

# Policy Debate Judging Instructions

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## WHAT IS POLICY DEBATE?

Policy debate is two debaters attempting to support the resolution and two debaters attempting to argue against the resolution.

## TOPIC

Ex: (Changes every year)

Resolved: That the United States Federal Government should substantially increase its transportation infrastructure investment in the United States.

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

## FORMAT

Each debate team has an equal amount of time

First Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
First Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
Second Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
Second Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
First Negative Rebuttal.....	5 minutes
First Affirmative Rebuttal.....	5 minutes
Second Negative Rebuttal.....	5 minutes
Second Affirmative Rebuttal.....	5 minutes

Each TEAM is allowed 5 minutes of preparation time during the debate

## SPECIFIC RULES

No new arguments may be raised in the rebuttal speeches except in the first affirmative rebuttal, when responses to second negative arguments are permitted. However, debaters may present new evidence in support of their original position during the rebuttal speeches.

False or manufactured evidence is grounds for a loss being given to the offending team.

Each speaker must deliver a constructive and a rebuttal and give one cross-examination and receive one cross-examination.

## JUDGING CRITERIA

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues.

**TOPICALITY:** Does the affirmative plan reasonably adhere to the limitations of the topic?

**SIGNIFICANCE:** Is there a justification to change from the present system?

**INHERENCY:** Is there a clear barrier, which prevents the present system from solving the problems, presented by the affirmative?

**SOLVENCY:** Can the proposed plan solve the problems better than the present system?

**DISADVANTAGES:** Do the advantages of the affirmative proposal outweigh the disadvantages presented by the negative?

## PLEASE NOTE\*\*

The Affirmative Team has the burden of offering and defending a specific plan for change. The Negative team has the burden of showing there is no need for a change, that the Affirmative Proposal would not work, or that the proposal would be disadvantageous. Judging should be based on effective presentation and defense of one teams' side of the resolution, taking into account direct clash of issues, organization, logic, analysis, evidence, sportsmanship, and persuasiveness.

Please return your ballot as soon as possible to the judges' room so that new pairings can begin immediately.

## ABSOLUTELY NO ORAL CRITIQUES

No matter how wonderful you think they are, critiques take time. The comments do not get back to the coach, so they sabotage the process. If any student asks you for comments, please tell the student that oral comment are against the rules and that your comments will be written on the ballot. We expect your compliance or please remove yourself from judging debate today.

# Lincoln-Douglas Judging Instructions

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## WHAT IS LINCOLN-DOUGLAS DEBATING?

Lincoln-Douglas debate is “one-on-one” argumentation in which the debaters attempt to convince the judge of the acceptability of their side of a proposition of value.

## DEBATING A PROPOSITION OF VALUE

Lincoln-Douglas debaters do not advocate establishing any new policy or advocate changes in existing policy. Instead, they present and defend a value.

## TOPIC

RESOLVED: EX: Targeted killing is a morally permissible foreign policy tool. (changes often)

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

## FORMAT

Each speaker in the debate has an equal amount of time to persuade the judges.

Affirmative Constructive.....	6 minutes
Cross-Examination by Negative.....	3 minutes
Negative Constructive.....	7 minutes
Cross-Examination by Affirmative.....	3 minutes
First Affirmative Rebuttal.....	4 minutes
Negative Rebuttal.....	6 minutes
Second Affirmative Rebuttal.....	3 minutes

Each speaker is allowed three minutes of preparation time during the debate

## DUTIES OF THE SPEAKERS

- A. The affirmative speaker, in the first affirmative speech, is required to present a position supporting the resolution.
- B. In the first affirmative rebuttal speech the speaker must address the negative argument.
- C. In the first negative speech the speaker may:
  1. offer a straight refutation of the affirmative position  
OR
  2. offer a combination of both a negative position and refute the affirmative
- D. BOTH SPEAKERS BEAR THE BURDEN OF CLASH IN REBUTTAL SPEECHES: that is, each must speak to his/her opponent’s position in the debate.

