

Cross X 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:
 - i) Two teams of two debaters, 1 team is the Proposition, the other team is the Opposition.
 - ii) An individual or individuals who will act as timer and Chairperson. These individuals will administer the debate. . . your sole responsibility is to judge the debate.
 - iii) An odd number of judges . . . Ties are not awarded in debates.
- As a judge you will have three responsibilities
 - 1) Determine the winning team
 - 2) Evaluate each debater
 - 3) Make comments to the debaters. Keep your comments brief!

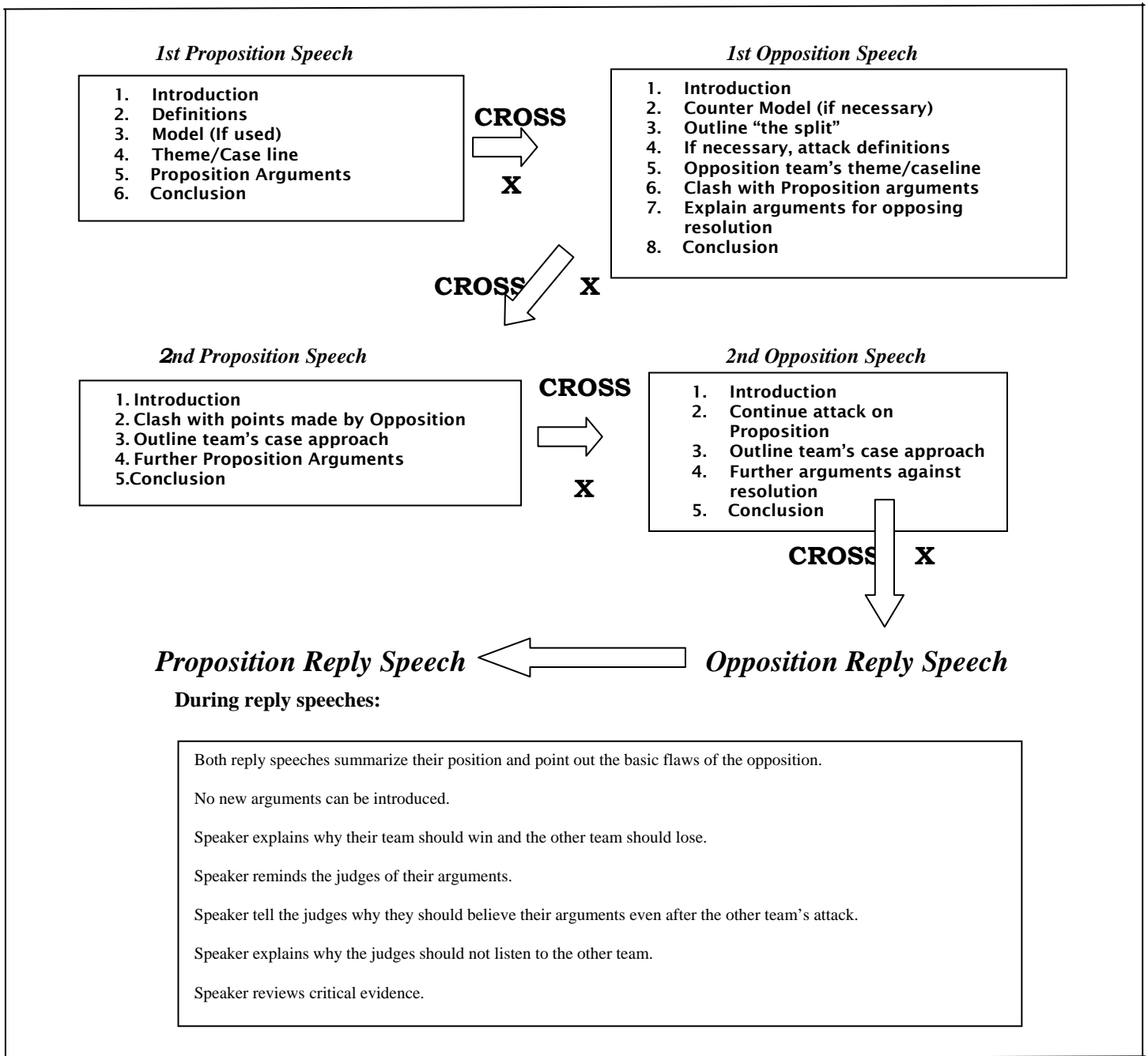
We'll talk more about this later !!

