

# HISD-HUDL

# Judge Handout

## Contents

General Judging Guidelines

*Page 2*

Filling out the Ballot

*Page 3*

Links to Additional Resources and SpeechWire

*Page 4*

Cross Examination Debate

*Page 5*

World Schools Debate

*Page 6*

Lincoln Douglas Debate

*Page 7*

Public Forum Debate

*Page 8*



**What is Debate:** Debate is an academic competition where students are asked to compete in a clash of ideas. 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.

**Where Can I Take Notes (Flow)?:** In debate, note taking is called flowing. There is paper available in the judge room that is already divided by the different stages of a debate. However, these sheets will not be scanned so comments will still need to be written on the electronic ballot. Please take notes during the debate. It will assist you when determining the winner and indicates to the debaters that you are paying attention. We often receive complaints if judges do not flow.

**Judge Preferences and Paradigms:** Students may ask you about your “Preferences” or “Paradigm” before the round begins. These are specific things judges are looking for such as speed preferences, presentation skills, etc. Please be open and straightforward. If you are a new judge and still developing your preferences/paradigm, be open about that as well.

**Is Technology Allowed in Rooms?:** In PF, CX, LD, and Congress Debate, laptops are allowed ; however they CANNOT have internet access nor be used to text/call. Ask that students put their devices on airplane mode to prevent any prohibited activities. If you’re a World Schools judge, technology is not allowed at all. Phones can be used as timers but please recommend the use of airplane mode. Since judges will be completing their ballots electronically, they are allowed to use their devices during the round for judging purposes only.

**Observers:** All debate rounds are open to the public (in most cases). Observers are not to communicate with the debaters in the round once it has begun. Observers should act in a respectful manner and stay engaged. Judges can politely ask any observer to leave or contact a tournament administrator if an observer is causing a distraction. If observers exit the room, they are not allowed to reenter.

**What are “Mavericks”?:** Mavericks are debaters that are either missing a teammate or debating by themselves. They will compete as if they are multiple members of the team. When calculating points do NOT reward them double the points.

**Stay Unbiased:** The only information you can use when filling out the ballot is the information presented by the debaters. If one debater makes an inaccurate claim that you know is false but the opponent says nothing against it, you may write a criticism of the argument on the ballot so the debater can rectify the argument for future rounds, but you should not vote against it without some form of refutation by the opponent. You do not have to accept outrageous claims. The argument should be sound enough to stand on its own. If a debater makes the claim “The world is flat” without any proof, you do not have to accept it.

**Dialog with Coaches:** Judges sometimes interact with coaches. Most coaches are teachers and will often observe rounds. Employ the same respectful behavior with coaches as you would students. However, if a coach, or student for that matter, attempts to speak with you after a round, please let them know that until you have turned in your ballot and made your decision, you cannot discuss the round with anyone. Before speaking with a judge, most coaches will check with the tournament staff. If you engage in a conversation with a coach, keep things professional and if you feel uncomfortable, please speak to tournament staff.

**Evidence Rule:** When debaters present evidence to support an argument, they should have that evidence available for evaluation by the other team upon request. If debaters do not have the evidence present, the judge should conclude that the particular argument is not supported by evidence. In World Schools debate, competitors are not allowed to use computers and although they should be held to similar evidence standards, the ability of a World Schools debater to present evidence is somewhat limited.

**During Debate Rounds:** Devote 100% of your time to students. Do not read, check email, listen to music, text, etc. You have an important job to help make students feel welcome. 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. Model respectful and kind behavior. One of your primary roles as a judge is timing the rounds. Each debate format has different timings, so make sure you review the following pages and reference them during the rounds.

## Filling Out the Ballot

**Ranks:** Each debater should be ranked in order. The best debater gets the rank of 1, the next best debater gets the rank of 2 and so on and so forth. There can be no ties for ranks.

