

# Canadian National Debate



## Judging Guide

# Welcome !

The Alberta Debate and Speech Association thanks you for volunteering your time to act as a debate judge. As a judge you are part of a national educational program designed to develop and hone skills in critical thinking, communication, and leadership among Canada's youth. Your presence and interest encourages these young people to continue developing their skills and characters through debating.

Once again, thank you kindly for your assistance.

Yours truly,

ALBERTA DEBATE AND SPEECH ASSOCIATION

## What Can I Expect?

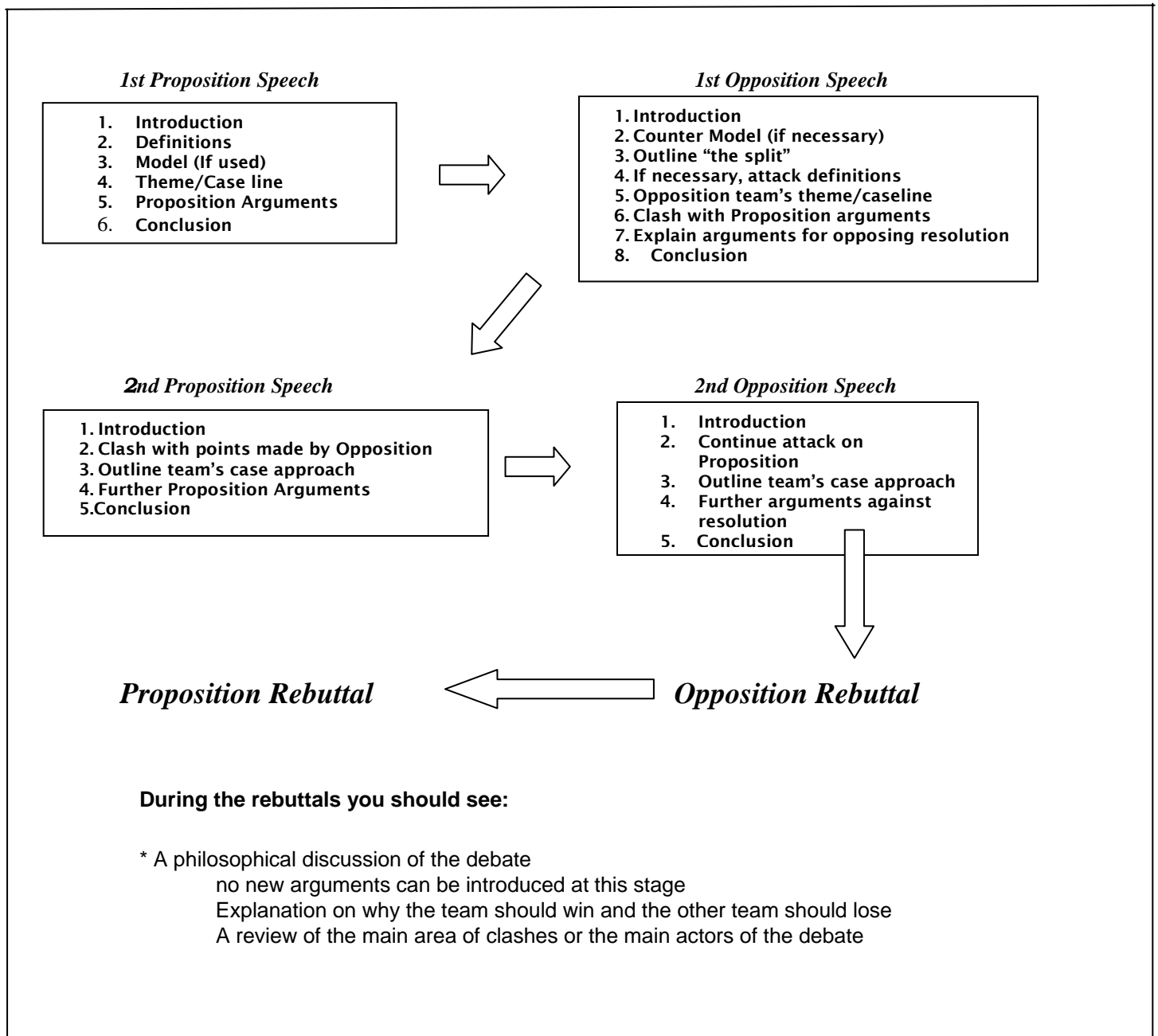
- There will likely be 3 rounds of debate taking place today. Unless you have made other arrangements you will be judging all of these rounds.
- Following the preliminary rounds there may be semi-finals and finals. If there are finals and semi-finals we would be grateful if you would volunteer.
- There will be a number of debate teams, usually from different schools depending on the size of the tournament there may be students in different categories of debate. (The categories are determined by the age and experience of the debater.) During the day the students will debate several times and, on both sides of the issue.
- The debates will take place in rooms, where you should find the following:
  - Two teams of two debaters, 1 team is the Proposition, the other team is the Opposition.
  - An individual or individuals who will act as timer and Chairperson (Speaker). These individuals will administer the debate. . . your sole responsibility is to judge the debate.
  - An odd number of judges . . . Ties are not awarded in debates.
- As a judge you will have three responsibilities
  - 1) Evaluate each debater
  - 2) Determine the winning team
  - 3) Make comments to the debaters. (Keep your comments brief!)