## JUDGING CRITERIA

- A. Only debaters participating in the debate and judges shall be allowed to take written notes or “flow sheets” during the round.
- B. Debaters may not give the judge any written material.
- C. EVIDENCE: Value debating is more subjective (feelings) than policy debating which is more objective (factual). That does not mean the Lincoln-Douglas debater does not have to utilize evidence in presenting arguments. In Lincoln-Douglas debate, logic and persuasion are stressed. As in all debates, evidence (quoted material from a nationally published source) should be used in supporting arguments.
- D. Only those arguments and/or issues raised in constructive speeches may be discussed in rebuttals. New evidence and reasoning may be used in rebuttals to support those arguments and/or issues.
- E. Making a decision: Since neither side can absolutely prove a value position, the decision should go to the debater who best upholds his/her side of the resolution by offering effective analysis, evidence and reasoning, refutation, and delivery. NEVER SHOULD A DECISION BE MADE ON THE BASIS OF THE JUDGE’S PERSONAL CONVICTIONS REGARDING THE TOPIC. REMEMBER THAT THE DEBATERS HAVE NO CHOICE ABOUT WHICH SIDE OF THE RESOLUTION THEY MUST UPHOLD. THE BALLOT ASKS: “WHO DID THE BETTER JOB OF DEBATING?”
- F. The rules and ballots for LINCOLN-DOUGLAS DEBATE are NOT the same as those for policy debate. The specific rules for LINCOLN-DOUGLAS debate are on this sheet. You should read them carefully while you are waiting to receive your ballot. If you have questions, please ask them before you leave the judging room and/or when you return from the round. DO NOT QUESTION STUDENTS ABOUT THE RULES.

# Lincoln-Douglas Judging Instructions

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## WHAT IS LINCOLN-DOUGLAS DEBATING?

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## DEBATING A PROPOSITION OF VALUE

Lincoln-Douglas debaters do not advocate establishing any new policy or advocate changes in existing policy. Instead, they present and defend a value.

## TOPIC

RESOLVED: EX: Targeted killing is a morally permissible foreign policy tool. (changes often)

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

## FORMAT

Each speaker in the debate has an equal amount of time to persuade the judges.

Affirmative Constructive.....	6 minutes
Cross-Examination by Negative.....	3 minutes
Negative Constructive.....	7 minutes
Cross-Examination by Affirmative.....	3 minutes
First Affirmative Rebuttal.....	4 minutes
Negative Rebuttal.....	6 minutes
Second Affirmative Rebuttal.....	3 minutes

Each speaker is allowed three minutes of preparation time during the debate

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- B. In the first affirmative rebuttal speech the speaker must address the negative argument.
- C. In the first negative speech the speaker may:
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OR

  2. offer a combination of both a negative position and refute the affirmative
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- D. Only those arguments and/or issues raised in constructive speeches may be discussed in rebuttals. New evidence and reasoning may be used in rebuttals to support those arguments and/or issues.
- E. Making a decision: Since neither side can absolutely prove a value position, the decision should go to the debater who best upholds his/her side of the resolution by offering effective analysis, evidence and reasoning, refutation, and delivery. NEVER SHOULD A DECISION BE MADE ON THE BASIS OF THE JUDGE’S PERSONAL CONVICTIONS REGARDING THE TOPIC. REMEMBER THAT THE DEBATERS HAVE NO CHOICE ABOUT WHICH SIDE OF THE RESOLUTION THEY MUST UPHOLD. THE BALLOT ASKS: “WHO DID THE BETTER JOB OF DEBATING?”
- F. The rules and ballots for LINCOLN-DOUGLAS DEBATE are NOT the same as those for policy debate. The specific rules for LINCOLN-DOUGLAS debate are on this sheet. You should read them carefully while you are waiting to receive your ballot. If you have questions, please ask them before you leave the judging room and/or when you return from the round. DO NOT QUESTION STUDENTS ABOUT THE RULES.

# Lincoln-Douglas Judging Instructions

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- G. RULES FOR HIGH SCHOOL LINCOLN-DOUGLAS DEBATE ARE OFTEN DIFFERENT FROM COLLEGE OR OTHER CONTESTS. JUDGE ACCORDING TO THE HIGH SCHOOL LINCOLN-DOUGLAS RULES.

## GENERAL PROCEDURES

- A. You will be judging two Lincoln-Douglas debates during one round. While the two speakers in the first debate are speaking, the speakers for the second debate are to remain outside the room. When you are ready to begin the second, the speakers from the first debate should leave the room. YOUR JUDGING OBLIGATION IS TO LISTEN TO BOTH DEBATES.
- B. PLEASE give FULL AND UNDIVIDED attention to each speaker at all times.
- C. NO ORAL CRITIQUES. They take time. The comments do not get back to the coach. If any student asks you for comments, please tell the student that oral comments are against the rules.
- D. Judges should NOT confer before marking and returning their ballots.
- E. Judges are NOT allowed to request evidence from debaters, except when the opposing debater in the round challenges the evidence as invalid.

# Public Debate Judging Instructions

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## WHAT IS POLICY DEBATE?

Policy debate is two debaters attempting to support the resolution and two debaters attempting to argue against the resolution.