The following shall be the Cross-Examination format in Junior High Open and Beginner

	Beginner	Open
1 st Proposition Constructive	5 min	6 min
1 st Proposition cross-examined by 2 nd Opposition	3 min	3 min
1 st Opposition Constructive	5 min	6 min
1 st Opposition cross-examined by 1 st Proposition	3 min	3 min
2 nd Proposition Constructive	5 min	6 min
2 nd Proposition cross-examined by 1 st Opposition	3 min	3 min
2 nd Opposition Constructive	5 min	6 min
2 nd Opposition cross-examined by 2 nd Proposition	3 min	3 min
Break	5 min	5 min
Rebuttal Speech by 1 st Opposition	3 min	3 min
Rebuttal Speech by 1 st Proposition	3 min	3 min

Bilingual Junior High	(Both Categories)
1 st Proposition Constructive in French (Definitions in both languages)	6 min
1 st Proposition cross-examined by Second Opposition in French	3 min
1 st Opposition Constructive in French	6 min
1 st Opposition cross-examined by 1 st Proposition in French	3 min
2 nd Proposition Constructive in French	6 min
2 nd Proposition cross-examined by 1 st Opposition in French	3 min
2 nd Opposition Constructive in French	6 min
2 nd Opposition cross-examined by 2 nd Proposition in French	3 min
Break	5 min
Rebuttal by 1 st Opposition in English	4 min
Rebuttal by 1 st Proposition in English	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 organizers 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 and other judges. Introduce yourself to the Chairtimer 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.

The first thing that judges should do is to relax and not worry. You will enjoy yourself and you will do a good job, whether or not you have any experience. Indeed, it is important that debating is judged by non-experts since the essence of public speaking is the ability to convince, impress or entertain an average audience, not just an expert one. The only essential requirement for judging is that the judge be able to ignore any of his or her own opinions and make his or her decision based solely on the material presented.

This sheet contains some information and guidelines which may help you with your adjudication. You do not need to worry about the speaking order, rules, times etc.. The chairman will handle all of the procedural details. At the conclusion of the round, you will be asked if you wish to make any comments. You do not have to, although the debaters are always eager to hear your opinions. If you do offer comments, please do not reveal any scores or which side won. Please hand in your scoresheet to the ChairTimer at the end of each round.

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 will usually fall between 12 and 22. 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.

Here is what the Judge’s score sheet looks like:

1 st Proposition	2 nd Proposition	Criteria for individual evaluation A scale of 1 to 5, 1 is poor and 5 is excellent	1 st Opposition	2 nd Opposition
1 2 3 4 5	1 2 3 4 5	Organization: The speech should be well structured, logical & coherent, containing and effective introduction and conclusion	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Evidence/Logic: Facts, statistics & authorities offered in support of contentions must be sound. Credit should be given for thorough and relevant research.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Delivery: Poise quality & use of voice, combined with emphasis, variety and enunciation. Effectiveness and ease of gestures, and eye contact should be assessed.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Refutation/Clash: The ability to apply logic and evidence in refuting the opponents’ contentions while defending your own.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	Format: Does the examiner develop a series of questions which draw admissions? Does the Examiner remain in control? When answering questions, does the witness show an understanding of the issues? Is the witness cooperative?	1 2 3 4 5	1 2 3 4 5
___/25	___/25	Totals (please double check addition)	___/25	___/25

For the first round, begin the evaluation by assuming that each debater walked into the room with an average rating (3 points). After you have heard all of the speeches, including the rebuttals, begin the scoring. Mark the debaters relative to one another; that is, assign the best debater the highest score and the worst the lowest (this spread may be as little as a single point). Always begin not at “poor” (1 Point), but a “average” (3 points). Reward and penalize appropriately. As their names imply, both poor and outstanding scores are rare; however, do not be afraid to reward or penalize as such if either is well-deserved. After you add up the marks, **The range of marks for each debater should be between 12 and 22**, with few exceptions in either direction.

Other Considerations that 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.