**We'll talk more about this later ! !**

The following is the Canadian National Style format:

	Sr. High Beginner	Sr. High Open
1 <sup>st</sup> Proposition Constructive	6 min	8 min
1 <sup>st</sup> Opposition Constructive	6 min	8 min
2 <sup>nd</sup> Proposition Constructive	6 min	8 min
2 <sup>nd</sup> Opposition Constructive	6 min	8 min
Reply Speech by 1 <sup>st</sup> Opposition	4 min	4 min
Reply Speech by 1 <sup>st</sup> Proposition	4 min	4 min

## Debate Overview



## **Getting Started. . .**

On registering or during the briefing you will find out the locations and times of your judging responsibilities. Event organisers must depend on you to be in the right place at the right time as they could have as many as thirty or more rooms running at a time, a task that is complicated enough at best. Going to your location five or ten minutes early is advisable.

When you enter the room, you will find a Chairtimer (Speaker) and other judges. Introduce yourself to the Chairtimer (Speaker) as he needs to know when the full complement of judges is present, as well as how to pronounce your name when you are introduced at the beginning of each round.

Find a seat that allows you an unobstructed view of the debaters, one which is not too close to distracting lights or noise, and is a discreet distance from any fellow judges. The latter point is important, since your decision is yours alone, and you must not confer or even appear to confer with anyone prior to submitting your decision to the Chairtimer (Speaker).

Once you have found a suitable seat, refer to your Judge's Ballot package, and recognise where you will record your notes on the flow sheet and, most importantly, read carefully through the ballot.

You will only be required to return the completed ballot portion to the Chairtimer (Speaker) at the end of each round. Keep the flow sheet portion so that you can refer to it in making constructive comments after the Chairtimer (Speaker) collects the Ballot.

The debaters, if they are not already present, will soon arrive. As soon as they record their names and order of speaking on the blackboard, copy this information onto your ballot and flow sheet in the appropriate locations

## Judge Duty #1 Individual Evaluations (Speaker Points)

Speaker points are individual rankings and provide a chance to differentiate between stronger and weaker members of a team. They also provide an opportunity to penalize or reward teams for things that may not be worth a win or loss. Speaker scores fall between 60 and 80. In general, the winning team will have the higher point total but this need not always be the case: “low-point wins” can occur when a team may not have had the best style or organization but presented very strong, persuasive arguments for their case. However, these situations are very rare and low point wins will usually need to be justified to the tournament organizers. **Check the Speaker Score Range Guidelines in this Package.**

Base your score on the 3 criteria **Content, Style, and Strategy**. (See Ballot & Rubrics below)

### **Content**

Content covers the arguments that are used, divorced from the speaking style.