## TOPIC

Ex: (Changes every year)

Resolved: That the United States Federal Government should substantially increase its transportation infrastructure investment in the United States.

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

## FORMAT

Each debate team has an equal amount of time

First Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
First Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
Second Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
Second Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
First Negative Rebuttal.....	5 minutes
First Affirmative Rebuttal.....	5 minutes
Second Negative Rebuttal.....	5 minutes
Second Affirmative Rebuttal.....	5 minutes

Each TEAM is allowed 5 minutes of preparation time during the debate

## SPECIFIC RULES

No new arguments may be raised in the rebuttal speeches except in the first affirmative rebuttal, when responses to second negative arguments are permitted. However, debaters may present new evidence in support of their original position during the rebuttal speeches.

False or manufactured evidence is grounds for a loss being given to the offending team.

Each speaker must deliver a constructive and a rebuttal and give one cross-examination and receive one cross-examination.

## JUDGING CRITERIA

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues.

**TOPICALITY:** Does the affirmative plan reasonably adhere to the limitations of the topic?

**SIGNIFICANCE:** Is there a justification to change from the present system?

**INHERENCY:** Is there a clear barrier, which prevents the present system from solving the problems, presented by the affirmative?

**SOLVENCY:** Can the proposed plan solve the problems better than the present system?

**DISADVANTAGES:** Do the advantages of the affirmative proposal outweigh the disadvantages presented by the negative?

## PLEASE NOTE\*\*

The Affirmative Team has the burden of offering and defending a specific plan for change. The Negative team has the burden of showing there is no need for a change, that the Affirmative Proposal would not work, or that the proposal would be disadvantageous. Judging should be based on effective presentation and defense of one teams' side of the resolution, taking into account direct clash of issues, organization, logic, analysis, evidence, sportsmanship, and persuasiveness.

Please return your ballot as soon as possible to the judges' room so that new parings can begin immediately.

## ABSOLUTELY NO ORAL CRITIQUES

No matter how wonderful you think they are, critiques take time. The comments do not get back to the coach, so they sabotage the process. If any student asks you for comments, please tell the student that oral comment are against the rules and that your comments will be written on the ballot. We expect your compliance or please remove yourself from judging debate today.

# Public Format Debate Judging Instructions

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## I. WHAT IS PUBLIC FORUM DEBATE?

The intent of Public Forum Debate is to encourage an extemporaneous style of argumentation. This is not to suggest that evidence is not part of this debate, but a policy is not required. Two debaters will attempt to support the resolution and two debaters will attempt to argue against the resolution.

## II. TOPIC

RESOLVED: EX: The United States should suspend all assistance to Pakistan. (changes monthly)

## III. FORMAT

Length and order of speeches:

Team A Speaker 1 Constructive	4 minutes
Team B Speaker 1 Constructive	4 minutes
<i>Crossfire</i>	<i>3 minutes</i>
Team A Speaker 2 Constructive	4 minutes
Team B Speaker 2 Constructive	4 minutes
<i>Crossfire</i>	<i>3 minutes</i>
A1 Summation	2 minutes
B1 Summation	2 minutes
<i>Grand Crossfire</i>	<i>3 minutes</i>
A2 Last Shot	2 minute
B2 Last Shot	2 minute

Each TEAM is allowed a total of two minutes of total preparation time, never in preparation for cross-examination.

All rounds are locked sides. If a flip is necessary, the winner of the flip may choose either to be the first speaker or to defend a particular side of the debate (affirmative or negative).

- EVIDENCE:** The intent of Public Forum is to encourage an extemporaneous or impromptu style of argumentation. The use of "outside materials" is allowed within the following parameters:
  - Teams may consult published works or prepared notes.
  - Teams may confer with their partner.
  - Debaters make take notes and use notes during the debate.
- ORAL PROMPTING:** Oral prompting by the speaker's colleague while the speaker has the floor in debate should be discouraged, and may be considered by the judge as a factor in deciding the debate.
- CONSTRUCTIVE SPEECHES/SUMMATIONS:**
  - All arguments a team intends to present during the debate may be presented in any constructive speech.
  - Summations are a team's formal response to opponent arguments from constructive speeches or an extension of their own arguments.
  - No new arguments may be introduced in summations. However, new analysis supporting arguments are allowed in summations.
- CROSSFIRE:**
  - Cross-fire begins with the first question directed to the speaker who has just completed his/her speech.
  - Either speaker may pose questions during the crossfire period, but neither questioner should monopolize the cross-fire period.
  - The respondent may decline to answer.
  - During single cross-fire periods, oral prompting by a participant should be discouraged, and may be considered by the judge as a factor in deciding the debate. However, during the Grand Cross-fire period both members of a team may participate.
  - During cross-fire periods, debaters must demonstrate courtesy and respect in their questions, their answers and their demeanor.
- LAST SHOT:**
  - Each side presents the single argument considered essential to winning the debate.
- JUDGING CRITERIA**

