

Style of Debating: _____ Round: _____ Location: _____

Grade Range: Poor: 60-65; Fair: 66-70; Average: 71-75; Good: 76-80; Excellent: 81-85.

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| <u>Affirmative / Government Scores</u> | | <u>Negative / Opposition Scores</u> |
| School: _____ | | School: _____ |

| | | |
|--|----------------------|--|
| 1st Speaker: _____ | | 1st Speaker: _____ |
| Letter | | Letter |
| Comments: _____ | Grade | Grade Comments: _____ |
| _____ | Analysis | _____ |
| _____ | Evidence | _____ |
| _____ | Organization | _____ |
| _____ | Presentation | _____ |
| _____ | Reasoning | _____ |
| _____ | Refutation | _____ |
| _____ | Debate Skills | _____ |
| Point Score (between 60 and 85) _____ | | Point Score (between 60 and 85) _____ |

| | | |
|--|----------------------|--|
| 2nd Speaker: _____ | | 2nd Speaker: _____ |
| Letter | | Letter |
| Comments: _____ | Grade | Grade Comments: _____ |
| _____ | Analysis | _____ |
| _____ | Evidence | _____ |
| _____ | Organization | _____ |
| _____ | Presentation | _____ |
| _____ | Reasoning | _____ |
| _____ | Refutation | _____ |
| _____ | Debate Skills | _____ |
| Point Score (between 60 and 85) _____ | | Point Score (between 60 and 85) _____ |

Winning Team: _____ Date: _____

Judge's Name: _____ Signature: _____

Comments: _____

WHAT TO LOOK FOR

ANALYSIS - Does the debater understand the crucial issues in the debate? Does he or she distinguish between substance and rhetoric? Are the definitions of terms and the interpretation of the resolution sound and reasonable?

EVIDENCE - Has the debater thoroughly researched the topic? Does he or she introduce adequate and relevant facts, statistics, authorities and other such data?

ORGANIZATION - Does the debater present material in a clear, fluent, coherent manner? Develop his or her case well? Has the speech an effective introduction and conclusion and sound internal organization? Do all of the speakers for the team present a co-ordinated, consistent case?

PRESENTATION - Is delivery smooth and spontaneous or stilted? Consider poise, enunciation, quality and use of voice, ease and effectiveness of gestures, emphasis, variety, and other mechanics of good speaking. Penalize for reading or memorization.

REASONING - Is the logic of the debater sound? Does he or she recognize and expose weaknesses in opponents' evidence and reasoning?

REFUTATION - Does the debater perceive and successfully respond to opponents' challenges? Does he or she refute specific points made by opponents as well as their case in general? Does the debater demonstrate the ability to use logic and evidence to defend his or her team's contentions as well as to destroy those of opponents?

DEBATE SKILLS - Does the debater obey and effectively use the rules (through timely raising of Points or complaints of rule violations)? Does he or she make good use of humour and rhetoric? Is he or she courteous? A good listener? Does he or she heckle and handle heckling well, when it is permitted?

In **Academic Style** with Worlds Style Points of Information, does the debater raise and respond to at least one Point from each opponent?

In **Academic Style** with heckling, does the debater heckle effectively?

In **Cross-Examination**, is the debater effective at questioning and answering?

In **Parliamentary Style**, does the debater:

- ▶ demonstrate knowledge of Parliamentary procedure?
- ▶ raise Points of Order and/or Privilege?
- ▶ heckle effectively?