Judging content can be summarised as looking at:

- a] quality of argument
- b] quality of counterargument or clash and
- c] the depth of the substantiation of each of a] and b].

It is as if you are seeing the arguments written down rather than spoken. You must assess the weight of the arguments without being influenced by the magnificence of the orator that presented them. Do all of the speakers for the team present a unified, co-ordinated, consistent case? Has the debater thoroughly researched the topic? Does he or she introduce adequate and relevant facts, examples, statistics, authorities and other such material? Does the debater choose a reasonable means to substantiate his or her assertions and is there sufficient documentation of all important assertions and evidence? Does the debater demonstrate ingenuity and imagination in the selection of materials? Does the debater understand the whole question being debated, the essence of his or her opponent's objections to his or her arguments, and how the particular issues that emerge during the debate relate to one another? Is the logic of the debater sound? Does he or she recognize and expose weaknesses in opponent's evidence and reasoning? Does the debater understand the crucial issues in the debate? Does he or she distinguish between substance and rhetoric? Are the definition of terms and the interpretation of the resolution sound and reasonable?

### **Style**

Adjudicators should not be looking for speakers who are *stylish*, but rather they are looking at the *presentation* of the speakers. Judging presentation can be summarised as looking at the degree to which the presentation complements the argument.

Presentation covers the way the speakers speak. Does the debater present material in a clear, fluent, organized and coherent manner? Develop his or her ideas and case well? Does the debater enable the listener to understand the relevance of and the transition between arguments? Has the speech an effective introduction and conclusion and sound internal organization? Is the delivery smooth and spontaneous or stilted? Consider pose, posture, ease and effectiveness of gestures, enunciation, quality and use of voice, emphasis, variety, and other mechanics of good speaking. Does the debater display a command of language, use good grammar and employ appropriate vocabulary? Has the debater developed an effective style? Does he or she project intelligence, confidence and sincerity?

- Penalize for mere reading or memorization of a speech.
- Any debater who lowers the tone of the debate should be penalized

## Strategy

Strategy covers three concepts:

1. The **structure and timing** of the speech
2. Whether the speaker understood the **issues** of the debate.
3. The **role of the speakers**

### 1. Structure and timing

A good speech has a clear beginning, middle and end. Along the way there are signposts to help us see where the speaker is going. The sequence of arguments is logical and flows naturally from point to point. Good speech structure, therefore is one component of strategy.

Timing is also important, but it must not be taken to extremes. There are two aspects to timing.

1. Speaking within the allowed time limit, and
2. Giving an appropriate amount of time to the issues in the speech.

A speaker should also give more time to important issues. If there is a critical point that buttresses the whole of that team's case, it ought to get a fair amount of time so that it can be properly established. But if there is a point that is fairly trivial, it doesn't deserve more than a trivial amount of time. So the adjudicator must weigh not only the strength of the arguments in the content category, but also the proper time and priority that was given to them in the strategy category.

### 2. Understanding the issues

Closely related to the last point is that debaters should understand what the important issues were in the debate. It is a waste of time for a rebuttal speaker to deal with trivial points if crucial arguments are left unanswered. Such a speaker would not understand the important issues of the debate, and should not score well in strategy. By contrast, a speaker who understood what the important issues were and dealt with them thoroughly should score well in strategy.

It is very important that adjudicators understand the difference between strategy and content. Imagine a debate where a speaker answers the critical issues with some weak rebuttal. This speaker should get poor marks for *content*, because the rebuttal was weak. But the speaker should get reasonable marks for *strategy*, because the right arguments were being addressed.

### 3. The Role of the Speakers

**The first government** defines the motion, outlines the government case, announces the case division, and presents the case for the government.

**The first opposition** deals with the definition if it is a problem, explains the important differences between the two team cases, and either outlines the opposition case, and presents the opposition case, outlines the opposition's rebuttal case (i.e. the broad themes the opposition will use throughout the debate to rebut the government case) and expands on it.

The difference between these two approaches depends on whether the opposition is content just to present a rebuttal case, or takes the stronger route and presents its own alternative case as well.