**Speaker Points:** Consider argumentation, rebuttal skills, speech organization, and presentation skills when assigning points. Speaker points can range from 25 on the low end to 30 on the high end and unlike RANKS, you can have ties for speaker points.

Point Range	Brief Description	Arguments	Rebuttal	Organization	Presentation
25	This is a below average speech.	Argument are weak and lack explanation, evidence or an explicit connection to the resolution.	Many arguments are dropped and refuted arguments are unclear, not addressing opposing arguments.	Generally disorganized; time is greatly under or overused.	Speech may be difficult to understand; vocabulary may be limited; general lack of effective presentation.
26-27	This is an average speech.	Arguments are present and generally make sense.	Most arguments are addressed, although some inadequately or unclearly.	Some organization but some parts unclear; speaker uses time effectively.	Speech is clear; average vocabulary used for appropriate debate level.
28-29	This is a good speech.	Arguments are solid and very clear, contain evidence, and impact with a clear connection to the topic.	All arguments are addressed clearly.	Structure clear; all time used.	Speech clear and fluent with effective presentation.
30	This is a perfect speech-you feel that YOU couldn't beat this person in a debate.	Arguments are perfectly clear with detailed and original analysis.	All arguments have soundly and irreparably clashed.	Speech structure is clearly laid out from the beginning, speech finishes exactly as the timer expires, with no second rushed or wasted.	Speech is fluent, showing a wide range of vocabulary and idiom, the speaker uses wit, tone, and volume to appropriately emphasize arguments.

**Low Point Wins:** When the team with lower total speaker points still wins the debate. This can happen for a number of reasons, but we find that if you believe that one team deserves to win but has less speaker points, it's much better to put them ahead points-wise.

**Oral Feedback and Disclosure:** For preliminary rounds, do not offer any oral feedback or disclose the winning team. Please keep your comments to the ballot. While oral feedback can be great, it slows down the tournament and if done poorly, often-times causes problems for tournament staff. For elimination rounds, check with tournament staff for further instructions.

**Comments:** Provide comments for all of the debaters. It might be best to give them a "compliment sandwich", in which you praise their performance, give feedback, and compliment them again. Please refrain from making comments related to a student's wardrobe/appearance.

**Reason for Decision (RFD):** The most helpful RFDs cover which team convinced you most about how truthful the resolution is. It's even possible that a team can do that even with just 1 significant argument, defended and developed in each speech--even if the opponents had 3 arguments in their case! RFDs should guide debaters to improve how they shape their analysis and how they weigh the content of their arguments. The best RFDs give feedback on all 3, not just 1 of the following areas:

**1.** speaking/organizing skills **2.** general debate refutation skills **3.** comprehension & persuasion on key issues.

## Links to Additional Resources and SpeechWire

**HISD-HUDL Topics:** The current topics used for debate can always be found online. The topics differ between high school and middle school so please make sure you are viewing the correct link.

- **High School Topics:** <https://www.houstonisd.org/Page/102114>
- **Middle School Topics:** <https://www.houstonisd.org/Page/103319>

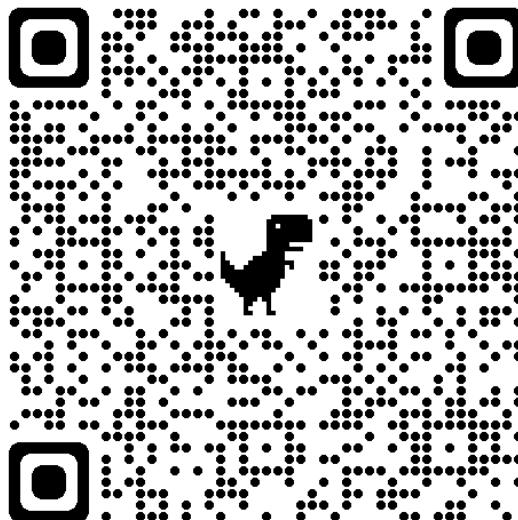
**NSDA Culturally Competent Judging Handout, Best Practices for Pronoun Use Guide & Implicit Bias Statement:** [Click here](#) for the NSDA's 'Culturally Competent Judging Handout' and [here](#) for their 'Best Practices for Pronoun Use' guide. Please also review the following statement. "We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision making process." Furthermore, don't judge debater on their physical appearance (clothes, hair, etc.), their school, or their personal identity (gender, race, etc.).

