

Judging Instructions

AS SOON AS YOU GET YOUR BALLOT...

- Check on the other pages of this handout to see which event you're judging. Look at this list to review the basics of the event so you'll know how to decide who took 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, or 10th.

HOW TO WRITE YOUR BALLOT...

- At this tournament, you will need to JUSTIFY your rankings for each competitor on the BACK of the ballot. Your comments will be SCANNED and posted online. You should write at least one or two sentences (with some compliments and constructive criticism) for each competitor, indicating why you made your decision. This is EXPERIMENTAL and we're excited to see what comes of it!

AFTER REVIEWING YOUR EVENT...

- If you have any questions, let us know! Make sure you have a master ballot (where you can rank each of the competitors), as well as individual ballots. Head off to your room!
- Once you're there, take roll. If someone is DOUBLE-ENTERED, that should be indicated on your ballot. You can start the round so long as at least one competitor/team is there in Speech events (except SPAR, where you need two people). A lot of speakers in this tournament ARE double-entered! Make sure that you know the name and code of each speaker, so you don't accidentally give person A credit for person B's speech.
- Sit in the middle of the room, toward the front. It's best not to be too close to competitors. They're distracting.
- Guests are allowed to observe. They're not allowed to move around while competitors are speaking. Remind everyone—cell phones off/in airplane mode.

ONCE THE ROUND BEGINS...

- Take notes throughout the speeches so that there's not too much time spent note-taking between speeches and you give them feedback while their performance is still fresh in your minds. Don't write too much; two-three constructive comments and compliments are fine!
- Rank the round as you go in IE events—when speaker one finishes, s/he is 1st Place. When speaker two finishes, decide if s/he is 1st or if speaker one was better. When speaker three finishes, you should have 1st, 2nd, and 3rd Place decided, etc.

ONCE EVERYONE IS DONE SPEAKING...

- Come back to the tab room. Do not finish ranking. Do not finish writing comments. Come back to the tab room and finish your work there.

BACK IN THE AUDITORIUM...

- Finish ranking the competitors (1st is best). **You can't tie the rankings. MAKE SURE TO WRITE SOME HELPFUL COMMENTS, BUT DON'T TAKE TOO LONG—WE CAN'T MOVE ON TO THE NEXT ROUND 'TILL EVERY BALLOT IS IN! DO NOT LEAVE UNTIL I'VE LOOKED OVER YOUR BALLOT AND MADE SURE THERE ARE NO ISSUES.**

- **If you have to leave, please make sure I know, so I don't accidentally schedule you for the next round!**

Descriptions of Events

Note--follow the times listed at the top of your ballot. If the times contradict, go with the

Impromptu Speaking:

BEFORE YOU LEAVE JUDGE ROOM, BE SURE YOU HAVE THE ROUND TOPICS!

- The speaker will have three options for topics—a concrete noun, an abstract noun, or a quotation.
- In elementary school they have a SEVEN MINUTE running clock, during which they can decide how much time to prepare and much to speak. They can use a notecard for reference.
- In middle school, they also have SEVEN MINUTES--usually two to prepare and five to speak. They can use a notecard for reference.
- In high school, they will have SEVEN MINUTES--two to prepare and five to speak. They **CANNOT** use a notecard for reference.
- No outside sources may be referenced during prep time other than a blank piece of paper/note-card.
- The chosen topic paper may be held and quoted from during the speech. No notes may be written on the chosen topic paper.
- The speaker may approach the topic creatively (for example, a metaphorical interpretation of a concrete noun), **but the chosen topic must be the central theme of the speech and not peripheral to it.** Humor and satire are permitted.
- When ranking the speeches, consider if they were able to fill up their time effectively, their use of structure (a clear intro, a thesis, a roadmap, examples/supporting evidence, transitions, and a conclusion), the connections/examples they provide, and their public speaking ability (good body language, movement, eye contact, facial expressions, tone of voice, etc.).
- Props and audiovisuals are not allowed. This refers to any physical item that might be used to animate or illustrate the speech.
- **GIVE VERBAL TIME SIGNALS DURING PREP TIME EVERY THIRTY SECONDS. LET THEM KNOW WHEN THEIR TIME IS UP.**
- **GIVE HAND TIME SIGNALS THROUGHOUT THE SPEECH -- at four minutes, three minutes, two minutes, one minute, 30 seconds, and 10 seconds.**

Spontaneous Argumentation:

BEFORE YOU LEAVE TO JUDGE THIS EVENT, MAKE SURE YOU HAVE A COPY OF THE TOPICS.