**The second government** is going to spend a large part of her or his time attacking the other side, including defending the Government case from the Opposition rebuttal arguments. However, she or he can have a small part of the government case to present - Perhaps 1 or 2 minutes at the most.

**The second opposition** is going to spend most of her or his time attacking the other side, rather than presenting significant new arguments, She or he can have an even smaller part of the opposition case to present, but again this is not obligatory. Note that the opposition reply follows straight on from this speech, so it is better for the third opposition to deal with the detail of the government case and leave the broad overview to the reply speech.

**The reply speeches** are not going to delve into fine detail, but will take a broad approach to the issues of the debate. They should also summarise their own case either as part the analysis of the issues or towards the end of the speech as a separate section. For obvious reasons the reply speeches cannot introduce new arguments except by the proposition debater who is exercising his/her right to reply to new arguments tendered during the final Opposition constructive speech. he/she can not introduce new lines of reasoning. The counter argumentation and counter example (or even counter illustration) must be in 'close and direct' opposition to the opposition points.

## Other Considerations Judges need to be aware of:

### Clash

Clash is the central principle of debate. Debaters are obliged to clash directly and specifically with arguments presented by their opponents. Both teams must take the “bull by the horns” and contest each major, relevant point raised by the opposing team. Since the Proposition team begins the debate by proposing an argument, clash can be seen as a primary obligation of the Opposition. However, the Proposition is expected to respond directly to every valid challenge to their argument.

Without clash, there is no debate. Clash or lack thereof will become abundantly clear from your flow sheet if you have faithfully recorded debate arguments. It is suggested that you draw arrows between these points to link corresponding contentions and refutations.

**A team that fails to clash on relevant arguments should lose the debate.** If neither team clashed adequately, you have witnessed a poor debate, and should reflect your disappointment when filling in your individual speaker evaluations. Do, however, take care not to take too critical a tone in your comments as you may be able to help the debaters improve. Remember that constructive criticism teaches well.

### Questions (Points of Information)

Points of Information, also known as POIs for short, are used in Worlds Style, plus a variety of other debating forums. Essentially, a POI is a question or statement that one makes while someone is giving a speech as a means of gaining a tactical advantage.

It is expected that every speaker offers and accepts POIs during the round. POIs are only allowed during the constructive speeches, and not during the first and last minutes of these speeches (this is called “protected time”). During the round, the moderator will bang the desk after one minute has elapsed to signal that POIs are now allowed, and again with one minute remaining in a speech, to signal that time is once again protected. Points of information should be short and to the point.

To offer a Point of Information, a debater may stand silently, possibly extending an arm. A debater may also simply say “on a point of information”, or “on that point”. The speaker has control over whether to accept the point. One may not continue with their point of information unless the floor is yielded by the speaker. The speaker may do one of several things:

- a) Reject the point briefly, perhaps by saying something like “no thank you” or “not at this time”. The debater who stood on the point will sit down. It is also acceptable for a debater to politely wave down the speaker without verbally rejecting it and disrupting his/her speech.
- b) Accept the point, allow the point of information to be asked, and then proceed to address the point. A speaker may address the point briefly and move on, choose to merge and answer what they were going to say, or state that they will deal with this later on.
- c) say something like “just a second”, or “when I finish this point”, and then yield the floor when they have finished their sentence or thought.

It is expected that each debater will accept at least two POI’s during his/her speeches. Each debater on the opposing team should offer, at least, two POI’s to the debater delivering the speech. Adjudicators are instructed to penalize teams if the lower limits are not attained! How well a debater handles themselves in the rough and tumble of offering and accepting POI’s is key in this style of debate.

### Finally:

**Your own personal biases dealing with issues or people should not be a factor in any decisions or evaluations.**

**A debate should be judged entirely and solely upon the principles of debate discussed herein and on information introduced only within that debate.**

**There is no such thing as an “incorrect decision”, assuming you have adhered to the above-noted points. Therefore, act with confidence, trust the material provided during your briefing steps, and do not be afraid to differ from other judges.**

# The Evaluation

In both prepared and impromptu debate, the following are the maximum number of points that shall be awarded if deserved.