**SpeechWire Electronic Balloting:** Judges can access ballots by going to [live.speechwire.com](https://live.speechwire.com). Log in using the email address associated with your SpeechWire account. If this is the first time judging using SpeechWire e-ballots, check your inbox as you should have received a password via email. Take the following steps to complete your e-ballot.

- Click the link for the round you are assigned to judge.
- **Click start the round as soon as both teams have arrived.** This lets the tournament staff know everything is running smoothly. If you don't click start the round, someone from the tournament will need to stop by your room to confirm the round has actually begun.
- When the round is over, **choose the winner, provide points and ranks for the debaters, and complete the Reason for Decision ASAP.** This gets the results back to the tab room as quickly as possible. Then, you can take your time completing your comments. Once you save the ballot, you are unable to change the winner, point/ranks, and the RFD but the comments can be edited at any time.

**HUDL YouTube Channel:** This channel includes helpful judging videos and additional content: <https://www.youtube.com/channel/UCdafe9-tUuMpYx5D2-N6ITQ>

If you are at a tournament need access to the digital version of this document, please use the QR code included below.



**Cross Examination Debate:** also called Policy Debate is a series of contention-quote-analysis organized argumentation between two teams of two members each. The debate is like a trial, but an idea or proposal is being tried rather than a person. Students focus on a single debate topic each year:

**2021-2022 CX Topic: Resolved: The United States federal government should substantially increase its protection of water resources in the United States.**

There are two sides to a debate. The affirmative which attempts to show something is wrong with the present system (status quo) and thus a change is needed, and negative which usually takes the position that the present system is acceptable, that no problem exists to an extent that warrants or justifies a change. It is the obligation of the affirmative to debate the topic and offer reasonable solutions. The negative often argues that the status quo is proven to be workable and that a minor change may be all that is needed. Negative teams may decide to offer a counter plan.

<u>Speech Times</u>	<u>Key Terms</u>
<b>CONSTRUCTIVES</b>	<b>Inherency</b> - evidence that demonstrates the status quo’s inability to resolve an issue or problem.
<b>1AC</b> —8 minutes	<b>Harms</b> - evidence that demonstrates problems that are occurring in the status quo.
<b>CX by 2N</b> —3 minutes	<b>Significance</b> - How significant is the problem that you are trying to remedy through your interpretation of the resolution?
<b>1NC</b> —8 minutes	<b>Solvency</b> - evidence that shows how the affirmative plan solves for the stated harms.
<b>CX by 1A</b> —3 minutes	<b>Topicality</b> - 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.
<b>2AC</b> —8 minutes	<b>Case Turn</b> - a negative on-case argument that defeats the affirmative case by proving that a particular affirmative claim is reversed.
<b>CX by 1N</b> —3 minutes	<b>Fiat</b> - means “let it be done” in Latin. The power to “let it be done” derives from three aspects of the resolution.
<b>2NC</b> —8 minutes	<b>Disadvantage</b> - a type of debate argument where the negative claims the affirmative plan causes unforeseen consequences.
<b>CX by 2A</b> —3 minutes	<b>Counterplan</b> - is a competitive negative policy option or plan
<b>REBUTTALS</b>	<b>Kritic</b> - is generally a type of argument that challenges a certain mindset, assumption, or discursive element that exists within the advocacy of the opposing team.
<b>1NR</b> —5 minutes	<b>Choosing a Winner in Cross Examination Debate</b>
<b>1AR</b> —5 minutes	
<b>2NR</b> —5 minutes	
<b>2AR</b> —5 minutes	
Total <b>prep time for each team</b> to use throughout the round —8 minutes	

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.

