



DEBATING

Directions: Please fill in the name of each competitor and remember to give each an **individual** score. Please write comments if there is sufficient time. This sheet will be returned to the students at the end of the championship. When the round is over, please hand one sheet to the chairperson.

Competitor's name: _____ **Country:** _____

Motion: _____

Round: One: _____ **Two:** _____ **Final:** _____

SCORING GUIDELINES

<u>50-59</u>	<u>60-69</u>	<u>70-79</u>	<u>80-89</u>	<u>90-100</u>
Poor	Weak	Average	Very Good	Superb

CATEGORY	SCORE
Analysis and Organization	_____ (20)
Logic and Evidence	_____ (20)
Teamwork	_____ (10)
Clash and Refutation	_____ (20)
Delivery	_____ (30)

Time: _____ **Total Points:** _____ **(100)**

If the sum of the categories does not equal the total score we will assume that we should use the overall total unless you check here: Use the sum of the categories:

PLEASE LEAVE BLANK: Time Penalty: _____ Final Score: _____

Comments:

Judge's name: _____ **Room:** _____

How many judges are in the room? _____

EVENT GUIDELINES FOR JUDGES

- This is “coordinate” debating. Each competitor will debate with a partner from another school, often another country. Even though they are debating as a team, they are scored individually and advance separately.
- The debaters are not told the resolution until 45 minutes prior to the debate. The two sides must agree on the definition, ie, what the resolution means. The Government (the side in favour) must tell the Opposition (the side against) the definition after 10 minutes, ie, when there are 35 minutes left to prepare. The resolution must be interpreted in a reasonable manner that reflects the spirit of the resolution.
- The Proposer and Opposer each have 6 minutes to speak and 3 minutes to sum up. The Seconders have 9 minutes to speak. Emphasis on judging will be on clash, spontaneity, logic, wit, content and teamwork.
- The side which does the best debating - and therefore the side to which you give the highest score - may not be the side which wins the argument. This is similar to the situation in court where the side with the better lawyer may still lose the case - the facts may overwhelmingly favour the other side. They advance as individuals based on their own scores, NOT as a team.

SCORING 101

The best guideline for scoring is to ask yourself whether you would want this student to be your lawyer in a murder trial, assuming that you had to be represented by a high school student.

- A mark in the **90's** means that you would be thrilled to have this person as your advocate. Given that a high school student is your only option, this is the one you would want to have and they will free you from all charges, even though the prosecutors have your prints, a murder weapon and a confession.
- **80's** means that you would be happy to have this student as your representative and your odds are still good. He might clear your name if the prosecutors had only circumstantial evidence against you, but you'll probably be doing some time. You consider the possibility of having to choose window curtains for your cell if the murder weapon is found.
- **70's** means that you would be neither pleased nor alarmed, but you had better have a water-tight alibi. The prosecutors have only circumstantial evidence against you, but this debater will still probably lose your case. At least he's good enough to keep you from getting the electric chair. Hope you like ankle chains and orange jumpsuits with numbers on them.
- **60's** means that you are probably doomed. Even though you are truly not guilty of the crime, this debater might still lose the case. With this student representing you, you're enjoying the last bit of fresh air you're going to have for a good many years and you'll be lucky if you don't get the chair.
- **50's** means that you would be better off arguing your own case. This debater would actually do a better job than the prosecutor at convincing the court you were guilty. You hope it's quick and painless!

ASSESSMENT GUIDELINES FOR JUDGES

Listed below are some questions that you might ask yourself when marking the various categories.

Analysis: How well does the debater understand the issues at hand? Is he/she able to separate argument from rhetoric? Does he/she recognize and focus on the key arguments in the debate?

Organization: Does the debater proceed in a coherent, fluent manner? Does he/she introduce and conclude his/her case well? Are his/her arguments easy to follow?

Logic and Evidence: Does the debater provide sufficient justification of her/her case, either by means of factual evidence or logical reasoning? Is the reasoning sound?

Teamwork: How well does the debater work with his partner. Do they help each other between speeches and refer to each other's arguments while speaking? Are their lines of argument consistent and is their overall case integrated? Are they listening to each other?

Clash and Refutation: How effectively and how thoroughly does the debater refute his/her opponent's case and defend his/her own? This should occur BOTH in the rebuttal and in the main speeches.

Delivery: How effective is the debater's presentation and overall approach to the debate? Is it suitable? Is his/her choice of language good? If appropriate, are wit and humour used well? Does he/she have presence and flair? Is the general approach to the debate (eg, humorous, serious, concerned) appropriate and is it done well? Have they allocated their time and energy effectively?

Style: How well does the debater deliver his/her speech? Does it appear to be spontaneous or is it merely being read? How effective is his/her eye contact, gestures, etc? Is the delivery polished or is it rough around the edges? Are the tone and pace appropriate for the speech? Does the voice vary suitably, hold your attention and enhance the arguments?