Content – 40

Style – 40

Strategy - 20

Below is a **guide** to help you judge the various elements of the round. You are welcome to, and encouraged, to provide only a holistic final score, while keeping the various elements in mind.

*The expected range of marks is from 60% for an appalling speech to 80% for a brilliant one.*

*A good average speech at this competition is worth 70%.*

*Judges shall never give a speaker a mark greater than 80 or less than 60.*

The following is a GENERAL guideline describing what percentage of marks should be given in each range.

A brilliant speaker would score 32 for style, 32 for content and 16 for strategy (i.e. 80% of each category).

A good average speaker for this competition would be expected to score 28 for style, 28 for content and 14 for strategy (i.e., 70% of each category).

An appalling speaker would score 24 for style, 24 for content, and 12 for strategy (i.e. 60% of each category).

## **See Rubrics below for Guidance**

### **NB:**

- The individual score out of 100 should be an overall reflection of the speaker's speech(es).
- Please double check the speaker's name with the position in the score boxes, and be sure to get the speaker's code as well, if applicable.
- You may, and are encouraged to, enter a final score only. Please take care to compare all scores in both relative and absolute terms. Please be advised that the tabs room will only look at the final score.
- the mark given for the reply speeches will only be tabulated for the team mark and won't affect the speakers ranking.

### **Marking Points of Information**

A mark can **increase** by up to a couple of marks if the speaker offered superb points of information during the rest of the debate.

That mark can **decrease** by up to a couple of marks if the speaker:

- (i) offered no points of information (or almost none) during the rest of the debate;
- (ii) offered bad points of information during the rest of the debate;
- (iii) failed to accept points of information during her or his own speech.

## Things Judges Should Remember:

1. **The range of marks for each debater should be between 60 and 80**, with few exceptions in either direction.
2. **Who is the best debater in the room for this debate?** No matter how good or poor the debate you judged was, you should have an opinion as to who the best debater was.
3. **The characteristics of good argument.** There should be order, substance and conviction in the argument. Data is good, but a barrage of facts is not a good argument.
4. **The characteristics of good rebuttal.** Does the debater review the opponent's arguments and proceed in deconstructing each point? Are there logical scenarios drawn illustrating the weakness or unfeasibility of the opponent's plan?
5. **The characteristics of good delivery.** Does the debater speak clearly (addressing the speaker) while looking at the judges? Is the voice varied in pitch, intensity and manner?
6. **The characteristics of a good examiner.** Is the examiner courteous? Are the questions closed and demanding of a limited answer, rather than open and allowing for rambling answers that consume valuable time? Do the questions get any admissions from the witness that negate the witness' argument? How well does the examiner use the information in his/her final rebuttal that was received during questioning?
7. **The characteristics of a good witness.** How well does the witness hold their ground, while giving honest and sincere answers? Does the witness give reasonable justification for their answers?
8. **The characteristics of a good debate.** First and last of all **THERE MUST BE CLASH!!!**
9. **General organization and linkage.** The rule of thumb here is to ask yourself two questions:
  - A) Can I follow this argument?
  - B) When it was over, do I know what their points were?In addition, do the debaters refer to the rest of the argument, not only the opposition, but to their own partner? Working as a team is important, and so is demonstrating to the judges that they are aware of the whole argument's proceedings.
10. **Poise.** Do the debaters seem even and balanced in their presentations?
11. Please remember that the range of **marks for each debater should be between 60 and 80**, with few exceptions in either direction.
12. After the debate is over, make constructive comments to the debaters, but do not **announce the winning team unless the Tournament Organizer asks the Speaker to do so.**

Bob Marsh

Go Ahead and Make your Individual Evaluations

## Judge Duty # 2

### **Determine the Winning Team**

As a judge, it is your responsibility to decide who won the round. This is often the hardest part of judging and also the hardest to give instructions for. Your decision may be based on a number of factors but, ultimately, the winning team will be the one that most successfully persuaded you. Factors to consider include the strength of the arguments presented, how effectively the team clashed with the other side's arguments and whether each speaker fulfilled the duties of his position. You will probably find it helpful to take notes or keep a flow sheet during the round; this can be a useful tool in deciding who won. Remember: **NO TIES ALLOWED! Be sure to check the winning team on the Ballot.**

In general, the decision should be awarded to the team that presented the most convincing argument in terms of content, style and strategy. **Generally, the Team with the greater score will win the debate.** It is possible, but very unlikely, that the winning team might better apply the principles of debate but have lower individual speaker points. If this occurs, you must be prepared to explain your decision.