**World Schools Debate:** combines “prepared” topics that are announced a few weeks before the tournament with “impromptu” topics that are announced right before the students debate.

### Unique Rules

- Teams are comprised of 3-5 students. Only 3 students per team speak in any single debate. Other team members are allowed to assist in preparation before the tournament, during the 30 minute impromptu round prep, and are required to observe during competition. Observing team members cannot communicate with speaking team members once a round has begun, this includes handwritten communication.
- New in 2021-2022: Teams may use printed cases for prepared rounds. Computers are not allowed. See below for impromptu motion rules.

**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 prep room, with the exception of an English Language dictionary, a bilingual dictionary, and a single-volume encyclopedia or almanac per team. **2.** Electronic devices must be put away. **3.** Start the 30 min timer after sides have been determined.

**Points of Information (POI)** give debaters the opportunity to engage with their opponents in real-time. A POI is offered in the course of a speech by a member of the opposing team. The speaker may either accept the point or decline it. If accepted, the opponent may make a short point or ask a short question that deals with some issue in the debate. It is, if you like, a formal interjection.

**1.** POIs can only be offered during the constructive speeches **2.** The first and last minute of each speech are protected which means that POIs can't be asked during this time. **3.** A POI is offered by standing and saying "Point of information;" or something similar. **4.** The POI must be brief. 10 to 15 seconds. **5.** The speaker is not obliged to accept every point. **6.** More than one member of the opposing team may rise simultaneously. **7.** The speaker may decline all or some, and may choose which one to take. **8.** Continuous offering by a team amounts to excessive interruption and is considered bad form.

**Choosing a Winner in World Schools Debate:** This House refers to a worldwide governing body that governs all or most of the countries. Topics are usually value or policy based. Value based motions, ask teams to prove that the motion is good (the prop.) or bad (the opp.). For policy based motions, teams present a policy, plan, or model to solve a problem. Motions should be debated in a general sense and extreme or isolated examples should be avoided. Judges evaluate the debaters on 3 levels (1) Content: arguments used, divorced from the speaking (2) Style: deals with things like inflection, tone, clarity, etc. and (3) Strategy: whether the speaker understands the issues of the debate. Judges should also consider the quality of answering and asking POIs.

### Speech Times (prepared topics)

#### CONSTRUCTIVE SPEECHES

1 Prop—8 minutes

1 Opp—8 minutes

2 Prop—8 minutes

2 Opp—8 minutes

3 Prop—8 minutes

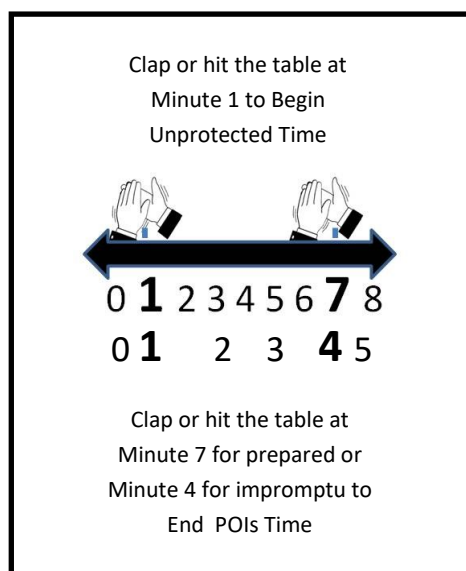
3 Opp—8 minutes

REPLY SPEECHES by 1 or 2 Speaker

Opp Reply—4 minutes

Prop Reply—4 minutes

No prep time during the round



### Speech Times (impromptu topics)

#### CONSTRUCTIVE 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

30 minutes of prep time will be provided <sup>6</sup>

**Lincoln Douglas Debate:** is a one-on-one competition on a proposition of value. Debaters develop argumentation based upon a values perspective. Although the times vary from speech to speech, each speaker in the debate has an equal amount of time to persuade the judge.