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues:

**A. Argumentation – Did each team:**

  - ✓ Sufficiently address the topic in an organized and consistent manner?
  - ✓ Present logical, reasonable, and convincing arguments?
  - ✓ Clearly and effectively discuss, analyze and evaluate the arguments offered during the debate?
  - ✓ Respond directly to opposing arguments, interpretations, and/or analyses, with clear explanations of the weakness of opposing arguments?
  - ✓ Demonstrate an age-appropriate understanding of the social, political, and/or economic issues involved in the debate?

**B. Evidence – Statistics, facts and references to authority, and/or items of common or general knowledge.**

- ✓ Shows connections between particular events or issues and large social, economic, and/or political concerns, trends or developments.
- ✓ Supplies appropriate and sufficient evidence to support arguments, and applies that evidence clearly and logically.
- ✓ Explains and or analyzes the evidence offered during the debate.

**C. Presentation**

- ✓ Clear, organized, understandable
- ✓ Highest standards of language usage, style and vocabulary, avoiding slang, poor grammar and mispronunciations.
- ✓ Effective body language – poised with gestures, facial expression, and eye contact.
- ✓ Effective volume, diction, speed of delivery, understandable and persuasive.
- ✓ Respectful and courteous to opponents.

**\*PLEASE DO NOT IMPOSE YOUR PERSONAL OPINION IN THIS DECISION\***

# Parliamentary Debate Judging Instructions

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## WHAT IS PARLIAMENTARY DEBATE?

Parliamentary debate is extemporaneous debating on topics that change with each debate. There are two speakers per team, and two teams in a debate. One team is called the proposition team. This team supports the motion for debate by making a specific case for the motion. The other team is called the opposition team. This team opposes the proposition team's case for the motion.

## TOPIC

Contestants debate a wide variety of topics drawn from current events, contemporary culture, domestic and international issues, politics and philosophy. The proposition team has the burden of making and defending a specific case for the motion for debate. The opposition team argues against that case by showing that it is wrong, dangerous, ill-informed, or some combination thereof.

## FORMAT

Each team has equal time, with no preparation time after the debate begins.

1st Proposition Constructive:	7 min.
1st Opposition Constructive:	7 min.
2nd Proposition Constructive:	7 min.
2nd Opposition Constructive:	7 min.
Opposition Rebuttal:	5 min.
Proposition Rebuttal:	5 min.

Points of Information can be offered only after the first minute and before the last minute of any speech.

## SPECIFIC PROCEDURES/RULES

### Preparation Time:

A motion is presented to both teams twenty minutes prior to the start of the round. The teams have 20 minutes and may consult their partner, dictionaries, reference materials, digital files, and prepared notes during the preparation period. There is no preparation time once the debate commences.

At the end of twenty minutes of preparation time, the First Proposition begins.

A different topic is used for each round of debate.

### Evidence:

The intent of Parliamentary Debate is to encourage an extemporaneous or impromptu style of argumentation. Reference to "outside materials" should be limited; instead, students should rely on general knowledge, common sense, and application of logic and analysis. Fabricated evidence and statistics are never allowed in a debate. The use of "outside materials" is allowed within the following parameters:

No prepared materials may be brought into the debate, after the speeches begin.

Debaters are not permitted to read published material in the speeches of the debate to support their argument claims.

Debaters may take and use notes during the debate.

Oral Prompting/Heckling: Oral prompting by the speaker's colleague while the speaker has the floor in debate should be discouraged, and may be considered by the judge as a factor in deciding the debate. Heckling is not allowed.

### Proposition Speeches:

All arguments a team intends to present during the debate may be presented in either proposition speech.

Rebuttals are a team's formal response to opponent arguments from proposition speeches or an extension of their own arguments.

No new arguments may be introduced in rebuttals or summations. However, new analysis is allowed in rebuttals.

Points of Information: These are common practice in parliamentary debating and serve to make for interactive and challenging debates. A Point of Information is a request by one or more debaters on an opposing team to the speaker holding the floor to yield a portion of his/her speaking time for a brief statement or clarifying question. To make a point of information, a member of the opposing team rises and announces "Information" or "Point of Information". The speaker then has the discretion to accept or refuse the point. If the point is accepted, the opposing team member directs a statement or question to the speaker.