- The speakers will be paired off in a one-on-one manner. So long as you don't give the same topic twice in one round, the order of topics debated doesn't matter.

- In elementary school, the speakers can bring up note cards. In Open Spar, they can't.
- The first speaker is called the Affirmative/Proposition. The second speaker is the Negative/Opposition. The judge announces the topic, and then both sides have ONE MINUTE to think. Then, the Affirmative presents a one-minute case trying to prove the topic to be true. The Negative has one minute to respond and disprove the topic. GIVE THEM TIME SIGNALS AT THIRTY SECONDS AND TEN SECONDS REMAINING.
- Then, the two speakers will square off against each other for three minutes, where they'll make statements and ask each other questions.
- Finally, the Negative will conclude for one minute, and the Affirmative will wrap it up in the last minute.
- Both speakers should deliver their speeches to the JUDGE, not at each other.
- You can rank them on structure, responsiveness to each other's arguments, wit, and humor. Rank them 1st through 8th Place. A speaker can "lose" the debate but still place high in the round if you appreciated their style and presence—this is more about what you, as a judge, enjoyed and was impressed by rather than a rote, robotic, fast-paced logic-fest (unless that's what you're into)!

Expository Speaking:

- The speaker will give a speech to inform you about an issue.
- The speech should be written in an easy-to-follow, organized way. They should give you evidence and examples.
- The speaker should use effective body language and eye contact. They should move with purpose.
- If the speaker is memorized, they should receive more consideration for first place than a speaker who is not.
- In high school, the speaker MAY USE visual aids, or MAY NOT. An amazing speech with no visual aids can defeat a boring speech with visual aids, or vice versa. It's up to you how much you take it into account.
- In elementary/middle school, they should speak for five minutes. In high school, they have up to ten minutes.

Original Oratory:

- The speaker will give a speech to persuade, inform, and/or entertain you about a social issue.
- The speech should be written in an easy-to-follow, organized way. They should give you evidence, examples, and expert opinions.
- Presentationally, they should be compelling, poised, and sincere.
- The speaker should use effective body language and eye contact. They should move with purpose.
- If the speaker is memorized, they should receive more consideration for first place than a speaker who is not.

- Time: 10 minutes maximum; no minimum. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

Duo Interpretation:

- Two speakers will interpret (act out) an author's work. It can be any published work.
- They are not allowed to directly look at each other's eyes, or directly touch each other, EXCEPT in the introduction (where they explain the piece's name, the author, and its relevance).
- The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character/s.
- No props or costumes are allowed.
- The speakers should show purposeful, distinct acting choices that showcase their understanding of the work.
- If the speaker is memorized, they should receive more consideration for first place than a speaker who is not.
- Time: 10 minutes maximum; no minimum. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

Original Interpretation for 1 or 2 (or Original Prose & Poetry for 9th-12th Grd)

- One (or also two speakers for Elementary and Middle School) will interpret (act out) their original work.
- The presentation should include an introduction that cites the name of the piece. The material is the student's own work; you may consider the quality of their content in addition to their presentation.
- If two students are performing, they are not allowed to directly look at each other's eyes, or directly touch each other, EXCEPT in the introduction (where they explain the piece's name, the author, and its relevance).
- The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character/s.
- No props or costumes are allowed.
- The speakers should show purposeful, distinct acting choices that showcase their understanding of the work.
- If the speaker is memorized, they should receive more consideration for first place than a speaker who is not.
- Time: 5 minutes. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

Declamation/Oratorical Interpretation:

- The speaker will deliver someone else's speech. It must have been performed as a public address.
- They must identify the original speaker and situation.
- The must suggest the thoughts, emotions, ideas, and purposes of the original speaker.
- Presentationally, they should be compelling, poised, and sincere.