## Judge Duty #3 Constructive Comments

After all Judges' Ballots are handed to the ChairTimer (Speaker), you will be invited to comment about the debate you have just seen. You do not have to make comments if you do not wish to, and do not reveal how you voted if you do make comments.

If you do decide to comment, and you are encouraged to, please try to remember that no one likes to be criticised. Try to keep your comments as positive as possible. Do not be afraid to point out flaws that you noticed in the argumentation or the performance of the debaters, but temper those criticisms with helpful suggestions for improvement.

Constructive criticism is always welcome. Try to begin and end your remarks on a positive note. Although all the debaters will appear to be confident and self-assured, young egos are fragile, and should be treated with respect.

**During your comments, do not announce the winning team unless asked to do so by the Speaker.**

Thank you again.

We could not hold this tournament without your participation.

## Expectations for the Components of Content

<b>Content</b> - Is the quality of the arguments that are presented by the debater. Their refutation of the opposition's arguments, their logic through - out the debate, examples and knowledge of the topic. Quality of Content in POI's and their relevance to the round.				
Mark	Expectation	Argumentation	Logic	Refutation
<b>35</b>	<p><b>Exceptional Speech.</b> This will be one of the top debaters you will see in this tournament and will probably score high and succeed at tournaments.</p> <p>Arguments were creative, using a high level of understanding and knowledge. Refutation demonstrated a high level of comprehension of the arguments. The debater was strong in all three areas.</p>	<p>Arguments were consistently backed up well with pertinent examples, statistics, and analysis.</p> <p>Arguments were well thought out, profound, creative and showed a high level of thinking and understanding of the issues.</p>	<p>All argumentation was extremely logical. Their constructed in a manner that was easy to follow and showed links between cause and effect. It was very easy to follow the arguments that were made.</p>	<p>Offered comprehensive analysis as to why the opposition's arguments are not valid. Showed thorough understanding of the issues and defending their position to the utmost of their ability. Refutation was not skimming the surface, clashed with the core issues of the debate. All opposition's arguments were dealt with effectively.</p>
<b>34</b>	<p><b>Excellent speech.</b> This debater is mostly likely going to place in the top ten. Their arguments were well developed, and showed understanding of the issues</p> <p>Refutation showed that they understood the oppositions arguments.</p>	<p>Argument was for the most part backed up with evidence (examples, statistics and analysis)</p> <p>Arguments were effective, well developed and demonstrated a understanding of the key issues.</p>	<p>Argumentation was logical. The construction allowed for the debater to be easily followed. Most links between cause and effect were established.</p>	<p>Offered analysis as to why the opposition's arguments were not valid. Showed an understanding of the issues and defended their position with ease. Refutation approached the core issues of the debate. All opposition arguments were dealt with.</p>
<b>32</b>	<p><b>Good Speech.</b> This debater will most likely place in the top half of the tournament. Their arguments were generally developed and showed moderate understanding of the issues. Refutation showed that they understood most of the opposition's arguments.</p>	<p>Arguments were relevant to the debate. They were backed up with some evidence (examples, statistics, and analysis). They were developed and has some depth and showed an basic understanding of the issues</p>	<p>Argumentation was somewhat logical. For the most part the arguments flowed. But some links between cause and effect were missing.</p>	<p>Refutation most of the oppositions arguments. Showed a basic understanding of the opposition's arguments. Defended most of their arguments.</p>
<b>31</b>	<p><b>OK Speech.</b> The debater will place in the bottom half of the tournament. Their presented arguments that were standard, basic and showed partial understanding of the issues. Partially engaged the other team.</p>	<p>Arguments were somewhat relevant. They lacked evidence, or the evidence that was presented was not relevant. They had little depth in their development of the arguments. Showed a partial understanding of the topic.</p>	<p>Not all arguments were logical, and flowing. Missed major links between cause and effect. Not always easy to follow.</p>	<p>Refutation was present but not very effective. Showed minor understanding of the opposition's arguments. For the most part they dealt with them ineffectively. Failed to defend some of their arguments.</p>
<b>30</b>	<p><b>Speech Needs Work.</b> The debater will most probably place in the lower end of the tournament. Debaters had some arguments but most were either irrelevant, or not developed. Showed little engagement with the other team and showed little understanding of the issues.</p>	<p>Argumentation was lacking. Arguments were poorly developed lacking evidence and support. Little analysis was offered. Showed little understanding of the issues.</p>	<p>Most arguments were illogical. Missed key links between cause and effect. Hard to follow.</p>	<p>Refutation was poor or absent. Dealt ineffectively with the opposition's arguments and showed little understanding. Failed to defend their own arguments</p>