Cross-Examination Periods

The cross-examination periods are interspersed among the constructive speeches and are designed, first, to gain valuable admissions which identify strengths in the examiner’s case and/or weaknesses in his opponents’ case and, second, to clarify points made during previous constructive speeches. The cross-examinations are not intended to be the high tension, emotionally-wrought spectacles portrayed in the movies and television but, rather they should be more in the tradition of a properly run court of law.

The examiner carries on a polite dialogue that is designed to draw out admissions through the use of lines of questioning and cunning. The examiner should not use tactics such as browbeating, intimidation, belittlement, or speech-making. The witness must respond to all relevant questions posed by the examiner. The examiner must allow the witness sufficient time to adequately qualify a response, but the examiner does control the time in the cross-examination period.

He may interrupt the witness if the witness is being verbose, evasive, or if the witness has had sufficient time to answer. The questioner may not demand a simple “yes” or “no” answer, as the respondent always has the right to explain a response. You should expect the teams to make use of the admission that they obtain in future constructive or rebuttal speeches.

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.

Suggested Scoring Range For Judges

The vast majority of speeches that you will judge will range between 60% and 90%. Go above and below this range only for very strong reasons.

% Range	Mark out of 25	Debate skills required to attain this mark
96-100	25 24	<ul style="list-style-type: none"> • Practically impossible – reserved for the gods! • You are privileged to be in the presence of such greatness. • Excellent
84-92	23 22 21	<ul style="list-style-type: none"> • Much factual evidence; varied types of evidence with many examples • Clearly understands all aspects of the issue; clear logic shown • Case is clearly outlined and coordinated with partner; time used effectively • Persuasive, memorable delivery – effective use of voice and body language • Refutes all points of opposition; rebuilds own case; summarizes key themes • Good
72-80	20 19 18	<ul style="list-style-type: none"> • Considerable factual evidence; gives several supporting examples for claims • Understands both sides of issue well; considerable logic is evident • Case is clearly outlined and coordinated with partner; speaker may run out of time • Pace, tone, diction, eye contact are mostly evident; does not rely solely on written speech; fairly persuasive delivery • Refutes most points of opposition; rebuilds own case strongly • Average
60-68	17 16 15	<ul style="list-style-type: none"> • Some factual evidence; some support for claims with some examples • Basically understands one side of the issue well; some logic evident in arguments • Case is clearly outlined but team work may not be sufficient; time may not be used well • Delivery flaws in pace, tone, diction may reduce persuasiveness; much reliance on notes • Refutes some points of opposition; weak rebuilding of own case • Below average
48-56	14 13 12	<ul style="list-style-type: none"> • Little factual evidence; little support for claims with few examples • Little understanding of overall issue; case does not hang together well; little logic evident • Outline of case unclear; little coordination with partner; time not used well • Speaker is uncomfortable, lacks confidence; tends to read notes • Refutes few opposing points; fails to rebuild own case
Below 48%	Sub 12	<ul style="list-style-type: none"> • Impossible – no mark below this level may be given

Things Judges Should Remember:

1. **The range of marks for each debater should be between 12 and 22**, 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 12 and 22**, 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.**

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 organization, evidence/logic, delivery, refutation/clash and cross X ability. **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 Chair/Timer (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.