Points of Information must be concise statements or questions, lasting no more than fifteen seconds. The speaker accepts a single point; the opposing speaker is not permitted to make follow-up questions or arguments unless again recognized by the speaker holding the floor.

Points of Information can only be offered after the first minute and before the last minute of any speech. The judge or designated timekeeper announces that one minute of each speech has elapsed and that one-minute of each speech remains, so that the participants know when Points of Information may be presented.

## JUDGING CRITERIA

These are guidelines only, not rules; they should be used only when appropriate to the debate. These guidelines are based on the Standards of the California Frameworks for Social Studies/History and English/Language Arts. Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

<p><u>Argumentation:</u>  Did each team sufficiently address the topic in an organized and consistent manner?  Did each team present logical, reasonable, and convincing arguments?  Did each team clearly and effectively discuss, analyze and evaluate the arguments offered during the debate?  Did each team respond directly to opposing arguments, interpretations, and/or analyses, with clear explanations of the weakness of opposing arguments?  Did each team apply clear evaluative criteria to the arguments, interpretations, and/or analyses offered during the debate?  Did each team demonstrate an understanding of the social, political, and/or economic issues involved in the debate?</p>	<p><u>Evidence:</u>  Evidence refers not only to statistics, facts, and references to authority, but also to items of common and general knowledge.  Did each team show connections between particular events or issues and large social, economic, and/or political trends and developments?  Did each team supply appropriate and sufficient evidence to support its arguments, and apply that evidence clearly and logically?  Did each team adequately explain and/or analyze the evidence offered during the debate?</p>
<p><u>Presentation:</u>  Did each debater communicate in a clear, organized, and understandable manner, presenting an easy listening path to follow?  Did each debater exemplify the highest standards of language usage, style and vocabulary, avoiding slang, poor grammar, and mispronunciations?  Did the speaker use effective body language (poised stage presence, appropriate gestures, facial expression, sufficient eye contact)?  Did the speaker use effective oral presentation skills (volume, diction, speed of delivery, understandable and persuasive delivery)?</p>	<p><u>Courtesy:</u>  Was each debater respectful and courteous to opponents and judges?</p>

# Congressional Debate Judging Instructions

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Congressional Debate is a type of group discussion, making use of the debate techniques of argumentation, persuasion and cross-examination. Parliamentary Procedure is used to facilitate the debate, but must not become the focus of the event. Topics are sent to each participating school one month before the event, so students come prepared and may use notes, take notes and present evidence and/or briefs.

The sessions are. The same judges may judge the entire session. Seating may be re-arranged at the discretion of the tournament host. There may be three judges in each room. **They do not confer to make their selection of outstanding congresspersons.**

The students will be seated by means of a random seating chart. The judge will be given a copy of the seating chart prior to the first round.. Students may use priority cards to gain recognition to speak. The judge does not run the congress or act as parliamentarian. Judges should be prepared to take notes. The sessions follow this general procedure:

1. Student "author speeches" are limited to **four minutes**. Each author speech is followed by **two minutes of cross-examination**. The author speech is counted as an affirmative speech. Student "congressional speeches" are limited to **three minutes**. Each speech is followed by **one minute of cross-examination**. The speakers are expected to answer the questions asked of them in cross-examination. A timer will be provided. A parliamentarian will be provided.
2. For each speech given by a congressman, the judge awards the speaker 1,2,3,4, or 5 points. **Five points is high**. Points should be awarded on this scale:
  - 5 points - **superior** speech
  - 4 points - **excellent** speech
  - 3 points - **good** speech
  - 2 points - **fair** speech
  - 1 point - **poor** speech
3. The criteria for awarding the above points should be:
  - **Organization**
  - **Reasoning**
  - **Evidence**
  - **Clash**
  - **Delivery**
  - **Fluency in asking and answering questions**
4. At the end of the sessions, the judge ranks the speakers 1-9. All of the other speakers tie for 10<sup>th</sup> place.
  - Rankings should be based on **quality, not quantity** of speeches. In other words, a congressperson with three excellent speeches would be ranked above a congressman with five fair speeches.
  - A congressperson is expected to **participate throughout all sessions**. A congressperson who speaks on only one resolution is probably not well prepared on all.
  - A congressperson should **further the debate**, rather than repeat someone else's arguments.
  - A congressperson should **challenge opposing arguments** with logical argumentation.
5. After the first round the students are resealed and the judges may be repanelled. The entire process is repeated, through the final round, also called the Super Congress.

**Note:** If you have any questions consult the Judges' Coordinator and/or the coach who asked you to judge today. Thank you for your time.