- The speaker should use effective body language and eye contact. They should move with purpose.
- If the speaker is memorized, they should receive more consideration for first place than a speaker who is not.
- Time: 10 minutes maximum; no minimum. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

Storytelling:

- This event allows the use of a kid's story book and/or a chair as a prop. The student will present material chosen from such a book.
- When ranking this round, consider "which of these performances would an average child at a library book-reading appreciate the most?"
- The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character/s.
- The presentation should include an introduction that cites the name of the piece(s) and the author(s). The material must be found in printed literature. Minimal costumes or props may be used in the presentation (in High School).
- Time: five minutes maximum including introduction; no minimum. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

POI or Prose Interpretation (or Interpretation with Binder for 3rd-5th Grade)

- The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and/or character/s.
- The speaker will use a black binder containing his/her speech. Even though moments of high drama or high humor may occur, unlike Dramatic or Humorous Interpretation, the focus of the speaker will not be to move around to create a three dimensional world. He/she may use their binder to create sound and visual effects, but their book must generally be open while they are performing and closed while they are speaking as. The convincing effect they are seeking must be primarily conveyed through their eyes, voice and gestures and upper torso movements.
- Their presentation must center around a THEME, drawing from multiple authors and sources to present their take on that theme.
- The presentation should include an introduction that cites the name of the piece(s) and the author(s). The material must be found in printed literature.
- Time: 7 minutes maximum including introduction; no minimum. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

Dramatic or Humorous Interpretation:

- The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and/or character/s.

- Humorous is intended to make you laugh, so you can expect clownish, absurdist voices and acting to prove who can be funniest while still delivering a message; Dramatic is intended to deeply affect you through its message, so expect moments of intense feeling, designed to reveal who is the master actor or actress of the round.
- The presentation should include an introduction that cites the name of the piece(s) and the author(s). The material must be found in printed literature.
- Time: 10 minutes maximum including introduction; no minimum. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

Original Comic Commentary

- The speaker will give a speech to entertain and inform you about a subject he/she considers funny.
- Visual Aids and props are not allowed
- The speech should be written in an organized way. They should give you evidence, examples, and can even include expert opinions.
- The humor should derive primarily from the description of the issue, not only from the acting out of scenes
- The speaker should use effective body language and eye contact.
- If the speaker is memorized, they should receive more consideration for first place than a speaker who is not.
- Time: 5 minutes maximum; no minimum. They have a grace period of 30 seconds. If they more than 30 seconds overtime, they cannot rank FIRST on your ballot.

Congressional Debate

- In Congressional Debate, students emulate members of the United States Congress by debating bills and resolutions.
- In this tournament, there are bills pre-assigned for rounds 1, 2, 3, and Finals.
- As judge, your sole challenge is to keep an ongoing rank of all speakers. You do not have to worry about any other rules or time issues. Those aspects will be handled by the Presiding Officer. Each chamber has a PO or chair to allow the judge to focus solely on ranks and written comments.
- Congressional Debate speeches last up to three minutes.
- Debate alternates in favor and opposition to the legislation with three minute speeches and one minute of questioning. Within each speech, contestants develop two or three organized, logical arguments supported by credible evidence for why the chamber should vote for or against the given legislation.
- Questioning, traditionally, has been the standard set by Robert's Rules of Order. One speaker at a time has an opportunity to ask one question at a time, moderated by the presiding officer. Typically, questions attempt to expose faults in the speech given. Sometimes speakers upholding the

same side as the current speaker will ask a "friendly question," seeking agreement, although in some regions, this is discouraged. Questions, and their respective answers, are to be short and to the point, as delays will unfairly cut into other speakers' questioning time.

- While all Congressional Debate competition rely upon parliamentary procedure and Robert's Rules of Order as the underpinning for how sessions are conducted, there may be slight variations in how the competition itself is run.
- When ranking the round, consider the speaker's ORIGINALITY OF THOUGHT (refuting arguments or establishing important new points as opposed to just rehashing what's already been said), ORGANIZATION, EVIDENCE (citing credible sources), DELIVERY (if they're not moving effectively, giving good eye contact, or speaking in a clear, understandable tone, they won't rank well), QUESTIONING (how will they defend their position when challenged), and PARTICIPATION (are they asking as many questions as they can and demonstrating a knowledge of Parliamentary Procedure?).
- Ultimately, your goal is to rank in order those advocates whose persuasiveness as speakers most impressed you for their quality of leadership.
- **Actuación de 1 o 2 (Spanish Interpretation for 1 or 2 Speakers)**
The speaker or speakers will deliver an original or published performance in Spanish, lasting no more than 5 minutes and 30 seconds. No costume nor props are allowed. If two performers are involved, the rules of Duo apply, such as no touching nor directly looking at one another. Since any kind of literature is allowed, the judge is looking for effectiveness of communication. Which performance was more compelling, convincing, unforgettable?