plan causes unforeseen consequences.

Counterplan - is a competitive negative policy option or plan

Kritic - is generally a type of argument that challenges a certain mindset, assumption, or discursive element that exists within the advocacy of the opposing team

Choosing a Winner in Cross Examination Debate

Policy Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently. Your task is to determine whether the affirmative proves that the adoption of the resolution would be in the best interests of the United States.

Making the decision:

1. Is the case topical? Unless the negative disproves this, assume it is. If not, vote negative.

2. Inherency/Solvency Balancing. Balance how much of the problem can be solved by the affirmative proposal. If part of the problem remains, go on.

3. Significance/Disadvantages Balancing. Balance the gains expected with the affirmative system over the present system with any disadvantages the negative has proven will occur in the new system. If the advantages outweigh the disadvantages, vote affirmative. If not, vote negative.

Public Forum Debate: Offers students a unique opportunity to develop on-their-feet critical thinking skills by providing an experience similar to an presidential debate. Topics change monthly, giving students exposure to a wide range of important issues. Debaters work in pairs (teams) to address the current topic.

The Coin Toss: (Judge Helps Facilitate)
The round starts with a coin toss; the winning team selects either:

- The side (pro or con) they will argue, or
- The speaker order (1st team to speak or 2nd team to speak).

The team that loses the toss will then decide their preference from the option not selected by the winner.

Speeches and Time Limits for All Divisions

Speaker 1 (Team A, 1st speaker).....4 min.
Speaker 2 (Team B, 1st speaker) .....4 min.
Crossfire (between speakers 1 & 2)....3 min.

Speaker 3 (Team A, 2nd speaker) .....4 min.
Speaker 4 (Team B, 2nd speaker).....4 min.
Crossfire (between speakers 3 & 4).....3 min.

Speaker 1 Summary.....3 min.
Speaker 2 Summary.....3 min.
Grand Crossfire (all speakers) .....3 min.

Speaker 3 Final Focus.....2 min.
Speaker 4 Final Focus.....2 min.
Each team may use up to three minutes of prep

During "Crossfire" the two previous speakers stand and pose questions to one another. Both speakers question each other. Summary speeches are rebuttals that extend earlier arguments or answering opposing arguments, but do not add new arguments
During "Grand Crossfire" all four debater remain seated asking and answering questions
Final Focus is a compelling restatement of why the judge should vote pro or con.

Choosing a Winner in Public Forum Debate

The pro should prove that the resolution is true, and the con should prove that the resolution in not true. When deciding the round, judges should ask, "If I had no prior beliefs about this resolution, would the round as a whole have made me more likely to believe the resolution was true or not true?" Teams should strive to provide a straightforward perspective on the resolution; judges should discount unfair, obscure interpretations that only serve to confuse the opposing team. Plans (formalized, comprehensive proposals for implementation), counterplans and kritiks (off-topic arguments) are not allowed. Generalized, practical solutions should support a position of advocacy.

World Schools Debate: is a unique and dynamic form of debate, unlike any other practiced in the United States. World Schools Debate is a dynamic format combining "prepared" topics with "impromptu" topics **that change each round**, encouraging debaters to focus on specific issues rather than debate theory or procedural arguments. This highly interactive style of debate allows debaters to engage each other, even during speeches.

A team shall have at least three (3) and no more than five (5) members, all of which must be from the same school. Only three students may speak in any given debate.

NO PRINTED MATERIALS ALLOWED EXCEPT A DICTIONARY AND ALMANACS!

Prepared Topic Speech Times

SUBSTANTIVE SPEECHES
1 Prop—8 minutes
1 Opp—8 minutes
2 Prop—8 minutes
2 Opp—8 minutes
3 Prop—8 minutes
3 Opp—8 minutes

REPLY SPEECHES by 1 or 2 Speaker
Opp Reply—4 minutes
Prop Reply—4 minutes
No prep time

Impromptu Topic Speech Times

SUBSTANTIVE SPEECHES
1 Prop—5 minutes
1 Opp—5 minutes
2 Prop—5 minutes
2 Opp—5 minutes
3 Prop—5 minutes
3 Opp—5 minutes

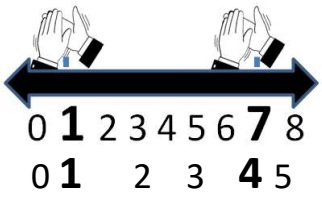
REPLY SPEECHES by 1 or 2 Speaker
Opp Reply—3 minutes
Prop Reply—3 minutes
No prep time

Points of Information (POI)

During a substantive speech a competitor from the opposite team may rise to offer a Point of Information (POI). It may be a question or a statement. The first full minute of a substantive speech and the last full minute of a substantive speech are considered protected time. No POIs may be given during protected time. The speaker may choose to accept a POI or to reject or waive down a POI. Rejection can take the form of an obvious hand gesture or a verbal comment from the speaker. The POI must be brief. 10 to 15 seconds is the norm. It is bad practice for a speaker to reject all points. It is also bad practice for the speaker to accept all points. Most speakers should try and accept 2 POIs. More than one member of the opposing team may rise simultaneously. The speaker on the floor may decline all or some, and may choose which one to take. The others then sit down. However, continuous offering by a team really amounts to excessive interruption and is considered bad form. This should incur penalties from the judge for the team members involved.

You're responsible for timing the debate. The debaters rely on you for time signals. Remember that in substantive speeches, you must signal to let the debaters know they can ask POIs.

Clap or hit the table at Minute 1 to Begin POIs



Clap or hit the table at Minute 7 (prepared) or Minute 4 (impromptu) to End POIs

Choosing a Winner in World Schools Debate

Worlds teams should strive to provide a straightforward perspective of the topic; judges should discount unfair, obscure interpretations that only serve to confuse the opposing team. When deciding the round, judges should ask, "If I had no prior beliefs about this resolution, would the round as a whole have made me more likely to believe the resolution was true or not true?"

Judging Criteria Should Include

- **Content:** Covers the arguments that are used, divorced from the speaking. **Style:** Covers the way the speaker speak and deals with thinks like inflection, tone, clarity, etc. **Strategy:** Covers whether the speaker understands what are the issues of the debate the structure and timing of the speaker's speech. **POIs:** Give more points to speakers who do a good job of answering and giving POIs. Mark speakers down mishandle answering POIs and not giving POIs.

Impromptu Motion Rules: Impromptu motions are topics that are announced 30 minutes before the start of the round. Judges will receive these topics at the ballot table and announce them to the debaters in the room.

1. Teams may not bring any handwritten, printed or published materials with them into their preparation room for impromptu debates, with the exception of an English Language dictionary, a bilingual dictionary, and a single-volume encyclopedia or almanac per team.
2. A person taking part in the preparation of an impromptu debate may not take into the preparation room a telephone, computer or any other device capable of communicating or accessing information outside the preparation room.
3. All members on a team can participate during prep-time, but only three can speak once the round begins.
4. After the sides have been determined and the judge announces the motion, impromptu rounds will have a 30 minute pre-debate prep time.
5. No prep time during the round.