## Expectations for the Components of Style

Style- Is the way in which the debater delivers their remarks. The particular style does not matter; it is the effectiveness at getting their message across. Things to consider are eye contact, gestures that are used for emphasis, variance of tone, and volume, pausing for effect, speed and confidence.

Mark	Expectation	Verbal/Linguistic	Organization	Non-Verbal
<b>35</b>	<b>Exceptional Speech.</b> This will be one of the top debaters you will see in this tournament and will probably score high and succeed at tournaments. The debater used a variety of tones, speeds effectively for emphases. Debaters language was articulate and descriptive and to the point. Their manner made their arguments more persuasive. Their organization is pristine.	Debater used a variety of tone, speed, pause to their advantage making their speech very persuasive. You feel sad after they sit down because you want them to speak more. Very descriptive language presented with varied emphasis.	Introduction grabs your attention. Speech is extremely well organized. Its very easy to follow, Excellent notes and readily accessible information. Has an effective conclusion convinces you.	Debater is has excellent posture, used gesture to great advantage. Appears very confident at all times, no distracting movements. Effective eye contact
<b>34</b>	<b>Excellent speech.</b> This debater is mostly likely going to place in the top ten. The speech uses most of the elements of speech to their advantages. Debater is well structured and interesting, and introduction and conclusion are clear and effective.	Good control of voice, uses a variety tone, speed and pause tone in their speech. Very enjoyable to listen too. Some descriptive language presented	Introduction and conclusion were interesting and clear. Very well structured, easy to follow. Able to take notes and access the information easily.	Body language exhibits confidence. Good posture with not to many destructive movements. Good eye contact
<b>32</b>	<b>Good Speech.</b> This debater will most likely place in the top half of the tournament. Speech uses most elements of speech to enhance their speech. Debater is structured, and can be followed. Introduction and conclusion are present and effective.	Has control over voice showing some variation in tone, speed and pause. Enjoyable to listen too. Some descriptive Language	Introduction and Conclusion were present. Speech shows most sign of being organised. Some weakness in overall flow.	Body language shows control. Good posture some distracting movements Mostly good eye contact.
<b>31</b>	<b>OK Speech.</b> The debater will place in the bottom half of the tournament. Debaters speech uses some of the elements of speech effectively. Debater is lacking some structure, harder to follow.	Mostly has control of voice showing a little variation in tone speed and pause. Somewhat enjoyable to listen to. Used little descriptive language.	Introduction and conclusion may have been present but they were neither effective nor notable. Speech was somewhat organized. Showed major weakness in overall flow. Harder to follow	Body language shows most sign of being in control. Little eye contact. Appear unsure and nervous. Has distracting movements that detract from the speech.
<b>30</b>	<b>Speech Needs Work.</b> The debater will most probably place in the lower end of the tournament. Speech was very ineffective. The message didn't get across. Debate uses little of the elements of effective speech. Debater is lacking in most structure, is hard to follow.	Has little control over voice showing little to no variation in tone, speed and pause. Not enjoyable to listen to. No descriptive language.	Introduction and conclusion are not present. Speech wasn't organized and showed major weakness in flow. Very difficult to follow.	Body language shows little sings of being in control. Eye contact was missing entirely. Has many distracting movements that severely detract from the speech.