Cross Examination Scoring Rubric

	1	2	3	4	5
Organization – The speech should contain an effective introduction and conclusion. It should be well structured, logical and coherent. Argumentation and logic should be straightforward and relevant and, as much as possible, strategy and organization should complement each other.	No introduction or statement of resolution	Has an introduction but does not state the resolution.	Introduces the resolution.	Introduction was interesting. Clear statement of resolution.	Introduction grabs your attention. Clear statement of resolution.
	Little sign of organization. Difficult to follow. Little, if any, notes making it impossible to verify information.	Some sign of organization is demonstrated but speech does not flow smoothly. Inadequate notes and unable to find information.	Speech shows some signs of organization. Some weakness in overall flow. Adequate notes but took time to find information.	Well structured and interesting speech. Able to follow the flow. Good notes and information can be retrieved, as needed.	Awesome speech which keenly holds your interest. Logical and easy to follow. Excellent notes and readily accessible information.
	No conclusion	Uncertain conclusion.	Stated conclusion.	Clear conclusion brings closure to the topic.	Effective conclusion convinces you.
Evidence – Facts, statistics, and authorities offered in support of contentions must be sound. Credit should be given for thorough and relevant research.	Does not seem to address the topic. No facts are given to support the topic	Seldom addresses the topic. Few facts are given to support the topic.	Tries to address the topic. Some facts are given to support the topic.	Usually addressed the topic. Uses facts to support the topic.	Always addresses the topic issues. Uses many sound facts to accurately support the topic.
	Contentions are missing or unclear.	Contentions are vague and hardly convincing.	Contentions are clear and plausible.	Contentions are clear, somewhat concise and usually convincing.	Contentions are clear, concisely stated and convincingly.
	No evidence of any research or serious factual errors. Details/examples conflict with the position.	No direct credit given for any research. Details/examples do not contribute to the position.	Credit given for some research. Details/examples have a minor influence in the clarity of the position.	Credit given for most research. Details/examples attempt to add clarity to the position.	Credit given for thorough and relevant research. Details/examples clarify the position.
Delivery – The mechanics of good speech should be faithfully observed throughout. Poise, quality and use of voice, effectiveness and ease of gesture, emphasis, variety, and enunciation should be assessed.	Appeared very nervous and did not use gestures. No eye contact.	Difficulty with voice control and ineffective gestures. Little eye contact.	Appropriate attempt to control voice and gestures. Some eye contact.	Good control of voice and gestures. Good eye contact.	Excellent control of voice and gestures. Excellent eye contact.
	Limited vocabulary, often repetitive, and somewhat monotone.	Minimal descriptive language with very little tone change.	Some descriptive language with occasional tone change for emphasis.	Some descriptive language presented with good variance of tone.	Very descriptive language presented with varied emphasis.
	Appears very nervous. Bad posture coupled with many distracting movements.	Appears unsure and nervous. Bad posture and a number of distracting movements.	Body language shows control. Good posture but some distracting movements.	Body language exhibits confidence. Good posture with not too many destructive movements.	Appears confident and comfortable at all times. Excellent posture and no distracting movements.
Refutation/Clash – Each speaker should demonstrate an ability to apply evidence and logic in refuting his opponent’s contentions.	No clash	Little clash to show the opposing arguments have been understood.	Clash shows some understanding of the opposing arguments.	Good clash demonstrating an understanding of the opposing arguments.	Clashes are appropriate and show a clear understanding of the opposing arguments.
	No counter-arguments made.	Almost no counter arguments made.	Few effective counter-arguments made.	Some effective counter arguments made.	Many effective counter-arguments are made.
Format: Cross Examination – Has each student demonstrated an ability to develop a series of questions which challenge the witness? Did the examiner remain in control? Did the witness show an understanding of the issues? Was the witness cooperative?	Questioning tactics are very poor. Questioner reads questions, appears to have no goal in mind. Questions are of a simplistic nature. Questioner lost control.	Questioning tactics are fair, but Questioner appears to have no goal in mind. Questions are reasonably phrased. Questioner at times loses control.	Questioning tactics are good but are single and do not form a series. Phrasing of questions is good. Questioner retains control.	Questioning tactics are clear and appear to have purpose in mind. Phrasing of Questions is well done. Questioner keeps questioning on target.	Questioning tactics are excellent. Questions form a series designed to get witnesses to admit contradictions. Questioner knows where he wants questions to lead.
	Witness appeared to have problems answering questions. Often answers were of a one-word variety. Often witness appeared to be hostile and made personal remarks. Examiner dominated questioning process.	Witness appeared to have difficulty answering. Often responses were uncertain and short. At times hesitated in making responses. Examiner took advantage of his uncertainty.	Witness answered questions honestly, courteously and was cooperative. He did not abuse the questioning process.	Witness shows a good understanding of issues. Is cooperative and courteous. Was able to dominate questioning process. Controlled cross examination exchange	Witness shows an excellent understanding of issues. Is always cooperative and courteous. Was able to take over control of questions. Dominated cross examination exchange.
	Speaker is rude, disrespectful, uncooperative, makes personal remarks.	Speaker occasionally shows disrespect & resistance. Appears to make personal remarks	Speaker is courteous and respectful, does not make personal remarks.	Speaker is courteous and cooperative. Does not make personal remarks.	Speaker looks and acts professionally, deliberately refrains from making personal remarks.