The affirmative is trying to prove the resolution (topic) to be true . The Negative speaker may choose to uphold a countervailing analysis of the value(s) implied in the resolution, offer a straight refutation of the Affirmative position or offer a combination of counter analysis and refutation. Both speakers bear the burden of clash in rebuttal speeches; that is, each must speak to their opponent’s position. Each debater will present standards that will be proven with contentions (main arguments).

**Standards/Framework: The Value and Criterion**

Value – the motivational theme behind the case’s position. We are motivated by values in everyday life. If we go to war, we say it is in the name of freedom, democracy, or life. If we attend school, we say it is important because we value knowledge, and security.

Criterion – the guideline or means of achieving the value’s. We can say we value something but it is difficult to prove that we are achieving it or have achieved it unless we set a standard that we can use for measuring. If we use the value of democracy as our reason for going to war, how do we know when it is achieved? We must set a criterion, for example, establishing a stable voting process.

Contentions: Each debater will prove their standards with arguments that will prove the criterion. In each main argument there should be a claim (a simple sentence expressing the argument’s position), a warrant (analysis and evidence proving the position to be true) and an impact (analysis indicating why the position is important and how it proves the criterion).

Each debater will present his or her standards and contentions in the round. Both debaters must attack the opponent’s contentions and defend his or her contentions while arguing for which standards should be used for judging the round. Go with the standard you feel has been argued the strongest in the round and reference the contentions that persuaded you to make your decision.

**Choosing a Winner in Lincoln Douglas Debate**

A decision SHOULD BE based upon the consideration of any or all of the following questions:

- 1. 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?
- 2. Value structure – Which debater better established a clear and cohesive relationship between the argumentation and the value structure?
- 3. 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?
- 4. Resolutionality –Which debater best addressed the central questions of the resolution?
- 5. Clash – Which debater best showed the ability to both attack his/her opponent’s case and to defend his/her own?
- 6. Delivery – Which debater communicated in a more persuasive, clear, and professional manner?

**Speech Times**

**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

**Public Forum Debate:** is a team debate event that supports or rejects a position posed by the monthly resolution topic. The clash of ideas must be communicated in a manner persuasive to the non-specialist or "citizen judge", i.e. a member of the American jury. The debaters should display solid logic, lucid reasoning, and depth of analysis. They should utilize evidence without being driven by it and present a clash of ideas by countering/refuting arguments of the opposing team. Debaters are expected to communicate ideas with clarity, organization, eloquence, and professional decorum.

**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

**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

**Summary** speeches start crystallizing and condensing down the most important points brought up in the debate. Specifically, if a case has several contentions, it is commonplace for the summary speaker to only go for one of the contentions brought up previously in the round. This is known as the "collapse."

**Final Focus** is a compelling restatement of why the judge should vote pro or con.

**Evaluation and Judging**

Judges evaluate teams on the quality of arguments actually made, not on their own personal beliefs, and not on issues they think a particular side *should have covered* . Judges should assess the bearing of each argument on the truth or falsehood of the assigned resolution. **The pro should prove that the resolution is true and the con should prove that the resolution is false.**

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. A plan or counterplan is a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan; rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.

Judges weigh arguments **only to the extent that they are clearly explained** , and they will discount arguments that are too fast, too garbled, or too jargon-laden to be understood by an intelligent high school student or a well-informed citizen. A team should not be penalized for failing to understand his or her opponent’s unclear arguments.

In short, Public Forum Debate stresses that speakers must appeal to the widest possible audience through sound reasoning, succinct organization, credible evidence, and clear delivery. Team points provide a mechanism for evaluating the relative “quality of debating” by each side.

*Thanks to the New York City Urban Debate League, the National Speech and Debate Association, and the University Interscholastic League from which we borrowed to help create this document.*

**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*