# Expectations for the Components of Strategy

Strategy: Is the debate's use of the style, the effectiveness, their structure and timing, and the roles of the speakers.				
Mark	Expectation	Use of Style	Structure and Timing	Role Fulfillment
15	<b>Exceptional Speech.</b> This will be one of the top debaters you will see in this tournament and will probably score high and succeed at tournaments. Debater uses cross examination or Points of Information very effectively and enhances the debate. Structure and timing allow the debater to fulfill their role to the utmost effect.	<b>Points of Information:</b> Are short, extremely damaging to the opposition and are given at strategic times. Speaker responded to POI with ease and was able use them to their advantage. Followed the Give Two Take Two Rule	Speaker allocated the exact right amount of time to clash, reconstruction, and construction.  The order in which the arguments were presented enhanced the debate.	Speaker fulfilled their role of the speech to their utmost ability. Elements of Clash, reconstruction and construction were correct for the particular speech. Filled all their time.
14	<b>Excellent speech.</b> This debater is mostly likely going to place in the top ten. Cross examination or Points of Information are effective and add to the case. Speaker's structure and timing allow for the debater to meet all the necessary specifications for the speech.	<b>Points of Information:</b> are short are damaging to the opposition, given mostly at strategic times. Speaker responding to POI with relative ease using most to their advantage. Followed the Give Two Take Two Rule	Speaker for the most part allocated the right amount of time to clash, reconstruction, and construction.  The order in which the arguments were presented added to the debate.	Speaker fulfilled their role of the speech.  Elements of Clash, reconstruction and construction were correct for the particular speech.  Filled all their time.
13	<b>Good Speech.</b> This debater will most likely place in the top half of the tournament. Cross examination and Points of information are mostly relevant. Structure and Timing doesn't detract from the debate, and the speaker fulfills most of the roles.	<b>Points of Information:</b> Are moderately short. Somewhat damaging to the opposition, given mostly at effective times. Speaker responded moderately effective to some of the POI's. Follows the Give Two Take Two Rule.	Speaker's allocation of time for clash, reconstruction, and construction did not severely detract from the round.  The order of the arguments presented did not detract from the round.	Speakers generally fulfilled their role in their speech(s)  Elements of clash, reconstruction and construction were generally correct for the speech.  Filled all their time.
12	<b>OK Speech.</b> The debater will place in the bottom half of the tournament. Cross Examinations and Points of Information detract from the round somewhat. Speaker structure and organization also make the round harder to follow or missing elements.	<b>Points of Information:</b> Are not always short, to the point or effective. Not very damaging to the opposition. Speaker responded to the POI's some times, but was not that effective in defending their position. Does not always follow the Give Two Take Two Rule.	Speakers allocation of time for clash reconstruction and construction did detract from the round.  The order of the arguments presented did detract from the round.	Speaker fulfilled some of the roles in their speech (s).  Elements of clash, reconstruction and construction were not always correct for the speech.  Filled most of their time.
10	<b>Speech Needs Work.</b> The debater will most probably place in the lower end of the tournament. Cross Examination and Points of information are irrelevant and or not effective at all. Speaker allocation for time severely distracts from the round and the speaker doesn't fulfill most of their roles.	<b>Points of Information:</b> Are not short, to the point or effective. Not damaging to the opposition. Speaker rarely responded to the POI's, but was not that effective in defending their position. Did not follow the Give Two Take Two Rule.	Speaker's allocation of time for clash, reconstruction, and construction severely detracted from the round.  The order of the arguments presented severely detracted from the round.	Did not fill most of their time  Elements of clash, reconstruction and construction were rarely correct for the speech.  Filled some of their time.